



Winhills Primary Academy PE and Sport Premium Funding 2025/26

Swimming Data

Please report on your Swimming Data below.

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 which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
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. Please see note above	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	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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? £2,000 was used for internal top-up swimming lessons or broadening aquatic opportunities.	Yes

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: 2025/26		Total fund allocated: £17,800		Date Updated: July 2026	
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	
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:					
To increase regular physical activity for all pupils through high-quality PE, active play and additional physical activity opportunities. To ensure pupils have access to safe, engaging and appropriate equipment and additional swimming provision.		Purchased and maintained PE and playground equipment and resources (£3,000). Provided additional extra-curricular physical activity opportunities (£1,300). Funding was also used for additional internal top-up swimming lessons and broader aquatic opportunities (£2,000).		£6,300	Equipment and resources have been used regularly to support active lessons and play. Additional opportunities have increased participation beyond timetabled PE. Swimming provision has supported pupils to develop confidence, swimming skills and water safety.
Continue to monitor participation and pupil voice. Maintain equipment and use pupil leaders to support active play. Continue to provide targeted swimming support where required.					
Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement					
Intent		Implementation		Impact	
To provide children with the opportunity to develop their social, communication and organisation skills through leadership roles in PE and school sport.		-To train Year 5 children to be play leaders to be able to support on the playground.		£2,500	Playleaders managed to support the children so that there were fewer behavioural issues. The children were also able to play together more cooperatively.
To sustain Level 1 intra school competitions.		-To support staff to develop Level 1 intra school competitions (e.g. house events) within school.			-Children all competed against each other - this was done both in mixed ability games and with ability games to ensure that all children were able to be competitive.
To raise the profile of PE and Sport across the school through displays and whole class initiatives (golden jumper awards).		-To use membership and subscription opportunities to support access to PE and school sport provision.			-To train Year 5 children as play leaders to support the younger year groups.
					-To ensure that all year groups take part in OAA.
					-PE lead to research initiatives so that the whole school can take part in them to raise the profile of PE and Physical activity.

Each class to have a focus on team building within sports and competitions. Sports values introduced and used in all PE lessons.	-To take part in activities organised through the SGO network. -Each class took part in team building sessions and were introduced to the school games values to promote sportsmanship and healthy competition.		-Team building took place across all classes- this helped the children with problem solving activities, improved their team work and social skills.	-To maintain inter and intra school competitions to take place throughout the year. -To continue with Bike-ability and balance-ability to encourage children to safely get to and from school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To raise the quality of PE teaching by increasing staff confidence, knowledge and skills and ensuring teachers have access to high-quality planning and resources.	Staff accessed CPD (£4,200) and worked with external sports specialists/coaches to develop their knowledge and confidence in delivering a range of sports and physical activities. A PE planning and resource subscription was also used to support consistent planning and progression.	£4,200	Staff confidence and subject knowledge have been developed through CPD and working alongside external specialists. Planning and resources have supported teachers to deliver structured, progressive PE lessons across the school.	Continue staff CPD and opportunities to work alongside specialists. Use staff feedback and pupil voice to identify further areas for development. Continue to use high-quality planning resources to support consistency.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

To broaden the range of sports and physical activities available to pupils and provide opportunities to experience activities beyond the core PE curriculum.	External coaching staff (£3,800) and sports organisations were used to deliver and support a wider range of sporting activities. Extra-curricular opportunities were provided to encourage pupils to take part in sport beyond curriculum PE.	£3,800	Pupils have experienced a wider range of sports and activities and benefited from specialist coaching. This has supported engagement, enjoyment and confidence in physical activity.	Continue links with external sports organisations and use pupil voice to identify sports and activities pupils would like to experience. Where possible, use staff development from external coaching to sustain delivery in school.
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Key indicator 5: Increased participation in competitive sport				
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase participation in competitive sport and ensure pupils have opportunities to represent the school and compete against other schools.	Entered external school sports competitions (£1,000) and took part in competitions and events through the SGO network. Opportunities were promoted across year groups to encourage participation.	£1,000	Pupils have had opportunities to compete against other schools and develop teamwork, resilience, sportsmanship and confidence through competition.	Continue to enter a broad range of competitions and events, with a focus on ensuring that pupils who do not regularly compete are given opportunities to participate.

Government return expenditure breakdown	
Government return spending category	Amount
CPD	£4,200
Upskilling staff to deliver swimming lessons	£0
Extra-curricular opportunities	£1,300
Equipment and resources	£3,000
Membership and subscription fees	£1,500
Activities organised by the SGO network	£1,000
Entering external school sports competitions	£1,000
External coaching staff	£3,800
Internal top-up swimming lessons / broadening aquatic opportunities	£2,000
Total PE and Sport Premium funding	£17,800
Unspent PE and Sport Premium at end of 2025/26	£0

Signed off by	
Head Teacher:	Carol Beasant
Date:	July 2026
Subject Leader:	Hannah Smith
Date:	July 2026