

Four Marks CE Primary

PE Sports Premium report 2025-26

Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026

£16, 951

Swimming Data

Please report on your Swimming Data below.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.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 2026.	87%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	82%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes- children have a two year programme where children who have met the minimum requirements can go beyond this, increasing competence in variety of strokes and distance.

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

Intent	Implementation	Impact	TOTAL: £3318
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
Swimming programme – skills for life: offered over a two year programme above and beyond the required hours in years 3 and 4. Including a lifesaving course. Free places offered to children at our school from the local leisure centre for swimming over the summer holiday.	Swimming programme (above the minimum requirement) over a 2 year programme, allowing children to build on skills over time. Lifesaving skills taught as part of the programme.	£650	By the end of year 4, the majority of children are able to swim 25 metres, and also have basic lifesaving skills in the water. This is consistently above the national average.
For all pupils to be active for over the 30 minute a day recommendation on top of weekly P.E lessons. Children to live a happy and healthy life. Children to learn the importance of physical activity and to leave school.	Golden Mile: access throughout the year and throughout school day. Sports/Play leaders running lunch time sports activities to all years. Encouraging appropriate levels of competition in addition to cooperation. Increase in sports clubs offered after school, through staff and outside agencies.	£NA	Children are now intrinsically motivated to participated in PESSPA and general physical activity through habit, positive modelling and expectation. Participation spreadsheet. ALL pupils moving more. Sports/ play leaders to continue to promote and lead sessions for their peers during lunchtimes and club time, overseen by an adult.

	Cycling proficiency/bikeability Travel tracker – Initiative to promote walking to school. ‘Walk to School week’ – Walk once a Week ‘WOW’: Initiatives promoted and run by JRSO’s. Children are encouraged to continue to walk, scoot, cycle at least once a week. Travel tracker:earn badges for each month that they achieve this challenge. Participate in HCC Walk to School Week in June, to promote walking or scooting to school for the remainder of the term. Local travel plan encourages “Park and Stride”. Local community places, Community Centre, local care home, church available for parking to leave 10-15 minute walk to school	£ 0 Bikeability £750 WOW badges/ travel tracker JRSO leader release and planning 1 hour/£20/week X 39 weeks £780	More children are scooting, cycling and skipping on a daily basis as part of their daily routine and exercise. The cycling proficiency enables children to regularly develop skills and safety. Community parking spaces used and increase in number of those scooting and cycling over the course of 2025/26.	Continue with cycling proficiency on an annual basis (as this develops skills with a different cohort of children each time. New bike/scooter storage now required via school fundraising
Children to learn and develop coaching skills to run own games Increased range of lunchtime sports/activities to engage.	Full range of resources and activities scheduled and led by play leaders on KS1 playground and run self-sufficiently on KS2 playground. Activity prompt cards to be introduced to structure games and challenges	£1138 For replacement play leader equipment bundle and additional sports equipment and resources	Children can suggest other games and activities that they would like to introduce during lunchtimes	Monitor effectiveness of encouraging those children who find it difficult to regulate or struggle to participate actively
Range of before/ after school sports clubs available for children to participate in.	Staff who are able/ willing to offer these are enabled to do so- First Aid training for staff members to enable these to run.	First Aid training school cost	A number of staff hold first aid training enabling after school clubs and sports competitions to happen: netball, football girls and boys, athletics, rounders, cricket, judo, dance	Monitor uptake and review range. Staff capacity is the largest barrier to further increases in provision

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	TOTAL: £5120
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Increase opportunities for all, children to have chance to experience competitive and non-competitive, mainstream and alternative sports. Developing children's own understanding of a healthy lifestyle: importance of physical, mental, social well-being.	Targeted interventions using a physical and sensory approach. The use the sensory integration approach targets and supports children who need extra support with movement, balance and coordination. Hampshire Games participation- (non-competitive games)	£3120 Staff release to attend with group and support when needed £350	Questionnaires to assess attitudes of participating children show an increase in enjoyment of PE/ sport. Previous participants from prior years engaging in these programmes often take up new/ regular sporting activity as a result.	Continue to invest in children who are non-competitive or who are not engaged in PE.
Active and happy children notably more receptive to learning. Increased positive attitude towards PE lessons. For our children to have a greater understanding of their own individual progress and how they can improve using a measurable approach	Opportunity to be involved in other sporting roles, refereeing, coaching etc. Sports captains: included in the planning process and Play leaders: training & implementation. Mentor training from SGO. Team building workshop.	£450 Playleader training£400	Changes made as a direct result of children's questionnaires. Children taking ownership and autonomy of their learning and physical activity. In turn increasing independence and motivation. Playtimes and lunchtimes have structured sessions. Increased in range of equipment which is used on a rotational bases as well as structured group games led by play-leaders. Staff upskilled; children trained and play for fun.	Questionnaire and changes since have had a positive impact towards the children involvement, enjoyment and attitude towards PESSPA. There has been a notable improvement in teamwork, sportsmanship and social skills. We will continue to fund this project as a school across the upcoming school year. Some Pupil Premium funding may be used to enable the sustainability of this project

	Sensory Circuit Implementation/ implementation: a set of activity stations that are designed to stimulate various sensory integration systems for children who find the school learning environment challenging. Targeted at morning transition into school for some	Time for support staff to prepare, plan and carry out sessions. £800	Sensory Circuits sessions can help children with physical, emotional and behavioural needs to be more available for learning in the classroom. It will look at what kinds of children the sessions can support and how they could be included in your school day.	Questionnaires to staff/ children about readiness to learn/ improvement and wider improvements (e.g in core-stability) for children taking part in the Sensory circuit programme Further implementation/ sessions/ space found to provide this regularly for identified children- 4 x week. (LSA time for the programme going forward)
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	TOTAL: £400
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For all staff to be confident with the content and skill progression, to enjoy teaching with the opportunities to develop skills	CPD programme reviewed to include specific PE support and development	Directed Time	Level 2 multi-skill staff members Completed- now teaching PE lessons across KS2 Staff are enthusiastic and confident in teaching/ introducing new sports. Our CPD was based on staff AND pupil surveys: We have seen a huge increase in staff confidence.	Review staff confidence levels with PE as several new staff for 2026/27 Extend teaching of PE/ working alongside other teachers across the school: peer to peer support Possible INSET focus. .
	Continue to develop our sports Partnership with Perins Community, Amery and Eggars PE department, who can support staff -	Time		
PE planning and Assessment tool/ Resources to support	Used to support, planning and resourcing PE and Sport	£400	Pupil voice: highly positive about sport provision and skills taught in school and in clubs reflected in the competitions and events	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Impact	TOTAL: £7750
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Continue to offer a wide range of sporting activities within school and as extra-curricular sessions. Building partnerships withing local community through participation at secondary school events, local cluster groups and wider Hampshire networks. Opportunity for children to aspire to participate and compete and represent school. Encourage positive mindset, irrespective of result, fair play, respect and chance to show school values. For our children to have experiences of many different sports; competitive; individual; team; display; restorative. Dance opportunities to encourage attendance at the wide variety of dance opportunities available locally. Additional Swimming: 4 extra lessons over 2-year swimming programme	Sports coaches promote new sports and skills based on the children's age and stage of physical development Increased equipment allowing for wider range of sporting opportunities to be used during PE lessons, lunchtimes and afterschool clubs Children had various opportunities to compete in non-competitive sporting events: Sports Day: Morning spent trying range of new sports with the aim to promote sportsmanship and increase opportunities.	13 ½ day events involving 29 staff release time/cover £3625 4 full day events involving 8 staff release time/cover £2000 Combined admin, preparation, organization and liaison with parents and event organisers and entrance fees £2125	17 events across the year attended (some involving subsequent rounds). Range of sports and participants across KS2) Awarded Team Spirit awards from Perins for positive conduct and attitude at the cluster sports event New competitions/festivals to interest ALL children. Increase in the number of 'friendly' games organised with our local schools. Children are invested in competitions asking for extra training and additional time. Larger numbers of children representing the school in festivals/competitions.	Future pupil voice to determine next phase of range on offer

Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Impact	In addition to costs above £375
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
For all children to be involved in competition at some level each year. Work with other Sports staff from across a range of local schools to develop and offer sporting opportunities that offer competition in a range of sport.	Access to physical activity and sport throughout the school year. Element of competitiveness within the lunch time structured play and self organized play using the sports rotas and the organized play leader activities. Ongoing participation within the 7AS cluster for sporting events as well as the wider Hampshire network of competitions. Children have opportunities to participate and try new sports and activities to develop confidence, social interactions skills as well as provide much needed mental health benefits through activity.	£375 staff release to cover	Success in results at tournaments Competed against some high levels school and demonstrated grace when losing and showed school values. Recognition of the children's attitude through awards or comments. Opportunity to try sports and trials 'friendly' matches against other local school teams successful Year 5/6 Sports and Play leaders continue to inspire and motivate other children and help develop team spirit, positive competitiveness and self belief Notably children's attitude and eagerness towards fixtures/tournaments, as well as their attitudes and sportsmanship teammates and opposition.	Focus on sustaining implementation of intra-competition. Increase opportunities for KS1 Swimming team/ competition.

