

Physical Education, School Sport and Physical Activity Development Plan and Premium Impact Report

at St Andrew's Academy 2025-2026

Evidencing the impact of the primary PE and sport premium

This is a working document that will be updated regularly.

In 2025 – 2026, St Andrew's Academy received **£17,270** (TBC) Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

Our vision is that **ALL** pupils will leave St Andrew's Academy **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Our objective is to build capability within school and achieve **self-sustaining improvement** in the **quality** of PE and sport in school against the 5 key grant condition indicators:

Increased confidence, knowledge and skills of all staff in teaching PE and sport

The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school).

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

Broader experience of a range of sports and activities offered to all pupils.

Increased participation in competitive sport.

Any further school or subject development priorities:

- a) To improve attainment in reading and writing.
- b) To improve and develop oracy across the school
- c) To develop the teaching and learning in mathematics so that children meet ARE
- d) To ensure pupils know more and remember more.
- e) To improve personal development of pupils with a focus on British values, Protected Characteristics, Cultural Capital and SMSC
- f) Parental engagement

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- g) Monitor and tracking of assessment.
- h) Developing pupil roles and responsibilities

The following **PESSPA Development Plan** includes all planned and continued actions to support the schools PESSPA program and its vision, building upon previous achievements and sustaining the most valued approaches that support positive pupil outcomes.

This action plan is a working document within St Andrews Academy that is **subject to change** throughout the academic year. Actions may be RAG rated to support school self-review.

In the planning stages, costs are estimated where possible and **actual spend** recorded when known.

This development plan will also include (and state clearly) actions and areas not funded directly from the PE & Sports Premium grant (free or other) to support a move towards a self-sustaining approach. See the External School PE and School Sports Premium Budget- ledger for any further specific cost breakdown.

The Primary PE and Sport Premium spend IMPACT will be finalised and reported on our school WEB by e.g. 31st July 2025. Any collated evidence referenced to support impact statements, can be found within the school PESSPA moderation folders.

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Increased confidence, knowledge and skills of all staff in teaching PE and sport		better understanding of what this looks like in nursery.			
	Nursery and Reception teachers to develop a LTP and progression of skills document for nursery and Reception. Begin to identify how this progresses through nursery, reception and year 1. Identify if there is a need for an assessment document.	As part of the 12 hour PE support form Go well expert. Bespoke work with County PESSPA lead.		There will be a progression of skills document for nursery and reception	
	Staff in Reception and year 1 to run a 6 week Early essential movement pattern program to small groups of children who need it.	PESSPA lead to provide twilight training on SAQ eEMP (early essential movement patterns) Identify children who need movement support. See SENCO and class teachers to create a timetable of support	Free	Children will be able to move with coordination and control. Gross and fine motor improvements. Handwriting and pencil control improved	
	All staff who are teaching PE gain knowledge to build confidence in the assessment	PESSPA lead begin to Monitor and track assessment across the school. Enabling trends to be spotted as well		Complete assessments and have a half termly meeting to assess	

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	of PE- What this looks like for our children.	as bespoke support for staff as required. CPD with CR and County advisor on how to use the assessments for effective tracking of pupils.		how the tracking system is working throughout school.	
	Class teachers to be able to support in assessing and keeping track of their class swimming data on Swimphony. Accurate assessment of school swimming.	Bespoke swim program for teachers and TA's. Swimphony training for whole school. MP to take laptop or tablet to swimming autumn term and support swim teacher in recording. MP to show NC how to record Spring. NC to show JM how to record Summer.		Swimming data to be accurate. Staff to be confident in assessments of their children and what is needed to support them to improve.	
Sports Premium Grant Conditions 1-5 & (if applicable) School Priority Link	INTENT <i>What are your aims?</i> <i>What do you want to achieve?</i>	IMPLEMENTATION <i>What steps and actions will you take?</i> <i>How will you achieve it?</i> <i>Link actions to support intentions.</i>	SPEND Predicted, known or estimated Actual Spend	IMPACT <i>What will the impact of our actions be?</i> Intended impact Actual Impact and Evidence (Qualitative and Quantitative)	SUSTAINABILITY <i>What actions need to be continued, developed or altered?</i> <i>How will cost implications change?</i>

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a-d					<i>What considerations will you make for the next academic year or developmental cycle?</i>
<p>2. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p>	<p>Further develop forest school in EYFS. Nursery and Reception to use the forest school when the need arises.</p>	<p>Plan lessons to be in the forest school.</p> <p>Identify resources that will be needed to create an enriching experience.</p> <p>Use the forest school area as often as possible.</p> <p>Mothers day forest school stay and play with parents.</p>		<p>Forest school to be used regularly and children to be confident, competent when exploring the space.</p> <p>Mothers day event for nursery and reception to create a love of the outdoors with their child</p>	<p>Each week children in nursery and reception are able to access forest school</p> <p>Ensure that children continue to have regular access to forest school.</p> <p>Nursery and reception teachers look at the curriculum and identify which subjects are suitable to explore through forest school.</p>
	<p>Active blasts in each class when children need it.</p> <p>Ensure an active blast is followed by a calming activity</p>	<p>Observe class active blasts</p> <p>Pupil voice about active blasts</p> <p>Identify areas to support teachers in using daily active blasts.</p>	<p>Free</p>	<p>Whole school using active blasts to support the children in getting ready to listen and learn</p>	

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	<p>Active playtimes</p> <p>Staff to support children to play games.</p>	<p>Sport leaders training with Chance to shine cricket in Autumn 1</p> <p>Sport leader training as part of 12 hours training with GoWell.</p> <p>MO to create a football timetable so each class has a football day. Year 1-2. Year 3-4. Year 5-6. Girls football.</p> <p>TH to support children in being active through playing games. Have a bank of resources. Go Well heart resources. Active bag resources. Link games to competitions and leagues to create excitement.</p>		<p>Whole school using playgroud equipment effectively. All children focussed on activities. All equipment tidied up and put back in the correct place. No children to access the PE Shed.</p>	
<p>Sports Premium Grant Conditions</p> <p>1-5</p> <p>& (if applicable)</p> <p>School Priority Link</p> <p>a-d</p>	<p align="center">INTENT</p> <p><i>What are your aims?</i></p> <p><i>What do you to achieve?</i></p>	<p align="center">IMPLEMENTATION</p> <p><i>What steps and actions will you take?</i></p> <p><i>How will you achieve it?</i></p> <p><i>Link actions to support intentions.</i></p>	<p align="center">SPEND</p>	<p align="center">IMPACT</p> <p><i>What will the impact of our actions be?</i></p> <p>Intended impact</p> <p>Actual Impact and Evidence (Qualitative and Quantitative)</p>	<p align="center">SUSTAINABILITY</p> <p><i>What actions need to be continued, developed or altered?</i></p> <p><i>How will cost implications change?</i></p> <p><i>What considerations will you make for the next academic year or developmental cycle?</i></p>

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3. The profile of PE and sport being raised across the school as a tool for whole school improvement	Engage the children in the development of British values through being active.	Go Well British Values through sport Smile Day		Better knowledge of British values and how this can be developed through sport.	
	To create an event for mother's day and an event for father's that run smoothly and safely.	<p>Planning time with head teacher to identify what she would like the event to look like.</p> <p>Mothers day forest school</p> <p>Fathers day event</p> <p>Parent voice- what would they like to take part in</p> <p>Contact Robert Proud for support in leading a station for the event.</p>		<p>Mothers day forest school event in EYFS. Nursery and Reception p plan and resource event together. Risk assessment to be completed.</p> <p>Parents to come into forest school with their children and engage in forest school activities</p> <p>Put a bid in for some funding to pay for transport and workshops at hamsterly forest for fathers day event.</p>	
	Maintain the profile of PESSPA across the school by improving the PESSPA Notice board. Add up to date information for children about upcoming events, Sports Awards, pupil voice and celebrating achievements.	From the 12 hours PE support package from Go Well Create a Bespoke sport leaders bespoke training. TH and MH to take part in this training and support the sport leaders to create their own notice board for the whole school and keep this updated.		<p>An up to date notice board that is used to celebrate success and inform of upcoming events.</p> <p>A sport CREW who take pride in maintaining the notice board and communicate well with staff to keep it up to date.</p>	

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		Collecting pupils voice at the end of units of work in PE. Pupil voice about what they would like to have added to the PESSPA notice board			
	Improve communication with parents about sport events in school. Parents to have a timetable of upcoming events via email, on Facebook and on the school website	Send LTP to parents via email. Events timetable to be added to school window and bulletin board. Reminders in weekly bulletin. Add to website, Facebook and send out via email.		Improved communication between school and home. Parents are prepared and aware for upcoming events. Parents to have that opportunity to put their children's name forward for leagues and competitions.	
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4. Broader experience of a range of sports and activities offered to all pupils	Physical activity afterschool clubs planned for all children from reception to year 6 with a range of activities that excite and engage following pupil voice.	TH to run after school sports club during wrap around. Work with NJ and CR to create a timetable of activities. Education Enterprise coach to provide activities following pupil voice		Large uptake for TH after school sessions and the Education Enterprise after school sessions.	
	Link with local clubs to encourage children to take part in sport out of school	Invite local coaches to come into school and provide the children with taster sessions. Chance to shine cricket sessions		Children engaging in sport out of school	
	Achieve School games gold mark	Ensure criteria for school games mark is followed		School game gold mark	
	Engage the least active children in physical activity to support their mental and physical wellbeing	Education Enterprise Wellbeing day Active sessions during playtime Active lessons After school clubs focussed on being physically active rather than a specific sport.		Education Enterprise coach to focus on the interests of the children rather than a specific sport.	Continue to encourage children to participate in after school clubs that encourage the children to be physically active focussed on their interests. Cost will stay the same.

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					Add an extra after school club- nerf games based.
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5. Increased participation in competitive sport	Four classes take part in Durham cricket foundation 6 week cricked program during Physical Education lessons. Teacher will receive CPD during these sessions. Following the session children to take part in an intra school festival. Children to follow a pathway into Bishop cricket club.	Chance to Shine programme with 24 hours of coaching with a focus to working with children from KS1/KS2. Skills gained can be transferred to cricket league and cricket competition	FREE	Increased interest in competitive cricket. Enthusiastic about representing the school in the afterschool cricket league. Children attending out of school cricket at Bishop Auckland cricket ground.	

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	<p>Whole school to be given opportunities to take part in competitions and festivals.</p>	<p>Education Enterprise competitions and festivals package for all children to take part in competitive sport during school time.</p> <p>Teachers to prepare children for competitions during PE lessons.</p>		<p>Year 1 – 6 to take part in competitions and festivals.</p>	
	<p>Gifted and talented competitions where class teachers identify children to take part in cross country, swimming gala, sportshall athletics, athletics, badmington, football,padel tennis, basketball,SEND multiskills. Cricket and golf.</p>	<p>Support provided within physical education lessons where the children are given opportunities to practice.</p> <p>TH and MO to provide opportunities to train during playtimes and after school clubs.</p> <p>Book competitions and school games events through Education Enterprise.</p>		<p>Children are successful in taking part in competitions and understand fully what is expected of them in order to achieve their own personal best.</p>	
	<p>Enthusiastic, determined and resilient teams to take part in leagues after school where children achieve their potential by improving on their own personal best</p>	<p>TH and MO to provide opportunities to train during playtimes and after school clubs</p> <p>Book children on to Education Enterprise leagues.</p> <p>Parents informed</p>		<p>Enthusiastic, determined and resilient teams who work together to help each other improve.</p> <p>Autumn term the children who took part in the leagues displayed determination,</p>	

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	Teachers to take children to leagues organised.		resilience, teamwork and integrity. This was noticed by staff parents and other teams.	
Whole school to take part in intra school competition through organised events, within PE lessons, playtimes and active blasts	PESSPA lead to provide staff CPD to build competition within school. Active blasts- keeping it simple. Education Enterprise intra school events.		Children who are resilient and determined to improve their own personal best to increase skills. Identify that this is not something that is a big sporting competition and can be done as an active blast.	

St Andrews Primary School year 6 swimming data 2025-26

Swimming is a national curriculum requirement and by the end of key stage 2 pupils are expected to be able to swim confidently and know how to be safe in and around water. There are 3 national curriculum requirements for swimming and water safety. See the below table.

The following year 6 attainment data is provided from swimming lessons within the County Durham Swimming SLA provision.

The data from Symphony is as follows:

St Andrews Primary school year 6 swimming data 2025-26	
Swim 25m unaided	%
Perform a range of recognised strokes	%
Perform a safe self-rescue	%

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St Andrews Primary school year 6 swimming data 2024-25p	
Swim 25m unaided	63%
Perform a range of recognised strokes	67%
Perform a safe self-rescue	63%

St Andrews Primary school year 6 swimming data 2023-24	
Swim 25m unaided	40%
Perform a range of recognised strokes	53%
Perform a safe self-rescue	53%