



PE and Sport Premium Grant 2025 – 2026

Including Impact Statement



HORSFORD C OF E VA PRIMARY SCHOOL

NEBULA FEDERATION



Key Indicators

1

The engagement of all pupils in regular physical activity

2

The profile of pesspa being raised across the school as a tool for whole school improvement

3

Increased confidence, knowledge and skills of all staff in teaching P.E. and sport

4

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

5

Increased participation in competitive sport

Physical education & sport premium

Funding 2025 – 2026

£19 020

ACTION	IMPACT (WHO)	KEY INDICATOR	SUSTAINABLE IMPACT	COST
CPD • Provide staff with Professional Development • Mentoring and Support • Appropriate Training • Access to External Resources Employment of PE Apprentice Employment of Specialist Staff	• This provides CPD and ongoing support to staff teaching physical education • Structured activity at lunchtimes. • Sensory Circuit Training • Apprentices run sensory circuits. • Training received by specialist PE apprentices is brought back into school and disseminated • Best practice is reviewed • Extra-curricular multi-sports for all year groups • Additional sports and PE opportunities are provided.	KIs – 2 3 4 • Increasing apprentice staff's confidence, knowledge and skills in teaching PE and sport • Increasing engagement of all pupils in regular physical activity and sport • Raising the profile of PE and sport across the school, to support whole school improvement – sensory circuits for example, are a fundamental tool in improving attendance and facilitating a positive start to the day for vulnerable pupils • Offer a broader and more equal experience of a range of sports and physical activities to all pupils	• Pupils in lessons will have more individual support, accelerating progress • Pupils will have young role models to influence positive attitudes towards physical education. • Behaviours at lunchtimes will be positive and pupils will be more active • Sensory circuits can be run at various times during the day, meeting the needs of more children • The profile of physical education and sport is raised throughout the school as multiple adults become subject advocates and more staff become aware of the positive benefits of high quality physical education.	£4 334

Participation in competition Employment of PE Apprentices and Specialist PE staff ensures all pupils have the relevant skills, experience and opportunity to enter a variety of competitions, internally, internally in the federation and external sports competitions. SEND Panathlon	Pupils throughout the school access competition at various levels	KIs – 3 4 5 • Raising the profile of PE and sport across the school, to support whole school improvement • <i>Pupils strive to achieve across the curriculum in order to be selected to represent the school</i> Successes are celebrated in • whole school assemblies • Increase participation in competitive sport	• Pupils will continue to compete in SSP arranged competition • Pupils compete in local leagues with the possibility of progressing to regional and national competition • Pupils compete in Nebula competitions and festivals in partnership with Norwich City Community Sports Foundation. • Intra school House matches and Sports Days focus on inclusion and enjoyment	£3 140
Subscriptions	• Subscriptions to Football, Korfball and Athletics associations	KIs – 1 3 5		£80
Equipment and Resources	• Equipment to enhance lunchtime and break time provision	KIs 1 2 4 5 • Increasing engagement of all pupils in regular physical activity and sport	• Increased and organised physical activity facilitates good behaviour during ‘down times’ and improves concentration in the classroom	£500
Extra Curricular Opportunities including: • Support for trips that provide additional physical opportunities • Before and	• Improved lunchtime provision • Access for pupils to a greater range of equipment and staff to encourage more active lunchtimes • Pupils can access high quality dance teaching	KIs 1 2 4 5 • Increasing engagement of all pupils in regular physical activity and sport • Offer a broader and more equal experience of a range of sports and physical activities to all pupils	• Increased and organised physical activity facilitates good behaviour during ‘down times’ and improves concentration in the classroom • These experiences will raise confidence levels for pupils when attempting new activities and give a sense of achievement when challenged	£11 364

after school Clubs • Lunchtime physical education or sporting activities • Dance • Healthy Eating • Well-Being			• Exposure to a broad range of activities increases the chances of high percentages of pupils continuing some form of physical activity into adulthood • Pupils across the school have the opportunity to build on skills learned within the curriculum and raise their level of performance • Raised self-esteem, aspiration, self-awareness, ability to work as part of a team and self-confidence are all life-skills The range of activities available to pupils through the school gives a graduated introduction to managing their personal approach to challenge and risk	
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PHYSICAL EDUCATION & SPORT PREMIUM

Impact statement

Action	impact	comments
Swimming	63% of pupils swam competently, confidently and proficiently over 25m. 60% of pupils used a range of strokes effectively 63% of pupils performed safe self-rescue	
Maintenance, insurance and driving of minibus Access to competition Affiliations	Key indicators 2 4 5 Pupils were able to attend multiple events improving their access to a range of physical activity and a variety of competition at different	Pupils had access to cross country; korfbal; football; tag-rugby; indoor athletics; athletics, multi-skills, SEND only events and cricket across the key stage. This included festivals for pupils who would

	levels	otherwise not be selected to represent the school. Ofsted recognise that the curriculum gives pupils many opportunities to be successful and that pupils can attend a wide range of sporting events and participate in local competitions. They also noted that teachers have strong subject knowledge.
Extra-Curricular Opportunities Including Support for residential and non-residential courses, expansion of active playtimes and lunchtimes, clubs before and after school.	Key indicators 3 4 Raised self-esteem, aspiration, self-confidence, awareness of self and the ability to work as a team. Greater engagement and participation of children in PE and Sport during lunchtimes, before and after school. Wider variety of activities and opportunities offered. Pupils were able to improve their skill level having access to a professional dance teacher.	These skills are transferable and transition to High School for Yr.6 was very successful.
Employment of Apprentices and Specialist PE Staff	Key indicators 1 2 3 4 5 Specialist PE staff • Provide CPD to staff • raise the profile of physical education and sport throughout the school by acting as role models • Provides professional development (PD), mentoring, support, and appropriate training to ensure high-quality teaching and delivery across a range of PE and sport disciplines. P.E. apprentices: • raise the profile of physical education and sport throughout the school by acting as role models • they provide support during lessons to	Provide ongoing CPD to ensure subject specialist knowledge and maintain and sustain high quality teaching and learning. As their own skill level increases form working alongside specialists, apprentices are able to disseminate knowledge to other staff who they work alongside.

	teachers teaching physical education which raises pupils' standards • provision is increased through lunchtime and after school provision • access to competition improves as pressures on staffing are reduced	
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