



PE Grant Funding Bilton C of E Junior School 2025/2026



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for Education

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Review of last year 2024/2025

What went well?	How do you know?	What didn't go well?	How do you know?
Engagement of pupils with SEND Supporting participation in extra-curricular opportunities or competitions, Top-up swimming lessons for pupils requiring additional assistance, Specialist equipment and resources for children with SEND, Specialist equipment and resources for children with long-term medical conditions, Peer to peer led activity.	Increased participation in PE lessons, along with accessible resources. Pupil voice. Increasing engagement of all pupils in regular physical activity and sport. Increased proficiency in swimming (although still lower than we would like). Greater expertise and support from staff member working with pupils with SEND. Skills to support dysregulated children to remain focused in PE lessons.	Swimming strokes – still improvements to be made in the percentage of pupils meeting the expected standard. The expected standard for swimming in the UK, particularly for primary school children, is to be able to swim competently and confidently over a distance of at least 25 metres, using a range of effective strokes, and perform safe self-rescue in water-based situations by the end of Year 6.	Percentage of pupils in previous year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) has increased but was only 71% from end of swimming assessments. The current 2 week swimming block for all children is an improvement on the original offer, however lessons over a longer period would have greater impact on outcomes.
Targeted spending for engaging girls with sports Targeted spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities.	Increased participation in extra-curricular opportunities for competitions, Specialist focused activities for girls. Specialist equipment and resources for girls such as coaches teaching football sessions.	Percentage of pupils in previous year 6 cohort performing safe self-rescue in different water-based situations was lower than we would like.	Only 67% of pupils achieved the expected standard safe self-rescue in different water-based situations. This is due to the limitations of a 2 week swimming block for a large number of children.
Targeted spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils.	After-school sport and physical activity clubs - free of charge for pupils, Subsidised sport and physical activity clubs for disadvantaged pupils, Stronger parental engagement e.g.: school assemblies, Community club engagement or pathways, Peer to peer led activity.	Although participation in wider sports has increased for disadvantaged children it is still not in line with non-disadvantaged pupils.	Data analysis of pupils attending clubs and those who participate in wider activities in and beyond school.
Increasing all staff's confidence, knowledge and skills in teaching PE and sport.	Wider range of sports offered. Profile of PE has been raised.	Improving assessment beyond swimming. No recorded data of progress or attainment through BROMCOM or other assessment systems.	No assessments on BROMCOM. Teacher however, do report to parents on those who have exceeded the expectation and who have participated in competitions etc. Sports coaches to work alongside teachers on assessing specific areas of the curriculum in 2025/2026/
School Games Mark application finalised. This year we have achieved the Silver award.	A broader offer is in place across the PE curriculum. Increased teacher confidence.		

Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport

Download the full DfE guidance at www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools
Download afPE's exemplification guidance at www.afpe.org.uk/physical-education/advice-on-sport-premium/

Number of pupils and Sports Grant received	
Total number of pupils on roll	435
Sports grant for 2025/26	£21 500

Swimming	
Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% of the cohort took part in self-rescue training. 82% with confidence due to competence at swimming.
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No
Through delivering a daily consecutive swimming block over a two-week period, we have seen significant progress in pupils' swimming ability and confidence. The consistency of daily sessions has allowed skills to be taught, practised and embedded more effectively than when lessons are spread over a longer timeframe. Pupils benefit from the routine, continuity and repeated exposure to the water, which has accelerated their progress. We are pleased that the majority of pupils make clear improvements across all three measures, with confidence levels particularly high due to the intensive nature of the programme. With regard to the Primary PE and Sport Premium, we have not used the funding for additional swimming provision, as our block covers curriculum requirements.	

Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.		
Action – What are you planning to do?	Expected impact of action	Cost linked to action
Professional Development 100% of teaching staff to access at least one high-quality CPD session in PE or sport by the end of the academic year.	- Staff surveys and CPD logs show all staff have attended; at and report increased confidence in lesson delivery.	£450 Co-coordinator release time
Coaching & Mentoring Establish a coaching/mentoring programme where PE specialists model lessons for class teachers. Initially this will be through Sprint Active (specialist coaches).	- By July, all teachers to have team-taught at least one PE lesson with a specialist coach. - Lesson observations show improved teacher delivery; staff feedback evidences increased knowledge of teaching strategies and assessment. - Staff evaluations reflect higher confidence in managing PE lessons independently.	£1200 Sprint Active Coaches
Curriculum & Planning Ensure all staff have access to progressive PE schemes of work and resources. Review current provision – pupil voice/ staff voice. Staff to demonstrate improved use of assessment in PE Initially this will be through Sprint Active (specialist coaches).	- Lesson plans and schemes are consistently used across year groups; staff report confidence in adapting activities for different abilities. - Teacher assessment records show progress data for pupils; staff evaluations indicate confidence in assessing physical skills. - Review Scheme of work/renewal of licence	£350 Scheme renewal
Impact on Pupil Outcomes Increase pupil participation rates in lessons where non-specialist teachers are delivering PE (measured via observations/surveys). Pupils show improved performance in fundamental movement skills following staff training, with the majority achieving age-related expectations.	- Pupil voice surveys and lesson observations show higher engagement and participation levels. - Assessment data confirms most pupils meet expected standards in core skills (e.g. balance, coordination, agility). - Majority of pupils meet or exceed age-related expectations in fundamental movement skills (balance, coordination, agility, object control, locomotor skills). - Pupils demonstrate confidence and consistency when applying skills in PE lessons and games.	£450 Co-coordinator release time
Sustainability Supporting PE Co-ordinator to develop their role – curriculum and wider sporting opportunities.	- Support with establishing a long-term vision for PE provision, ensuring progression, inclusion, and whole-child development. - Observe PE lessons alongside the PE lead/Coaches to monitor quality of teaching and pupil engagement.	£450 Co-coordinator release time

	- Support with collecting and analysing pupil voice feedback to measure enjoyment, participation, and progress in PE. - Report to SLT/governors on the impact of PE Premium funding. - Support with increasing pupil participation in extracurricular sport and physical activity. - Ensure targeted opportunities are provided for less active pupils and disadvantaged groups. - Establish links with local sports clubs and community organisations to widen opportunities for pupils. - Continue to promote school participation in intra- and inter-school competitions and festivals.	
External Training Staff attending SSP provided courses Attendance of P.E. coordinators meetings	- Staff who attend external PE training will share key learning points with colleagues in staff meetings, phase meetings, or CPD sessions. - Adapt and share resources, lesson plans, and assessment tools gained from training so all staff can access and use them. - PE Co-ordinator meetings 21.10.25/14.11.25	
Key Indicator 1 Total		£2900

Key indicator 2: Key indicator 2: The engagement of all pupils in regular physical activity.		
Action – What are you planning to do?	Expected impact of action	Cost linked to action
Employment of Sports coach (5 days a week) A. K Coaching	- Pupils are more actively engaged in structured activities led by the coach. - Reduced instances of unstructured play leading to disputes or behaviour incidents. - Observable improvement in positive social interactions, teamwork, and fair play. - Children report feeling happier, more included, and more purposeful at break times.	£3 500

	- Pupils gain new physical skills through break-time activities (e.g. ball control, coordination, fitness). - Increased participation from children who are usually reluctant or disengaged during free play. - Opportunities for pupils to develop leadership roles (e.g. leading warm-ups, organising teams). - A wider variety of sports/activities introduced, ensuring inclusivity and choice for all abilities. -	
Increase participation for girls in upper Key stage 2 in sports.	- Higher percentage of girls attending sports clubs and extracurricular activities. - Wider variety of sports available that reflect girls' interests and needs.	
All Year 6 pupils participate in swimming lessons.	- The majority of year 6 pupils can confidently and proficiently swim over a distance of at least 25 metres - The majority of year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - The majority of year 6 pupils can perform safe self-rescue in different water-based situations	£3000 (transport)
Promote sporting activity through specialist coaches – Sprint Active (starting with Rugby sessions term 1).	- Pupils acquire new technical skills in the subject (e.g. specific sport techniques, artistic skills, STEM problem-solving methods). - Pupils demonstrate improved application of transferable skills (teamwork, communication, leadership, resilience). - Pupils show measurable progress against skill-based benchmarks or assessment criteria.	
Increase Daily Activity/Active Play at Lunchtimes Investment into supporting children in sports and activities during lunchtimes. Keeping children active through lunchtimes. Ensure every pupil takes part in at least 30 minutes of purposeful physical activity each day in addition to PE lessons.	- Feedback from lunchtime staff identifies children who are less active to target. - Increase the proportion of pupils engaging in active play during break and lunchtime. - Observations show all playground zones used actively. - Pupil survey on pupils' enjoyment of playtimes. - Carry out a review of equipment. - Purchase of playtime equipment to encourage children to participate. -	£386.00 (Sept 2025) X6 half terms £1930

Play Leader Training Play Leaders trained to support pupils: - Organise Play & Activities - Encourage fair play and ensure rules are followed. - Provide a variety of games so all children can take part, regardless of ability. - Promote Inclusion & Participation - Support Positive Behaviour - Develop Leadership & Life Skills - Work with Staff & Peers	- Play leaders confidently plan and deliver games with minimal adult input. - - Play leaders show responsibility, fairness, and good communication skills. - Leaders act as positive role models for younger pupils. - Evidence of increased confidence and leadership skills in play leaders over time. Course to attend for new staff through SSP subscription (2 free places per course): - Managing Wet Lunchtimes Monday 08/12/25 - Managing Behaviour in the Playground 11/12/25 - Active Lunchtimes 15/12/25	
Extracurricular Participation Increase the number of pupils regularly participating in before- and after-school clubs, especially less active pupils including PP pupils.	- Registers show an increase in club attendance and include a proportional amount of PP children. Free places offered where needed. - Tracking shows improved uptake by pupil premium and less active children.	
Inclusive Opportunities Ensure SEND and less confident pupils are fully included in physical activity.	- 100% of SEND pupils take part in adapted physical activities. - Feedback from pupils/parents confirms positive experiences and improved confidence. - 30 minute activity club on place for children with SEND (focus on energetic games and activities).	LSA Cover £1800
Promoting Active Travel to and from school Promote and increase the percentage of pupils walking, cycling, or scooting to school.	- Termly travel survey shows an increase in active travel journeys. - Participation in Walk to School / Bikeability schemes is recorded.	Marketing and awards £300
Classroom Activity Embed movement breaks or active learning into classroom lessons.	- Teacher planning evidences activity breaks. - Pupil feedback reports increased alertness and enjoyment. -	No cost
Pupil Voice and Enjoyment Monitor pupil attitudes towards activity and increase enjoyment levels.	- Regular surveys to gather feedback. - Feedback identifies activities pupils want, and provision is adapted accordingly.	Supply cover £200 New resources £1500 allocated
Key Indicator 2 Total		£3800

Key indicator 3:

The profile of PE and sport being raised across the school as a tool for whole school improvement.

Action – What are you planning to do?	Expected impact of action	Cost linked to action
Subscribe to the Harris Partnership The partnership contributes to certain coaching alongside teachers, CPD opportunities for teaching staff: courses, coaches and whole staff training Contributions to pupils physical wellbeing: competition organisers, subsidised bike ability courses and other events. Further Partnership Collaborations: Consider establishing partnerships with organisations such as the Youth Sports Trust, Warwickshire County Cricket, Birmingham County Football Association, and others, providing exciting opportunities for schools. Achieve the Gold School Games Mark	- Access to specialist PE teachers and coaches will raise the standard of teaching and learning, with staff reporting higher confidence in planning and delivering PE. - CPD opportunities will help embed sustainable practice so that improvements last beyond the funding period. - Pupils will have greater opportunities to engage in intra- and inter-school competitions, increasing the percentage of children regularly taking part in sport. - More extracurricular activities will be available, encouraging pupils (including least active, SEND, and disadvantaged) to participate in new and diverse sports. - Regular participation in competitive and non-competitive sport will improve pupils' physical fitness, resilience, and social skills. - Pupils will develop a positive attitude towards physical activity, supporting lifelong healthy lifestyles. - Opportunities for pupils to become Sports Leaders or Ambassadors will enhance leadership, teamwork, and responsibility skills. - Participation in Harris-wide events will raise aspirations and confidence. - Belonging to a Harris partnership will strengthen the school's sporting culture, embedding physical activity across the curriculum and daily routines. - The partnership will also support statutory compliance for Sports Premium reporting by providing data, frameworks, and evidence of impact.	Subscription to Harris £4205
Embed PE and sport within the whole-school culture, ensuring pupils and staff value physical activity as part of daily school life. Promote pupil leadership in sport, increasing opportunities	- PE and sport are prominently featured in assemblies, newsletters, displays, and the school website. - Pupils take on a Sports Leader or equivalent leadership roles across the school (at least 20% are PP)	

for pupils to act as Sports Leaders, Ambassadors, and role models. Raise aspirations and celebrate achievement in PE and sport across the school, linking success in sport to whole-school values (e.g., resilience, co-operation, respect). Increase visibility of PE and sport through newsletters, assemblies, displays, and social media, highlighting participation and achievement. Use PE and sport as a driver for improved wellbeing, attendance, and behaviour, showing its contribution to whole-school improvement priorities. Make links to sport and impact on mental health – myHappyMind,	- Pupil surveys show that pupils feel proud of sporting opportunities and achievements in school. - PE and sport achievements are regularly celebrated (e.g., certificates, mentions in assemblies, recognition boards). - Staff report that sport and physical activity have a positive impact on pupil engagement, behaviour, and resilience in class. - Attendance tracking shows improved engagement of targeted pupils (e.g., least active, SEND, PP) through involvement in sport. - External sporting successes (competitions, festivals) are shared with the whole school community, raising the profile beyond PE lessons. - Sporting successes outside of school are celebrated in Commendation Assemblies – children show medals, certificates etc.	
Statutory Compliance Business Manager and PE Co-ordinator to attend training on completing the online end of year financial review document to ensure compliancy.	- Complete and publish the DfE Sports Premium Online Reporting Tool by 31 July 2026, ensuring all sections (spend, impact, sustainability) are fully evidenced. - Publish the updated PE and Sport Premium statement on the school website by the statutory deadline, clearly showing funding allocation, impact, and sustainability planning. - Ensure the swimming data section is accurately completed, reporting the percentage of Year 6 pupils meeting National Curriculum requirements.	Supply cover £200
- Key Indicator 3 Total		£4405

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.		
Action – What are you planning to do?	Expected impact of action	Cost linked to action
Extra clubs put on before and after school What is Sprint Active Education Sprint Active Education runs the wraparound care. They are UK company specialising in physical education, sports,	- There will be a broad range of sporting activities lead by specialist coaches as part of the wraparound provision. - Parental and pupil input into the sports offered. - Specialist skills and games coaching. - Positive feedback from parents and staff.	No cost to school

and active enrichment programmes. Engage external providers/partners (e.g. Sprint Active, local clubs) to introduce specialist activities and link pupils to community sport (Handjre Tennis).	- External coaches/providers deliver at least one enrichment programme per term, with positive feedback from pupils and staff.	£1200
Funding to go to different PE experiences and events (including transportation) where new sports are offered.	- Children attend activities that are not easily replicated on site.	£2000
Expand the variety of sports and activities offered so that pupils experience both traditional and non-traditional sports.	- New sports/activities introduced during the year, beyond the core PE curriculum.	£2200
Ensure inclusivity, giving every pupil (including least active, SEND, and disadvantaged groups) access to at least one new sport/activity by the end of the academic year.	- All pupils participate in at least one new sporting experience by July 2026. - Increased participation in uptake of clubs by girls, SEND, and disadvantaged pupils compared to the previous year.	
Increase extracurricular opportunities by adding new after-school/lunchtime clubs that reflect pupil voice and interest.	- Pupil surveys show enjoyment in a new sport/activity they had not tried before. - Sustained participation is evident, with pupils continuing with a new sport/activity beyond their initial trial.	
Exposure to national/global professional competitions.	- Children to engage with various events such as Year 6 attending the Lloyds Tour of Britain Cycling Event (September 2025).	No cost
Key Indicator 4 Total		£5400

Key indicator 5: Increased participation in competitive sport.		
Action – What are you planning to do?	Expected impact of action	Cost linked to action
Expand opportunities for competitive sport through intra-school (house/team competitions) and inter-school fixtures and festivals. Local Swimming Gala – organised by a member of the BJS Sports team.	- A range of intra-school competitions (e.g. house tournaments, sports days) are delivered, with evidence of whole-school participation. - Pupil surveys show that pupils feel motivated and proud to represent their school in competitive sport.	
Resources/ entry fee/ transportation costs/ for wider competitions.	- Pupils are not disadvantaged from attending competitions and events due to parental donations. - Transport costs are used effectively to support children to attend and where possible children will walk to neighbouring schools.	£1800

Purchase BJS Kits – swimming, athletics and football.	- Pupils report an increased sense of pride and belonging when representing the school. - School identity is clearly visible at events, competitions, and fixtures. - Girls and boys, and pupils of all sizes, feel comfortable and confident wearing the kit. - School kit contributes to positive recognition (awards, media coverage and community acknowledgment). - Sponsorship or funding streams explored to support sustainability of kit provision. - Systems are in place to ensure kits are well looked after (loan system, washing arrangements, replacements). - Kits are used consistently across sports and year groups, ensuring long-term value.	£1200
Purchase sports trophies and medals for sports day and other events throughout the year.	- Pupils are more motivated to participate due to the recognition and reward of medals/trophies. - Positive attitudes observed — pupils striving to achieve personal bests as well as team success. - Individual and team achievements recognised in a visible and inclusive way. - Medals/trophies celebrate both excellence (winners) and effort/participation). - Pupils demonstrate pride when receiving recognition, boosting confidence and self-esteem. - Awards reinforce school values (e.g. co-operation, resilience, respect). - Pupils celebrate each other's successes, promoting good sportsmanship. - Parents and community members perceive sports day as a well-organised, celebratory event.	£400
Increase pupil participation in competitive sport across all year groups, ensuring inclusivity for SEND and disadvantaged pupils.	- SEND and disadvantaged pupils are proactively included and represented in competitive sport. - Adult support is provided e.g. 1:1 for pupils with specific needs.	£800 Sports resources for outdoor learning space (SEND)
Develop leadership roles by training pupils as referees, scorers, and team captains to support competitions.	- Pupils trained as sports leaders take on roles in officiating, organising, or supporting competitive events.	

Strengthen community links by engaging with local sports clubs and associations to provide pathways beyond school sport.	- There are a wide range of links and expertise within the community is capitalised on e.g. staff and parental expertise in sport.	
Key Indicator 5 Total		£4200
Total for all Indicators		£20705
£795 available for additional costs		