

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 **£17,440** (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 2026. Any collated evidence referenced to support impact statements, can be found within the school PESSPA moderation folders.

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Sports Premium Grant Conditions 1-5 & (if applicable) School Priority Link a-d	INTENT <i>What are your aims?</i> <i>What do you 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 <i>Predicted, known or estimated</i> 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> <i>What considerations will you make for the next academic year or developmental cycle?</i>
1. Increased confidence, knowledge and skills of all staff in teaching PE and sport	New reception class teacher to learn about physical development and how these fit into the EYFS Curriculum following on from the training she will create resources and identify how to embed into curriculum. This will be within physical development lessons and through the everyday curriculum.	Eight hours of specialist support through EYFS support package with Gareth a former EYFS lead who will support in creating bespoke lessons linked to the EYFS Curriculum. Book for Spring term. Bespoke CPD with County advisor on how to develop and improve physical development in EYFS.	£1039.50 £327.22 £201.36	EYFS teacher to have developed a bespoke physical development program linked to the needs of the children and the EYFS framework. Lesson plans created to match the Move with Max programme. Progression of skills documents added for dance, athletics, personal development, fundamental movement skills, games and gymnastics.	New reception class teacher to use the documents to support in teaching high quality Physical Development lessons and find ways to implement into the class and outdoor provision. Look at improving SEND provision for next academic year

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Increased confidence, knowledge and skills of all staff in teaching PE and sport	Nursery teacher to begin to embed physical development into the curriculum.	A bespoke session with County advisor and PESSPA lead to develop a better understanding of what this looks like in nursery.		Nursery teacher to have embedded physical development into everyday activities.	Discussed with Gareth. Nursery teacher continue to have Physical development lessons twice weekly.
	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.	201.36	There will be a progression of skills document for nursery and reception Lesson plans for every PD lesson linked to books such as 'The Gruffalo' 'Aliens love underpants' Progression of skills created for reception.	Assessments to support the PD within reception and nursery
	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 Autumn Term- A challenging start. Whole-class delivery led to	TH to take movement programme. HB-recommended movement programme to be introduced and followed.

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			SEND pupils becoming dysregulated. Adapted to 1:1 support and small group provision, which better met needs. Spring Term- Timetabling was difficult, but a regular slot was established after phonics for 16 children in the Reception classroom. This worked well, with clear improvements in pencil control and physical literacy. Next Steps- Purchase fold-away mats. Upskill staff to deliver EeMP in small groups. Maintain consistent timetabling	
All staff who are teaching PE gain knowledge to build confidence in the assessment of PE- What this looks like for our children.	As part of the 12 hour PE support form Go Well PESSPA lead begin to Monitor and track assessment across the school. Enabling trends to be spotted as well	1360.80 201.36 201.36	Complete assessments and have a half termly meeting to assess how the tracking system is working throughout school.	Staff to continue to use core task assessments. Teachers use lesson plans to support teaching. Ensure they bespoke lessons to

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	as bespoke support for staff as required. CPD with CR and County advisor on how to use the assessments for effective tracking of pupils.		New assessments created and simplified linked to core tasks. Summer 1 Lesson plans for all Physical development lessons across the school added. End points added for each lesson across the school	individual needs. If a child is struggling, go back year groups to find the gap and use core task and progression of skills documents to support New teachers to use the lesson plans to support in understanding what to teach.
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.	£60	Swimming data to be accurate. Staff to be confident in assessments of their children and what is needed to support them to improve. Autumn & Spring- Teachers accurately tracked Swim phony data, leading to improved swimming records and more informed timetable adjustments to meet pupils' needs. MH ensured that data was imputed correctly and kept track.	Teachers continue to keep track of the swimming data. SEND – TH to support SEND pupils

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				Summer 1- TH- SEND Swimming course completed - support pupils in future PE SEND- ideas to adapt teaching within lessons and resources provided for TH to use. England Rugby Free	
Sports Premium Grant Conditions 1-5 & (if applicable) School Priority Link a-d	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> <i>What considerations will you make for the next academic year or developmental cycle?</i>
2. The engagement of all pupils in regular physical activity – kick-starting healthy	Further develop forest school in EYFS. Nursery and Reception to use the forest school when the need arises.	Plan lessons to be in the forest school. Identify resources that will be needed to create an enriching experience.	<u>Free</u>	Forest school to be used regularly and children to be confident, competent when exploring the space.	Each week children in nursery and reception are able to access forest school

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active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.		Use the forest school area as often as possible. Mother's day forest school stay and play with parents.		Mothers day event for nursery and reception to create a love of the outdoors with their child Mother's Day Event Delivered through Forest School, engaging all pupils in outdoor activities including natural weaving, a collaborative weaving piece and threading. This supported regular physical activity and promoted active, healthy lifestyles in line with 30-minute daily activity guidance.	Ensure that children continue to have regular access to forest school. Nursery and reception teachers look at the curriculum and identify which subjects are suitable to explore through forest school.
	Physical Activity and Healthy Habits (60 Active Minutes) through taking home Active Ted. Encourage children to meet Chief Medical Officer guidelines (at least 60 active minutes per day) by making physical movement a fun, family centred goal at home.	Introduce Active Ted to the school with a whole school assembly. Demonstrate what "active adventures" look like and show how to fill in the adventure diary with photos, drawings, or notes. With a giant Active Ted Show children that being "active" isn't just about structured PE lesson. It includes walking the dog, swimming,	£378 Part of Go Well 12 hours support package	Summer term 2 100% of pupils across all classes get a turn taking Active Ted home over the academic year. Completed diary pages in EYFS and year1 (drawings, captions, photos).	Autumn term 1- Have a whole school Active Ted assembly using the PowerPoint created with CR and Go Well. Continue to encourage children to take home Active Ted.

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		dancing, playing in the park, or riding a scooter with Active Ted. Involve parents, carers, and siblings in the child's physical health journey by turning active time into a shared family activity.		Parents said that children were excited to spend time being active with Ted and that the children are excited to share their experience. Teachers said that children enjoyed sharing Active Ted's adventures with their friends.	Ted to go home on a Friday and come back on a Thursday Assemblies to celebrate children taking home active Ted.
Active playtimes	Staff to support children to play games.	As part of the 12 hours PE support from Go Well Sport leaders training with Chance to shine cricket in Autumn 1 Sport leader training as part of 12 hours training with GoWell. MO to create a football timetable so each class has a football day. Year 1-2. Year 3-4. Year 5-6. Girls football. 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	<u>See price above-this is part of the bespoke training package</u>	Whole school using playground 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. Active Ted sent home in all classes TH bespoke training with Gareth Go Well Activators- year 4 x 5 and 8x5 year 4 help play games at play time check active ted has been taken home.	TH to continue to lead sport leaders and CREW

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		competitions and leagues to create excitement.		Super St Andrew's Sport Leaders- 4 roles- sports council, active play leaders, personal best challenge, display leaders.	
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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	661.50	Better knowledge of British values and how this can be developed through sport. Children voted for an activity Highland games, road bowling, Welsh handball,	
	To create an event for mother's day and an event for father's that run smoothly and safely.	Planning time with head teacher to identify what she would like the event to look like. Mothers day forest school	Free	Mothers day forest school event in EYFS. Nursery and Reception plan and resource event	Add PESSPA assemblies at the end of every half term to celebrate achievements and to raise the profile of

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		Fathers day event Parent voice- what would they like to take part in Contact Robert Proud for support in leading a station for the event.		together. Risk assessment to be completed. See Key indicator 2 Parents to come into forest school with their children and engage in forest school activities. See Key indicator 2 Put a bid in for some funding to pay for transport and workshops at hamsterly forest for fathers day event. TH organised and lead the fathers day event which was a huge success. 170 attended ball games and physical activities.	being active in school and at home. TH to run fathers day event and look at running an active Mother's day event.
	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. Collecting pupils voice at the end of units of work in PE.		An up to date notice board that is used to celebrate success and inform of upcoming events. A sport CREW who take pride in maintaining the notice board and communicate well with staff to keep it up to date.	TH continue to lead sport leaders and CREW

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	Pupil voice about what they would like to have added to the PESSPA notice board		Spring-Half termly PE celebration assembly Summer-PESSPA notice board pupil voice - Monitoring- Pupil voice- PE enjoyment, Healthy Lifestyles, and participation in Clubs.	
Replace water-damaged items to ensure pupils can meet Key Stage 1 and Key Stage 2 National Curriculum outcomes without disruption. Maintain High Active Learning Time: Provide sufficient, high-quality apparatus so pupils do not spend valuable lesson time waiting in lines or sharing inadequate resources.	TH Conduct an audit of all water damaged PE equipment and clear the leaking shed. TH and MD to dispose of unsafe items following school health and safety protocols. TH create a list of missing and damaged resources required across Key Stage 1 and Key Stage 2. MD to repair the leaking shed		lessons move faster with less time wasted waiting for shared or inadequate resources. Lessons run as planned without last minute session modifications due to missing or unsafe kit. Sports Leaders take ownership of equipment care and ensure it is put away appropriately	Sports leaders to continue to take care of equipment and ensure it is put away. Class teachers teach children to put equipment away appropriately. Maintain all sports equipment and ensure it is safe for use.

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	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. Support from Sport apprentice and HLTA to keep staff and parents informed.	Free	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. Communication improved by regular emails and reminders in weekly bulletin. Summer- Discussions with parents, face to face and phone calls	TH is creating a notice board with Sport leaders. Children will be interviewing other children and posting their videos for parents.
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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	£1248	Large uptake for TH after school sessions and the Education Enterprise after school sessions. TH – created a netball afterschool club to support enjoyment and develop skills for competition.- 2 children now attend netball club out of school Mikey- multiskills and frisbee	Education enterprise to run a weekly sports club- Price approx. £1248 TH to run a SEND afterschool club with some targeted children but will be open to other children. TH to identify children to take part in bespoke clubs linked to needs of the school.
	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	Free	Children engaging in sport out of school Whole half term of cricket. Autumn 1 Adam. TH training whilst working alongside Adam. Incorporated this into his PE teaching. Adam came back Summer 2 for a competitive cricket day with the whole school. Cricket league- bowling	TH and teachers who supported Adam during his sessions use skills gained to support in planning striking and fielding, throwing and catching lessons.

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				has improved dramatically, catching and fielding in general. EL joined cricket after school.	
	Achieve School games gold mark	Ensure criteria for school games mark is followed		School game gold mark	Look at school games mark next year
	Engage the least active children in physical activity to support their mental and physical wellbeing Scooter day Skateboard day Colour run	Education Enterprise Wellbeing day Active sessions during playtime Active lessons After school clubs focussed on being physically active rather than a specific sport.	£1200	Education Enterprise coach to focus on the interests of the children rather than a specific sport. Skateboard day Instructors observed students trying the same balance technique multiple times after slipping off, demonstrating perseverance rather than giving up. Teachers reported that children showed elevated mood, higher energy, and better focus following the workshop. Teachers who took part described their mood as being elevated	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. Add an extra after school club- nerf games based. Continue to engage the least active children through other sports and activities.

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				Children were reported saying that they wanted to buy a skateboard Some children said that they were really scared they would fall, but once they got the hang of it they felt so proud.	
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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	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.	See KI 4. Continue to build upon skills gained to support success at the league next academic year. Continue to build links with the cricket club in Bishop Auckland.

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	a pathway into Bishop cricket club.			Teacher voice – the teaching was spectacular and gave me better understanding on how best to support the children. Gained ideas that will use in future PE sessions. See KI 4 above	
	Whole school to be given opportunities to take part in competitions and festivals.	Education Enterprise competitions and festivals package for all children to take part in competitive sport during school time. Teachers to prepare children for competitions during PE lessons.	£1600 £150 bus	Year 1 – 6 to took part in competitions and festivals	Continue the festivals through education enterprise. Approx £1600
	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.	Support provided within physical education lessons where the children are given opportunities to practice. Leagues and competitions TH and MO to provide opportunities to train during playtimes and after school clubs. Book competitions and school games events through Education Enterprise.	£990	Children are successful in taking part in competitions and understand fully what is expected of them in order to achieve their own personal best. Autumn and Spring - Cross country year 4 boy first and represented the school in the county finals.	Continue competitions through Education Enterprise Approx.- £990

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			1st sports hall athletics on the day then 5th overall out of 24 teams. Summer term Outdoor athletics- 2 qualified for county finals- triple jump, howler throw. Boys football Cricket- was not complete due to weather	
Enthusiastic, determined and resilient teams to take part in leagues after school where children achieve their potential by improving on their own personal best	TH and MO to provide opportunities to train during playtimes and after school clubs Book children on to Education Enterprise leagues. Parents informed Teachers to take children to leagues organised.	£1190	Enthusiastic, determined and resilient teams who work together to help each other improve. Tag rugby. Girls football league joint 7th. 5/6 football joint 5th 5th in dodgeball Netball 5th	Continue to take part in the leagues TH and MO to prepare the children during lunch, playtimes and possibly after school. Possibility of parents to support in running football afterschool.

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			Girls football semifinals- 4th	
			Parent and staff voice- Autumn term the children who took part in the leagues displayed determination, 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 Sports day, colour run.	PESSPA lead to provide staff CPD to build competition within school. Active blasts- keeping it simple. Education Enterprise intra school events. Colour run to end the school year Sports day- quad kids KS1 and EYFS- traditional games Invite Pirate Rob and Go well in to run ststions	£680.40 £330.75 £1247.40	Children who are resilient and determined to improve their own personal best to increase skills.Ultimate Frisbee, Grab a grown up. Sportsday ran smoothly with KS2 taking part in Quad kids, Gladiator event and tug of war 96% of children questioned said that it was the best sports day that they had. Some children described it as being fun because there was no sitting around waiting. Some children	MH and TH support all staff to identify that this is not something that is a big sporting competition and can be done in class. Plan a sports day that will keep the children moving. Pupil voice to identify what they would like to have in their sports day.

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			said that they enjoyed tug of war. Some children enjoyed being a gladiator. Others said they missed a turn of being a gladiator as they ran out of time. Parents commented on how this was the best sports day that they had been to. Year 6 supported EYFS and KS1 with their sports day. Strengthen Community Cohesion: Bring students, parents, teachers, and staff together in a positive, non-competitive setting to build shared memories. Colour run- Boost School Spirit: Enhance pride in the school community through a vibrant, high-energy event that is inclusive of all ages and abilities. Promote Physical Activity:	
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			Encourage non-competitive, fun movement for all students, including those who may not typically enjoy traditional school sports. Support Mental Well-being: Provide a joyful, stress-relieving event that promotes happiness and positive mental health across the school. Teachers and parents reported an immediate uplift in school spirit. Students were overheard calling it "the best day of the year." Staff observed students who usually sit out during PE enthusiastically completing multiple laps and fully engaging in the event. Parent messaged saying what an amazing way to end the school year.	
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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	53%
Perform a range of recognised strokes	74%
Perform a safe self-rescue	74%

St Andrews Primary school year 6 swimming data 2024-25	
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%

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Perform a range of recognised strokes	53%
Perform a safe self-rescue	53%

Shared with and signed off by	Date	
Headteacher Nicola James		
Governor John Waine		