

# Evidencing the impact of the Primary PE and sport premium

*Wisbech St. Mary  
C of E Academy*  
2024-2025



Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Please note: Although there has been considerable disruption in 2020 it is important that you publish details on your website of how you spend the funding - this is a legal requirement.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2025:

Areas for further improvement and baseline evidence of need:

### **Development of Pupil Leadership Beyond Active Crew**

Opportunities for student leadership have expanded, including sports reporting, officiating roles during sports events, and co-leading warm-ups in lessons—encouraging greater responsibility and ownership of physical activity.

### **Increased Participation in Intra- and Inter-School Competitions**

Pupils across all key stages have had regular opportunities to take part in competitive sport, both within school and against other schools, helping to raise confidence, teamwork skills, and engagement in physical activity.

### **Fundraising Through Physical Activity**

Children took part in sponsored running events, completing laps of the playground or field to raise money for local causes. This not only supported community engagement but also inspired pupils to see physical activity as a powerful tool for making a positive difference.

### **Exposure to New and Diverse Sports**

Children experienced a wider range of physical activities this year, including taster sessions in martial arts and karate. This broadened their understanding of different disciplines and encouraged participation from pupils who may not typically engage in traditional team sports.

### **Successful Sports Day with Broad Participation**

This year's Sports Day was a major success, with every child taking part in a variety of events that promoted teamwork, resilience, and inclusive competition. Positive feedback from parents and staff reflected the event's strong organisation and inclusive ethos. PE lead developed new races for this year's cohort to encourage problem-solving, patience and strong ethics of teamwork.

### **Improved Pupil Voice in PE Development**

Pupil feedback has been actively gathered and used to shape PE provision, such as the selection of clubs offered and the types of activities delivered during Active Crew sessions, resulting in greater engagement and ownership.

### **Design a Structured Lunchtime Curriculum for Active Crew**

Develop a sequenced and progressive lunchtime curriculum for Active Crew to lead. Each session should build on the previous one, targeting key physical skills such as coordination, agility, and teamwork. This structure will ensure consistency, promote skill development, and allow all children to benefit from purposeful physical activity during lunchtimes.

### **Broaden After-School Sports Provision**

Offer three after-school sports clubs: one delivered by POSH and two led by staff members. Focus these clubs on developing specific sporting skills (e.g. football, netball, athletics) as well as promoting general health and fitness. Ensure that clubs are inclusive and open to a range of abilities.

### **Increase the Number of Children Swimming 25 Meters**

Work closely with swimming providers to identify children at risk of not meeting the national requirement. Strategies could include:

- Offering booster swimming sessions for Year 5/6 pupils.
- Using part of the Sports Premium to fund targeted top-up swimming lessons.
- Liaising with parents to encourage additional practice outside of school.
- Tracking and monitoring swimming progress more closely throughout KS2 to identify early intervention needs.

### **Develop a PE Assessment Method for SEND Pupils**

Create a differentiated assessment framework that recognises the progress of SEND pupils in PE. This could include:

- Using individual physical targets based on EHCPs or IEPs.
- Observational checklists that assess effort, coordination, engagement, and personal bests.
- Pupil voice or self-assessment to recognise small, meaningful steps of progress.

**Enhanced CPD for Staff**

Targeted PE CPD sessions have been delivered to teaching and support staff, improving confidence and subject knowledge in delivering high-quality PE lessons across a broad curriculum.

Collaborate with the SENDCo to ensure assessments are aligned with pupils' learning plans.

**Introduce Active Crew-Led Breaktime Activities**

Begin establishing Active Crew presence during morning breaktimes to lead short, energising "brain breaks" such as dancing to music, mindfulness movement, yoga stretches, and basic gymnastics sequences. This will support emotional regulation, readiness to learn, and increased daily activity.

**Strengthen TA Confidence in PE Support Roles**

Provide CPD opportunities and informal mentoring for teaching assistants to build their knowledge and confidence when supporting or co-leading PE sessions with sports coaches. This could include:

- Shadowing structured coaching sessions.
- Clear role expectations for TAs during PE.
- Offering training on behaviour management and adapting activities for different learners.



Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land.	72%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025.	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	72%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	28%

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024-2025		Total fund allocated: £16,000 +10 per pupil (£17,620)		Date Updated: July 2025	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
We aim to improve the range and quality of outdoor play equipment so that children are more active during lunchtimes. The PE lead will work with the midday supervisor team to carry out an audit of current equipment and identify what new resources are needed. The new equipment will support children of all ages and abilities to take part in active, inclusive play, helping to promote healthy habits and a more active lifestyle during the school day.	<b>Collaborative Equipment Audit</b> Met with midday supervisors (MDS) and teaching assistants (TAs) to carry out an audit of existing playground equipment, identifying gaps and resources needed to encourage more active and purposeful play during break and lunchtimes.  <b>Pupil Voice to Inform Provision</b> Gathered feedback from pupils through structured pupil voice activities to understand what equipment they find most engaging and motivating. This has helped ensure that new purchases reflect children’s interests and support sustained physical activity.	£300	£300	<b>Increased Engagement in Active Play:</b> Pupils are more motivated and enthusiastic about participating in physical activity during break and lunch times, with noticeably higher levels of movement and involvement across all year groups.  <b>Improved Physical Skills:</b> Children are developing better coordination, balance, and gross motor skills as they use the new and more varied equipment designed to challenge and support their physical development.  <b>Greater Independence and Confidence:</b> Pupils are taking	<b>Ongoing Monitoring and Feedback</b> Continue to gather regular pupil voice and staff feedback to assess the effectiveness of the new equipment and playground zones, making adjustments as needed to keep activities engaging and inclusive.  <b>Expand Active Play Opportunities</b> Introduce new structured lunchtime activities or challenges led by the Active Crew to further encourage physical activity and skill

Created by:



Supported by:



	<p><b>Created Zones for Active Play</b></p> <p>Introduced designated play zones in the playground (e.g. ball games, skipping, creative movement) based on audit findings and pupil feedback, helping to structure lunchtime activity and ensure that all children can access enjoyable physical activity.</p>			<p>more initiative to lead and organise games and activities, demonstrating improved social skills, teamwork, and leadership during unstructured play.</p> <p><b>Positive Feedback from Pupils and Staff:</b> Pupils report feeling happier and more energized during breaks, and staff have observed a reduction in sedentary behaviour and increased positive interactions among students.</p> <p><b>Inclusive Opportunities:</b> The playground equipment and designated activity zones cater to a wider range of abilities, enabling SEND pupils and less active children to participate fully in playtime activities.</p>	<p>development during unstructured times.</p> <p><b>Staff Training and Support</b></p> <p>Provide additional training for midday supervisors and teaching assistants on how to facilitate and encourage active play, including ways to engage less active pupils.</p> <p><b>Review and Refresh Equipment</b></p> <p>Plan for periodic reviews of equipment condition and usage, replacing or adding resources annually to maintain high-quality provision.</p> <p><b>Link Active Play to Curriculum Learning</b></p> <p>Explore opportunities to connect playground activities with PE lessons and wider school initiatives promoting health and wellbeing.</p>
--	---	--	--	--	---

<p>To train playground leaders to effectively support and encourage children in developing and leading sports activities during lunchtime, promoting increased participation, teamwork, and physical activity across the school.</p>	<p>The PE Lead will have termly release time to meet with the Active Crew to plan and introduce new activities and sports, ensuring the programme remains engaging and varied.</p> <p>A dedicated day release has been allocated for the PE Lead to become fully familiar with leading the Active Crew, including organising and purchasing essential equipment such as hi-vis jackets and whistles to support effective leadership and safety.</p> <p>Active Crew members have taken the initiative to organise and run mini school tournaments during lunchtimes, encouraging participation, friendly competition, and teamwork among pupils.</p> <p>Children within the Active Crew have also led fundraising activities that promote sport and physical activity, increasing awareness and community involvement.</p> <p>Active Crew members have delivered assemblies aimed at inspiring the wider student body to get moving, reinforcing the importance of physical activity and encouraging whole-school engagement.</p>	<p>£0</p>	<p>£0</p>	<p>The termly meetings between the PE Lead and Active Crew have ensured a steady introduction of fresh and engaging activities, which has maintained high levels of pupil interest and participation in lunchtime sports.</p> <p>The PE Lead's dedicated time to lead and support the Active Crew has resulted in more confident and effective pupil leaders, who are easily identifiable and trusted by their peers thanks to their hi-vis jackets and whistles.</p> <p>The mini school tournaments organised by the Active Crew have successfully increased pupil engagement in physical activity, fostering a positive competitive spirit and encouraging teamwork across year groups.</p> <p>Fundraising activities led by the Active Crew have not only raised valuable funds to support sports initiatives but have also helped to promote a culture of community involvement and responsibility among pupils.</p> <p>Assemblies delivered by the Active Crew have raised awareness about the benefits of physical activity and motivated</p>	<p>Establish separate girls' and boys' football teams to increase participation and provide tailored coaching opportunities.</p> <p>Develop a partnership with Wisbech St. Mary Club to make better use of their 4G football pitch for training sessions and matches, enhancing access to quality facilities.</p> <p>Arrange for some PE lessons to be held on the Astro pitch, providing pupils with experience of playing on different surfaces and improving overall skills and confidence.</p>
--	--	-----------	-----------	---	--



				more children to participate in movement-based activities throughout the school day, contributing to improved overall fitness and wellbeing.	
Year 6 swimming. Include a swimming teacher to deliver specialised support.	<p>Schedule and organise a block of swimming lessons for Year 6 pupils over one half term, ensuring consistent and regular access to the pool.</p> <p>Coordinate with the local swimming facility to book suitable times and arrange for a trained swimming coach to support the delivery of sessions, with a focus on helping the weakest swimmers develop confidence and technique.</p> <p>Arrange transport logistics to and from the swimming venue, ensuring pupil safety and timely arrival.</p> <p>Identify and invite pupils who would benefit most from additional swimming instruction, prioritising those who have not yet met the</p>	£530	£530	<p>Year 6 pupils showed significant improvement in swimming confidence and ability after participating in the half-term swimming sessions.</p> <p>The presence of a trained swimming coach allowed targeted support for the weakest swimmers, helping them develop essential skills and meet or exceed the national expectation of swimming 25 metres.</p> <p>Regular sessions contributed to increased water safety awareness and improved physical fitness among pupils.</p> <p>Positive feedback was received from pupils, parents, and staff, highlighting increased enjoyment</p>	<p>Increase the number of weeks allocated for Year 6 swimming lessons to provide additional practice and improve the number of pupils able to swim 25 metres confidently.</p> <p>Explore the possibility of booking swimming sessions for Year 5 pupils, offering an earlier opportunity for those who have not yet met the swimming requirement to develop their skills and build confidence before Year 6.</p>

	national expectation of swimming 25 metres.  Monitor and record pupils' progress throughout the half term to inform future swimming provision and individual support needs.			and motivation in swimming activities.  Monitoring of progress demonstrated that the majority of participants made measurable gains, informing future targeted interventions for those requiring additional support.	
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<p>Pay staff specifically trained as Play Leaders, who will lead and develop physical activity initiatives during lunchtime. This investment aims to increase active participation, promote healthy habits, and create structured, engaging opportunities for pupils to be physically active during unstructured times.</p>	<p>Advertise and recruit staff members to be trained as Play Leaders, focusing on those with skills and interest in promoting physical activity.</p> <p>Provide specialised training for these staff to equip them with the knowledge and strategies needed to lead engaging and inclusive physical activities during lunchtimes.</p> <p>Allocate funding from the Sports Premium to pay these Play Leaders for their lunchtime sessions, ensuring consistent and committed delivery.</p> <p>Develop a structured timetable and activity plan led by Play Leaders, designed to encourage participation across all year groups and abilities.</p> <p>Monitor and evaluate the impact of Play Leaders on pupil activity levels and engagement during lunchtimes, using pupil feedback and observational data to inform ongoing improvements.</p>	£8000	£8000	<p>The introduction of trained Play Leaders has significantly increased pupil participation in physical activity during lunchtimes, with more children engaging in a wider variety of games and exercises.</p> <p>Play Leaders have successfully created a positive and inclusive environment, encouraging children of all abilities to take part and develop their physical skills.</p> <p>Staff feedback highlights improved behaviour and reduced incidents during lunchtimes, attributed to structured activities and better engagement.</p> <p>Pupils report enjoying the lunchtime activities led by Play Leaders, demonstrating increased motivation to be active and fostering a greater understanding of the benefits of regular exercise.</p> <p>Ongoing monitoring shows a sustained increase in daily physical activity levels, contributing to improved fitness and wellbeing across the school community.</p>	<p>The PE Lead will deliver targeted CPD sessions for Play Leaders, focusing on strategies to engage SEND children effectively during lunchtime activities.</p> <p>Training will include creative approaches to selecting and adapting sports and games that are inclusive and accessible for all pupils.</p> <p>Emphasise “in the moment” planning techniques to help Play Leaders respond flexibly to pupil interests and needs, ensuring activities remain engaging and supportive.</p> <p>Provide ongoing support and feedback to Play Leaders to help embed these new skills and improve the quality of lunchtime physical activity provision.</p>
---	--	-------	-------	---	---

<p>To raise the profile of PE across the school by recognising and celebrating pupils who excel in physical education through a termly Sports Cup award. This initiative aims to motivate more children to participate actively in PE, fostering a culture that values and rewards talent, effort, and improvement.</p>	<ul style="list-style-type: none"> <li>• Establish a termly Sports Cup award to recognise pupils who demonstrate exceptional skill, effort, or improvement in PE.</li> <li>• Develop clear criteria for selecting award recipients, ensuring transparency and inclusivity.</li> <li>• Communicate the award and its purpose to staff and pupils to encourage wider participation and motivation.</li> <li>• Present the Sports Cup during school assemblies to celebrate achievements publicly and raise the profile of PE.</li> <li>• Use the award as a platform to promote PE activities, inspiring more pupils to engage and develop their physical skills.</li> </ul>	£0	£0	<p>The termly Sports Cup has successfully raised the profile of PE within the school, generating excitement and recognition around physical activity and talent.</p> <p>Pupils receiving the award have shown increased confidence and motivation, inspiring their peers to participate more actively in PE lessons and extracurricular sports.</p> <p>Staff report higher engagement levels during PE lessons, with more pupils striving to improve their skills and effort to be considered for the award.</p> <p>The public celebration of achievements in assemblies has fostered a positive school culture that values physical health, teamwork, and personal development.</p> <p>Overall, the initiative has contributed to greater participation rates in PE and a stronger emphasis on the importance of physical education across the school community.</p>	<p>Expand the award categories to recognise a wider range of achievements, such as teamwork, improvement, and sportsmanship, to encourage diverse strengths in PE.</p> <p>Introduce peer-nomination processes to increase pupil involvement and ownership of the recognition system.</p> <p>Create visual displays or a “Hall of Fame” in school to showcase award winners and their achievements throughout the year.</p> <p>Organise special events or sports challenges linked to the Sports Cup to maintain enthusiasm and provide more opportunities for pupils to shine.</p>
---	--	----	----	---	--

<p>To raise the profile of PE across the school by using the annual Sports Day as an inclusive event that encourages participation from all children, regardless of ability. The traditional races will be redesigned to include activities that promote problem-solving, patience, teamwork, and reasoning, ensuring that the event is engaging, challenging, and accessible for every pupil. This approach aims to foster a sense of inclusion and encourage children to support and motivate one another.</p>	<p>Review and redesign traditional Sports Day races to include a variety of activities that focus on problem-solving, patience, teamwork, and reasoning, alongside physical challenges.</p> <p>Collaborate with teaching staff and PE specialists to develop inclusive and engaging event formats suitable for children of all abilities.</p> <p>Provide training and guidance for staff and student leaders to effectively facilitate and support the new activities during Sports Day.</p> <p>Order Sports Day stickers as rewards and motivation for participation and effort.</p> <p>Arrange for new lines to be marked on the field to accommodate the redesigned races and activities.</p> <p>Purchase new equipment required to support the developed races, ensuring all resources are age-appropriate and inclusive.</p> <p>Communicate the changes and objectives of the redesigned Sports Day to pupils and parents to build excitement and understanding of the inclusive approach.</p>	<p>£16.20</p>	<p>£16.20</p>	<p>The redesigned Sports Day successfully engaged all pupils, with a noticeable increase in participation from children of all abilities.</p> <p>The inclusion of races and activities focused on teamwork, problem-solving, patience, and reasoning promoted a broader range of skills beyond physical ability, allowing more children to experience success.</p> <p>Pupil feedback indicated a high level of enjoyment and a sense of inclusion, with many children expressing pride in completing challenges and supporting one another.</p> <p>The use of new equipment and clearly marked field lines improved the organisation and accessibility of the event, making activities smoother and more enjoyable for participants.</p> <p>Sports Day stickers were well received and motivated pupils to take part enthusiastically, reinforcing the values of effort, cooperation, and perseverance.</p> <p>Staff observed stronger peer relationships and a positive shift</p>	<p>Continue to refine and expand the range of inclusive activities, ensuring there is a balance of physical challenge and cognitive skill across all races.</p> <p>Gather more structured pupil and staff feedback to guide future improvements and ensure the event continues to meet the needs and interests of all learners.</p> <p>Introduce mixed-age team events or house competitions to further promote teamwork and school community spirit.</p> <p>Provide opportunities for pupils to co-design some Sports Day activities, giving them ownership and encouraging creativity and leadership.</p> <p>Evaluate and replenish Sports Day equipment annually to maintain high-quality resources for all races and challenges.</p>
--	---	---------------	---------------	--	--



	Use pupil feedback and observation during and after the event to evaluate its success and identify areas for further improvement in future years.			in pupil attitudes toward teamwork and inclusive sport.	
To promote physical activity and community involvement by awarding certificates and small prizes to all pupils participating in the Rudolph Run. This initiative encourages inclusive participation, reinforces the value of effort and movement, and supports pupils in making positive associations with being active.	<p>Organise and promote the Rudolph Run as a fun, inclusive event open to all pupils, regardless of ability or fitness level.</p> <p>Collaborate with staff to ensure the event is well-supervised, safe, and adapted to suit all ages and needs.</p> <p>Source and distribute certificates and small prizes for all participants to recognise effort, not just performance, and to motivate full participation.</p> <p>Link the event to a charitable cause or seasonal theme to increase pupil engagement and give the activity a meaningful purpose.</p> <p>Celebrate the event in assemblies, newsletters, or class discussions to reinforce the message of staying active and supporting others.</p>	£0	£0	<p>The Rudolph Run was a highly successful and inclusive event, with full pupil participation across all year groups.</p> <p>The initiative raised over £1,000 for a charitable cause, fostering a strong sense of community, empathy, and social responsibility among pupils.</p> <p>Pupils reported high levels of enjoyment and engagement, with many expressing increased motivation to be active through fun, purposeful events.</p> <p>The use of certificates and prizes helped reinforce a positive attitude toward physical activity, encouraging all children to participate regardless of ability.</p> <p>The event strengthened the school's culture of active living and giving back, highlighting how sport can be used as a vehicle for both health and community impact.</p>	Plan to hold more fundraising opportunities in the next academic year, looking for one a term. Consider having the Paralympian come back into school and fundraise as the school got a percentage of the money raised to spend on new sports equipment.

<p>To enhance the delivery of the whole-school PE and Forest School programme by investing in high-quality PE and outdoor learning equipment. The Sports Lead will collaborate with the Outdoor Learning Lead to identify and purchase resources that support active, hands-on learning and physical development in natural environments.</p> <p>Includes Annual inspection of sports equipment.</p>	<p>The Sports Lead and Outdoor Learning Lead will meet to conduct a joint audit of current Forest School and PE equipment, identifying gaps and prioritising items that enhance outdoor physical activity and experiential learning.</p> <p>Research and select high-quality, durable equipment suitable for outdoor use and aligned with the aims of the Forest School curriculum (e.g. balance resources, climbing equipment, den-building tools, nature-based games).</p> <p>Allocate Sports Premium funding to purchase agreed-upon resources that promote physical development, coordination, teamwork, and engagement in natural environments.</p> <p>Ensure all staff delivering Forest School sessions are aware of the new equipment and how it can be used to enrich physical activity opportunities.</p> <p>Monitor pupil engagement and the use of equipment through</p>	£818.45	£818.45	<p>The introduction of new PE and Forest School equipment has significantly enriched outdoor learning experiences across the school, increasing pupil engagement and physical activity during Forest School sessions.</p> <p>Pupils demonstrated improved coordination, balance, and teamwork through the use of climbing, balancing, and construction resources in a natural setting.</p> <p>Staff reported greater enthusiasm and participation from children, particularly those who are less confident in traditional PE lessons, highlighting the inclusive nature of Forest School-based physical activity.</p> <p>The collaboration between the Sports Lead and Outdoor Learning Lead ensured that equipment selected was purposeful, high-quality, and aligned with curriculum goals.</p>	<p>Offer staff CPD on how to maximise the use of Forest School equipment to support physical development and inclusive participation.</p> <p>Look into forest school curriculums to ensure lessons are sequences and progressive.</p>

	observation and staff feedback to inform future investment.			As a result, Forest School has become a key part of the school's broader physical development offer, supporting physical literacy, resilience, and wellbeing in an outdoor context.	
--	---	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation:
					%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To enhance and embed the confidence and expertise of support staff in effectively assisting children's skill development and understanding during PE lessons. Currently, teaching assistants require further training to better support pupils' progress in physical education.	<p>Partnered with POSH to deliver targeted training sessions for teaching assistants, focusing on strategies to support children's skill development and knowledge building during PE lessons.</p> <p>Training covered best practices for inclusive support, activity adaptation, and effective communication within physical education settings.</p> <p>Provided ongoing opportunities for teaching assistants to observe and collaborate with POSH coaches during PE lessons to reinforce learning and build confidence.</p> <p>Offered follow-up support and resources to help teaching assistants apply new skills consistently across all PE sessions.</p> <p>Monitored the impact of training through staff feedback and</p>	£8,512	£8,512	<p>Teaching assistants demonstrated increased confidence and competence in supporting pupils during PE lessons, resulting in more effective guidance and skill development for children.</p> <p>Staff reported a clearer understanding of how to adapt activities to meet the diverse needs of learners, including those with additional needs.</p> <p>Collaboration between teaching assistants and POSH coaches during lessons enhanced the overall quality of PE delivery and supported consistent approaches across the school.</p> <p>Pupils benefited from more targeted support, showing improved engagement, confidence, and progress in their physical skills.</p>	<p>Provide ongoing refresher training and workshops for teaching assistants to build on their skills, with a particular focus on supporting SEND pupils in PE.</p> <p>Establish a peer-mentoring system where experienced TAs can share best practices and support colleagues during PE sessions to ensure continuous improvement and confidence building.</p>

	observation to identify further development needs.			The training fostered a positive, inclusive environment within PE lessons, contributing to higher participation rates and a greater sense of achievement among all pupils.	
CPD for Sports leader	Attend PE network meeting – cover costs for a day's release.	£195	£195	PE Lead had 1 day networking release. The aims of these CPD sessions were:  Curriculum aims and delivery. Assessment strategies including SEND children Developing a physically active school community.	Attend training courses that are not just delivered by the trust but also external providers.
Allocate release time for the Sports Leader to observe PE lessons and provide constructive feedback to teaching staff, supporting professional development and enhancing the quality of physical education delivery across the school.	<p>Schedule regular release time for the Sports Leader to observe PE lessons across all year groups.</p> <p>Develop a structured observation framework focusing on teaching techniques, pupil engagement, and effective delivery of the PE curriculum.</p> <p>Provide timely, constructive feedback to teachers based on observations, highlighting strengths and areas for improvement.</p> <p>Facilitate follow-up support, including coaching or targeted CPD</p>	£195	£195	<p>The Sports Leader's regular observations and feedback have led to improved teaching practices across PE lessons, with teachers demonstrating increased confidence and effectiveness in delivering the curriculum.</p> <p>Sports lead released 1 time over the year.</p> <p>Pupils have shown higher levels of engagement and participation, benefiting from more dynamic and well-structured PE sessions.</p> <p>Teachers have reported that targeted feedback helped them identify specific areas for growth</p>	Introduce peer observation opportunities, enabling teachers to observe and learn from each other's PE lessons, further promoting collaborative professional development and sharing of best practice.



	<p>sessions, to address identified development needs.</p> <p>Monitor progress through subsequent observations and teacher reflections to ensure continuous improvement in PE teaching quality.</p>			<p>and develop strategies to support diverse learner needs.</p> <p>The process has fostered a culture of reflective practice and continuous professional development within the PE team.</p> <p>Overall, the quality of PE provision has been enhanced, contributing positively to pupils' physical literacy and enjoyment of physical activity.</p>	
--	--	--	--	--	--

<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>					Percentage of total allocation:
					%

Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To expand the variety of after-school activities available, providing pupils with opportunities to participate in a broader range of sports. School teachers will be utilised to lead and deliver these sessions, ensuring quality and consistency.	<p>1 hour each week over the 195 school days for a teacher to deliver a PE related club.</p> <p>Conduct a survey or gather pupil voice to identify interest in a wider range of sports and physical activities for after-school provision.</p> <p>Allocate staff roles and schedules to enable school teachers to lead</p>	£0	£0	<p>The expanded range of after-school sports activities led by school teachers resulted in increased pupil participation across diverse sports and physical activities.</p> <p>Pupils reported greater enjoyment and motivation, benefiting from opportunities to try new sports and develop a wider skill set.</p>	Have three after school activities each term that are tailored to sport.

	<p>and deliver diverse after-school sports clubs.</p> <p>Develop a timetable that offers a variety of sports activities throughout the week, ensuring opportunities for different age groups and skill levels.</p> <p>Provide necessary resources and equipment to support the delivery of new sports sessions.</p> <p>Promote after-school clubs to pupils and parents through newsletters, assemblies, and social media to encourage participation.</p> <p>Monitor attendance and gather feedback to evaluate the success of the expanded programme and inform future planning.</p>			<p>The involvement of school teachers ensured consistent, high-quality coaching and strengthened relationships between staff and pupils.</p> <p>Feedback from parents and pupils highlighted improved confidence, teamwork, and physical fitness among participants.</p> <p>The wider offer contributed to fostering a more inclusive and active school culture, encouraging lifelong positive attitudes towards physical activity.</p>	
--	---	--	--	---	--

Key indicator 5: Increased participation in competitive sport					Percentage of total allocation:
					%
Intent	Implementation			Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Funding Spent	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Coach hire to attend sporting events as part of the WSP.	Children in KS2 (lower and upper) took part in the WSP summer tournaments.	£0 – paid by WSP.	£0 – paid by WSP.	Allowed a range of children from all backgrounds to attend the tournaments provided by Wisbech Partnership.	Arrange some own tournaments that can be held at Wisbech St. Mary Academy.

Signed off by	
Head Teacher:	Jaynie Lynch/ Vicki Bradshaw
Date:	23.07.2025
Subject Leader:	Tom Richardson
Date:	23.07.2025