

Details of funding:

Total amount received for 2025-2026	
Total CPD spend-Online Form	£7700
Total Internal Spend- Online Form	£9170
Total External spend- Online Form	£1908
Total Spend on PE and Sports Premium 2025/2026	£18778
Total amount to be carried over into 2025/2026	£0

Swimming Data

90% of the current cohort can swim competently, confidently and proficiently over 25 metres, 80% can use a range of strokes effectively, and 100% can perform safe self-rescue. Next year we aim to improve stroke range by embedding this more within swimming lessons, alongside more water safety teaching in the classroom.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? .	90.6%
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	80%
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?	No

Action Planning and Budget Tracking

Academic Year 2025-2026	Total Fund allocated: £9170		
Key indicator: 1- The profile of PE and Sports being raised across the school as a tool for whole school improvement			
Intent	Implementation	Impact	Next Steps
To raise the profile of PE for both staff and pupils by improving: -expectations around kit, ensuring equity of access to kit. -listening to pupil voice to shape the PE offer. -Updating health and safety practice in line with current national guidance.	Regular kit reminders were issued to raise expectations around pupils coming prepared for PE. Pupil voice was gathered, which identified a strong dislike of cross country; in response, cross country will be replaced with badminton in the curriculum offer for the next academic year. Pupil Premium children were given a free PE kit entitlement once a year to remove financial barriers to participation.	Raising expectations around kit, alongside removing cost as a barrier through the PP kit entitlement, has helped ensure more pupils are equipped and ready to participate fully in PE and extracurricular clubs. Listening directly to pupil voice and acting on it: replacing cross country with badminton — demonstrates to pupils that their opinions genuinely shape the PE curriculum, which supports engagement and enjoyment going forward. The health and safety revamp ensures staff practice is compliant with the most current national guidance, protecting pupils and staff and embedding safe practice as part of everyday delivery.	-Monitor the impact of introducing badminton in place of cross country through pupil voice next year to ensure it has increased enjoyment and participation. -Embed the updated health and safety expectations into staff induction and ongoing CPD so new and existing staff remain up to date with afPE guidance.

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	Expectations were reinforced around pupils wearing correct PE kit on PE days and during extracurricular clubs. Health and safety expectations for PE were revamped in line with new Association for Physical Education (afPE) guidance, and shared with all staff.		
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Academic Year 2025-2026	Total Fund allocated £7700:		
Key indicator: 2- increased confidence, knowledge and skills of all staff in assessing PE and sports.			
Intent	Implementation	Impact	Next Steps:
To strengthen the quality and consistency of assessment in PE across the school.	The PE Lead was released from class teaching to dedicate time specifically to planning assessment end points for every unit taught across the school using PE Planning. End points were mapped for indoor and outdoor PE units, as well as units	Subscription to PE planning has enabled the starting point for the PE assessment. Staff now have access to clear, unit-specific assessment end points, which has improved the consistency of assessment judgements across year groups and between different adults delivering PE.	Monitor how consistently the assessment end points are being used across classes and PPA cover through staff conversations and lesson drop-ins. Review and refine the end points based on staff feedback and pupil outcomes over the coming year. Consider training staff further on how to use the assessment end

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	delivered during PPA cover, ensuring no gaps in coverage from Year 1 through to Year 6. These assessment end points were shared with all relevant adults delivering PE, including class teachers and staff covering PPA, so that expectations were clear and consistent school-wide.	This has reduced reliance on the PE Lead's individual knowledge and instead embedded assessment expectations into shared documentation that any member of staff can use with confidence. Because the end points are now recorded and shared, this is a sustainable resource that will continue to support accurate assessment in future years without requiring the same investment of time to recreate.	points to inform their planning and next steps for pupils.
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Academic Year 2025-2026	Total Fund allocated: £450		
Key indicator 3: Broader experiences of a range of sports and activities offered to all pupils inc SEND			
Intent	Implementation	Impact	Next Steps
To lead the development of all staff across the school in improving provision for pupils with SEND in PE, ensuring lessons are inclusive, accessible and enjoyable for every pupil.	A SEND pupil voice activity was carried out to gather direct feedback from pupils with SEND about their experience of PE.	The pupil voice activity showed that PE was overwhelmingly a subject that pupils with SEND enjoyed.	Use the findings from the pupil voice to deliver targeted staff training on SEND provision in PE, focusing on the specific barriers pupils identified.
	Pupils were asked what they liked most about PE, whether they knew what they had to do in each lesson, what helped them in PE, whether anything made PE tricky for them, and what they enjoyed most.	Most pupils were clear about what was expected of them in lessons. This gave us valuable, first-hand insight into what is working well and where adjustments could still be made, directly from the pupils it affects most.	Repeat the pupil voice activity annually to track whether changes in provision are improving pupil experience over time.
	This feedback was used to inform staff development and guide improvements to inclusive practice in PE lessons.	Using pupil voice as the basis for staff development has ensured that changes to provision are grounded in genuine pupil experience rather than assumption, making the improvements more meaningful and likely to have a lasting, positive effect on inclusive practice across the school.	Share strategies that pupils identified as helpful more widely across staff so that effective SEND practice becomes embedded school-wide, not reliant on individual teachers.

Academic Year 2025-2026	Total Fund allocated: £1458		
Key Indicator 4: Increased participation in competitive sports.			
Intent	Implementation	Impact	Next Steps
To raise participation in competitive sport across the whole school, ensuring every pupil had the opportunity to represent the school in a School Games competition, while maintaining our high standards recognised through the School Games Mark.	A whole-school drive was undertaken to ensure every pupil had the opportunity to compete in a School Games competition.	By the end of Summer 1, 100% of pupils in the school had competed in a School Games competition, meaning every single pupil experienced representing their school in competitive sport this year.	Maintain the systems and tracking that enabled 100% participation to be achieved, so this can be repeated and built upon next year.
	Participation was tracked to ensure this was achieved by the end of Summer 1.	This is a significant achievement and reflects a genuinely inclusive approach to competition, rather than participation being limited to a small group of the most sporting pupils.	Continue to broaden the range of competitions on offer to sustain pupil engagement and ensure all pupils, including those less confident in sport, continue to have positive competitive experiences.
	The school continued to apply for and work towards the Platinum School Games Mark, building on five consecutive years of achieving this award.	The school was awarded the Platinum School Games Mark for the sixth consecutive year, reflecting sustained, high-quality provision for competitive sport, participation and healthy lifestyles over time.	Work towards a seventh consecutive year of achieving the Platinum School Games Mark, reviewing the latest criteria to ensure provision continues to meet or exceed requirements.

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		This consistency demonstrates that high participation and competition levels are embedded in the culture of the school rather than being a one-off achievement.	
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Head Teacher	Lou Trm	14/7/26
Chair of Governors	Sarah Cearns	14/7/26
School Business Manager	Hannah Rook	14/7/26