Sports Premium Budget







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YOUTH SPORT TRUST

Review of last year 2024/25

For the review of last years spending – please open last years document.

Intended actions for 2025/6

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent Spend 17970	Implementation
1. Increase staff confidence in teaching PE	1. The Sports Premium funding will support two years of PE networking opportunities with Hampshire PE (£180), as well as attendance at the upcoming Hampshire PE Conference (£155). Key information and updates from these events will be shared with staff during staff meetings or INSET days to ensure consistent whole-school development. Staff voice will continue to be used to identify CPD needs, with targeted training implemented through staff meetings or INSET sessions. A morning CPD session and a dance-focused INSET are planned to be led by the PE Lead. The school will also continue to utilise *Get Set for PE* (previously funded) to strengthen teachers' subject knowledge and support progression across the curriculum. *Get Set for PE's* CPD will also be used to ensure staff are trained during the inset day. A subscription to AfPE (£115) will provide monthly updates and essential health and safety guidance, which will be disseminated to staff. Free CPD opportunities will be accessed wherever possible to maximise value. To enhance opportunities for Outdoor and Adventurous Activities (OAA), £2,520 will be allocated to purchase a four-year subscription to the Cross-Curricular Orienteering online portal. This resource will enable staff to integrate active learning into lessons beyond PE, supporting increased physical activity across the school. It will be particularly

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	beneficial for Year 6, providing engaging and active revision opportunities.
2. Increase the number of children participating in physical activity throughout the day	2. £2,000 will be allocated to purchasing playground equipment designed to increase daily physical activity and the equipment was specifically chosen to complement the sports taught in PE lessons, as well as the activities promoted by our Playleaders. The Daily Mile will continue to be completed as regularly as possible, and pupils will also take part in the Mini London Marathon in Schools in April and a Santa Dash at Christmas time to further promote whole-school participation and enjoyment of locomotive movement. The school will continue to run a fully inclusive Sports Day, ensuring all pupils can participate meaningfully. A portion of the funding will be used to provide cover for teachers attending sports events and SGO-led competitions. This allocation also supports Sports Leaders in accessing training delivered by the SGO during the summer term. Current Playleaders will dedicate one lunchtime per week to encouraging active play, using the new equipment and laminated game cards to support structured, engaging activities for younger pupils.
3. Increase participation in sporting competitions.	3. Funding will support the purchase of new gymnastics mats (£1,000) to enhance the provision for next year's gymnastics club and to strengthen the delivery of sensory circuits. Additional costs (£662, with further expenditure anticipated) will be allocated to HLTA cover, enabling staff to leave early to accompany pupils to sporting competitions.

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	A total of £2,160 will fund a teacher and sports coach to run a free Year 5/6 girls' football club during lunchtimes, as well as an invitation-only KS2 boys' football club after school. This ensures increased access to extracurricular sport and promotes engagement among targeted groups. An additional £30 will be used to enter county cup competitions in football and cricket, supporting wider participation in competitive sport and providing pupils with opportunities to represent the school.
4. Increase the opportunities for a wider variety of children to complete extra-curricular opportunities	4. £1,380 will fund additional sessions delivered by our Sports Coach before school as part of our early-morning provision. These sessions are designed to support pupils who may not have time to walk or cycle to school, ensuring they begin their day with physical activity. The Sports Coach will also continue to run inclusive lunchtime sessions open to all pupils. A further £2,304 will provide a free before-school dance club, delivered twice weekly by a qualified Royal Academy of Dance teacher. This club was initially offered to pupils eligible for Pupil Premium, with remaining spaces then opened to all students. £1,248 has been allocated to a free after-school yoga club, again prioritised for Pupil Premium pupils before being made available more widely. Additionally, £206 will support a free lunchtime cricket club for KS2 pupils, led by a cricket coach who also serves as one of our HLTAs. This club was offered first to Pupil Premium pupils to ensure equitable access. Finally, £258 will fund a free KS2 summer running club led by two teachers, with Pupil Premium pupils given priority for places. This club aims to promote fitness, enjoyment, and

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	confidence in physical activity during the summer term.
5. Increase physical activity for SEND students to increase their enjoyment of movement and regulate their central nervous system.	5. £180 will be allocated for our Sports Coach to support pupils during Sports Day, particularly those with SEND, helping to ensure the event remains fully inclusive while further raising its profile across the school. A total of £3,119 (with additional funding supplemented by the general school budget) will be used to provide access to sensory circuits. This provision is available not only to pupils with EHCPs but also to those who benefit from sensory regulation and structured physical input as part of their daily routine. Funding has also been used to enable teachers to attend SGO-led events that specifically support SEND pupils, including those with physical needs and those who are neurodivergent. These events provide valuable opportunities for pupils to participate in adapted, inclusive sporting activities and to represent the school in environments designed to meet their needs.
6. Head of PE to raise the profile of PE and champion PESSPA for the school including her own CPD	6. £453 from the Sports Premium budget (with additional costs covered by the general school budget) has been used to print promotional materials, including event adverts, Sports Day information, certificates, and other resources that celebrate and encourage physical activity during lunchtimes, extracurricular clubs, and after-school competitions. The Head of PE has written a new PESSPA policy, which will be presented to governors for approval in September. Pupil questionnaires were again used to gather student voice on what they value about PESSPA at Saint James. This feedback informed updates to the curriculum, which were

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	further refined through training provided by Hampshire PE. *Get Set for PE* (funded through a previous budget) continues to be used to assess pupils, identify gaps in learning, and highlight students who may benefit from additional opportunities such as competitions. To further raise the profile of PE across the school, all teachers were invited to attend the Year 5 and 6 football competitions.

Actual impact and supporting evidence

Impact – What do you hope to see	**Actual Impact** and **evidence**
1. The planned investment in high-quality CPD, PE networking, and attendance at the Hampshire PE Conference is expected to increase staff confidence, strengthen subject knowledge, and improve consistency in PE delivery across the school. By sharing key updates during staff meetings and INSET days, we anticipate a more unified approach to teaching PE and embedding active learning strategies throughout the curriculum. Ongoing use of *Get Set for PE* and regular AfPE updates should help ensure teaching remains aligned with national guidance and best practice, supporting safer, more progressive lessons. Staff will be better equipped to identify gaps in learning and adapt provision to meet pupils' needs more effectively. The continued use of the Cross-Curricular Orienteering portal is intended to broaden opportunities for Outdoor and Adventurous Activities (OAA) and increase physical activity across the wider curriculum. This resource is expected to support more active learning in subjects beyond PE and provide Year 6 pupils with engaging, movement-based revision opportunities that enhance both physical development and academic engagement. Overall, these actions aim to create a more confident teaching workforce and increased opportunities for pupils to be active throughout the school day.	1. Staff confidence in delivering high-quality PE has increased, evidenced by positive feedback shared with the Headteacher following the INSET day on dance, sensory circuits, and movement breaks, as well as from the information gathered on staff surveys. These sessions were designed and delivered using *Get Set for PE* resources and learning gained through PE networking meetings. The impact was immediate: Year R teachers began incorporating dance into their motor-skills development the very next day. The most recent staff survey shows a measurable increase in confidence to teach dance for the 2026–27 academic year, demonstrating sustained improvement in teacher readiness and willingness to deliver a broader PE curriculum. Free Cricket CPD, provided through Chance to Shine, further strengthened staff subject knowledge, while specialist coaching for Year 4 and 5 pupils led to increased enthusiasm for cricket. This was clearly evidenced during the school's cricket day, where pupils were eager to participate and continued playing cricket independently at lunchtime. Year 6 pupils are now significantly more active during their PE lessons compared with previous cohorts. They are highly motivated by the cross-curricular orienteering activities and enjoy using them as part of their revision. The creation of a winter orienteering course ensured pupils could remain active even during poor weather when indoor areas were already in use. This has resulted in sustained physical activity throughout the year and increased engagement in

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	both PE and active learning.
2. The investment in new playground equipment is expected to increase pupils' daily physical activity and encourage more active play that aligns with the sports taught in PE lessons. By strengthening the link between curriculum PE and lunchtime activities, more children should develop confidence, competence, and enjoyment in a wider range of sports. Continuing the Daily Mile and participating in the Mini London Marathon in Schools and the Santa Dash aims to promote whole-school engagement in physical activity, helping pupils build stamina, resilience, and positive attitudes towards fitness. Running a fully inclusive Sports Day is intended to ensure that all pupils, including those with SEND, can participate meaningfully and experience success in physical activity. Providing cover for staff attending sports events and SGO-led competitions will help increase the number of pupils able to take part in external sporting opportunities, raising the profile of PE across the school. Training delivered to Sports Leaders through the SGO is expected to strengthen their leadership skills and improve the quality of active play they facilitate. By dedicating one lunchtime per week to structured activities using the new equipment and laminated game cards, Playleaders will help younger pupils engage in purposeful, enjoyable physical activity, reducing sedentary behaviour and promoting active habits.	2. The purchase of dedicated playground equipment has ensured that resources remain well-stocked and separate from curriculum PE equipment, preventing items from being borrowed for lessons and not returned. As a result, pupils have had consistent access to high-quality equipment that supports active play every day. The Daily Mile saw a marked increase in participation following the completion of the Mini London Marathon in Schools during the Spring term. Pupils who are typically reluctant to run or move at speed were visibly motivated and took part enthusiastically, demonstrating a significant shift in attitude towards physical activity. Teachers and pupils responded with high levels of praise and excitement, which helped build momentum across the school. As a result, more teachers began making time for the Daily Mile within their routines, leading to a noticeable rise in daily physical activity and improved whole-school engagement. Free after-school hockey coaching for Year 5, delivered by Trojan Hockey Club, has increased participation in extracurricular sport and provided pupils with opportunities to develop new skills. This has strengthened links with local sports organisations and broadened the range of activities available to pupils. Playleaders successfully encouraged active participation during free skipping and cricket days, with many pupils joining in—including key SEND and Pupil Premium children. Their involvement demonstrates improved engagement in physical activity among targeted groups and highlights the

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	effectiveness of structured, peer-led lunchtime activities. Overall, the investment has led to increased daily activity levels, greater inclusivity, and stronger pupil engagement in both structured and informal physical activity across the school.
3. The purchase of new gymnastics mats is intended to enhance the quality and safety of both the proposed gymnastics club and sensory circuits, enabling more pupils to participate confidently and supporting the development of core strength, balance, and coordination. Improved resources should also help staff deliver more effective sessions and broaden opportunities for pupils who benefit from sensory-based physical activity. The provision of HLTA cover is expected to increase the number of staff able to accompany pupils to sporting competitions, ensuring more children can take part in external events. This aims to raise the profile of competitive sport across the school and give pupils valuable experiences representing Saint James. Funding the free Year 5/6 girls' football club and the invitation-only KS2 boys' football club is intended to widen access to extracurricular sport, particularly for targeted groups who may not otherwise participate. These clubs aim to build confidence, teamwork, and physical fitness while encouraging sustained engagement in school sport. Entering county cup competitions in football and cricket is expected to increase pupils' exposure to competitive opportunities, motivate them to develop their skills further, and strengthen the school's sporting culture.	3. The new gymnastics mats have only recently been purchased, so measurable impact will become evident during the autumn term. However, the improved equipment has already prompted the Headteacher to begin discussions with staff about launching a gymnastics club—something the school has not been able to offer for many years. This aligns directly with pupil questionnaire feedback, which identified gymnastics as a highly popular activity that children would like to see reinstated. Providing HLTA cover has directly increased the number of staff able to accompany pupils to sporting competitions. As a result, more children have been able to attend external events, including those who previously missed out due to staffing limitations. This has raised the profile of competitive sport across the school and given pupils valuable opportunities to represent Saint James. The free Year 5/6 girls' football club and the invitation-only KS2 boys' football club have both maintained strong and consistent attendance, with pupils choosing to participate regularly. The success of these clubs is clearly reflected in competition outcomes: both teams entered the Hampshire Cup and reached the finals, with the boys' team winning and the girls' team finishing as runners-up. In addition, the girls' team won the ID Cup, demonstrating exceptional progress and confidence. These results provide strong evidence that

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	the clubs have significantly enhanced pupils' skills, teamwork, and engagement in competitive sport. Alongside these team successes, individual impact has also been significant. One Year 6 girl who had never played competitive football before joined the girls' club, was trained as a goalkeeper, and quickly developed both confidence and skill. She has since joined a local football club, demonstrating that the influence of the school's provision extends beyond the school day and is helping pupils access long-term sporting opportunities in the community. Entering county cup competitions in football and cricket has provided pupils with meaningful competitive experiences beyond the school environment. Children have shown increased motivation to practise skills during PE and lunchtime sessions, demonstrating the positive influence of having real competitive goals to work towards.
4. The additional before-school sessions delivered by the Sports Coach are intended to reduce sedentary behaviour at the start of the day, particularly for pupils who may not have time to walk or cycle to school. By providing structured physical activity each morning, these sessions aim to improve pupils' readiness to learn, boost energy levels, and promote healthier daily routines. Inclusive lunchtime sessions are expected to further increase whole-school participation in physical activity and encourage pupils to engage positively with active play. The free before-school dance club, prioritised for Pupil Premium pupils, is designed to widen access to high-quality physical activity led by a specialist Royal Academy of Dance	4. The range of free before and after-school clubs has successfully increased participation among pupils who do not typically access paid extracurricular activities. The free after-school hockey coaching was well attended by children who usually do not sign up for clubs, demonstrating that removing financial barriers has widened access and supported more equitable participation. Morning dance sessions have had a noticeable positive effect on pupil wellbeing. Teachers report that children arrive to class happier, calmer, and more ready to learn after taking part in the before-school dance club. This reflects the impact of starting the day with structured physical activity and highlights the value of offering high-quality provision led by

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teacher. This provision aims to build confidence, coordination, and enjoyment of movement, while ensuring equitable access for pupils who may face barriers to extracurricular participation. Similarly, the free after-school yoga club and lunchtime cricket club are intended to broaden the range of physical activities available to pupils, with priority given to Pupil Premium children to support targeted engagement. These clubs aim to promote wellbeing, develop new skills, and encourage sustained participation in physical activity beyond curriculum PE. The KS2 summer running club, led by two teachers, is expected to increase pupils' fitness, stamina, and enjoyment of physical activity during the summer term. Prioritising Pupil Premium pupils aims to ensure that those who benefit most from additional physical activity have guaranteed access. Collectively, these provisions aim to increase daily activity levels, widen participation in extracurricular sport, reduce inequalities in access, and foster a positive, active culture across the school.	a specialist instructor. These outcomes show that the funded activities are increasing engagement, improving pupil mood and readiness to learn, and successfully reaching pupils who benefit most from free, accessible physical activity opportunities.
5. Allocating funding for the Sports Coach to support pupils during Sports Day is intended to ensure the event remains fully inclusive, particularly for pupils with SEND. This support aims to provide tailored encouragement, adapted activities, and increased supervision so that all pupils can participate meaningfully and experience success. Strengthening the inclusive nature of Sports Day is also expected to raise the profile of PE across the school and promote positive attitudes	5. The presence of the Sports Coach during Sports Day has further strengthened the inclusivity and profile of the event. Pupils were highly motivated to participate, with many expressing that they wanted to "show what they can do" to the Sports Coach. This increased enthusiasm contributed to higher levels of engagement across all year groups, including SEND pupils who benefited from tailored encouragement and support.

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towards physical activity. The investment in sensory circuits is designed to improve access to structured sensory regulation for pupils who benefit from movement-based interventions as part of their daily routine. This provision aims to support pupils' emotional regulation, readiness to learn, and physical development, while ensuring staff have reliable, high-quality resources to deliver consistent sessions. Funding teacher attendance at SGO-led events is intended to increase opportunities for SEND pupils to participate in adapted sporting activities beyond the school environment. These events aim to build confidence, develop physical skills, and provide pupils—particularly those with physical needs or who are neurodivergent—with inclusive competitive experiences tailored to their strengths. Increasing staff presence at these events is expected to widen participation, strengthen representation for SEND pupils, and further embed inclusive practice within the school's PE offer.	The introduction of daily sensory circuit sessions has significantly improved access to structured sensory regulation for pupils who need it. A KS1 session now runs from 8:30–9:00am, and a KS2 session from 9:00–9:30am, ensuring targeted support for pupils who benefit from movement-based input at the start of the school day. Staff have reported that pupils attending these sessions are calmer, more settled, and better prepared for learning. The success of the current provision has led to plans for expansion next year. Children will line up from 8:30 and flow through the circuit before going straight to class, enabling a larger number of pupils to access this resource efficiently. This demonstrates both the strong demand for sensory circuits and the school's commitment to widening access for pupils who require additional sensory regulation. In addition, pupils are now showing greater interest in competitive opportunities. Children regularly ask the Head of PE when the next competition will take place and what sport it will involve. Importantly, this enthusiasm is not limited to pupils who are typically sporty; children who attended one of the SEND festivals are keen to participate again, demonstrating increased confidence and enjoyment of inclusive sporting events. These developments show clear evidence of impact: increased participation, improved readiness to learn, and a growing, sustainable model that will support even more pupils moving forward.
6. The use of Sports Premium funding to produce promotional materials—such as event adverts, Sports Day information, certificates, and resources celebrating physical activity—is	6. The printed promotional materials have had a clear and positive impact on pupil motivation and the profile of PE

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intended to raise the profile of PE across the school. These materials aim to increase pupil engagement, strengthen communication with families, and promote a positive, active culture during lunchtimes, extracurricular clubs, and after-school competitions.

The development of a new PESSPA policy, informed by pupil questionnaires, is designed to ensure that the school's approach to physical activity reflects student voice and current best practice. Presenting this policy to governors aims to secure whole-school alignment and long-term strategic direction for PE, school sport, and physical activity. Training delivered by Hampshire PE is expected to further refine curriculum updates and strengthen staff confidence in delivering high-quality PE.

Continued use of *Get Set for PE* is intended to support accurate assessment, identify gaps in learning, and highlight pupils who may benefit from additional opportunities such as competitions. This ensures that provision is responsive, inclusive, and targeted.

Inviting all teachers to attend the Year 5 and 6 football competitions is designed to further elevate the profile of PE and encourage staff engagement in school sport. Increased teacher presence aims to motivate pupils, celebrate their achievements, and reinforce the value placed on physical activity across the whole school community.

across the school. Children are highly motivated by the certificates they receive for taking part in after-school competitions and whole-school events such as Sports Day and the Mini London Marathon. These certificates not only celebrate pupils' achievements but also help communicate the school's physical activity offer to parents, further raising the profile of PE at Saint James. Printed resources have also supported the delivery of inclusive events. For example, every Sports Day activity now includes clear instructions for the inclusive *Aaron Phipps* lane, ensuring that all pupils—particularly those with SEND—can participate confidently and independently. Lunchtime resources have similarly strengthened provision: laminated activity cards, including simple skipping rhymes, have helped lunchtime staff and Playleaders encourage more children to be active, resulting in increased participation in purposeful physical activity during breaks. The printed materials have also enabled the creation of two dedicated sports boards within the school. One celebrates Sports Day, displaying numerous photos that pupils enjoy spotting, alongside the most recent School Games Mark award. The second board showcases ongoing sports news, highlighting recent events, festivals, competitions, and clubs. The photos of those taking part in afterschool activities in the newsletter and celebrations in collective worship have also helped to raise the profile of these extra opportunities.

The new PESSPA policy is scheduled to go to governors in September, so its full impact will be realised next year. However, curriculum development work undertaken with Hampshire PE has already strengthened the coherence and progression of next year's curriculum. A new pupil-friendly

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	assessment document has also been created, with its impact expected to become evident once implemented. Teacher surveys show increased confidence in using *Get Set for PE*, with staff becoming more adept at adapting resources to meet the needs of their classes. This reflects growing staff competence and consistency in PE delivery. Finally, staff engagement in school sport has increased significantly. A large number of teachers attended both the boys' and girls' Hampshire Cup finals, which helped raise the profile of PE across the school and demonstrated strong whole-staff support for pupils' sporting achievements.