



Newchurch Community Primary School
PE and Sports Premium Funding Impact Report 2025-2026

Swimming outcomes from 2024-2025

<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	DfE1: 67.7% of the Year Six pupils were able to swim competently, confidently and proficiently over a distance of at least 25 metres.	There is still 32.3% of the cohort who did not achieve this standard by the end of KS2.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	DfE2: 64.5% of the Year Six pupils were able to use a range of strokes effectively (for example, front crawl, backstroke and breaststroke.)	There is still 35.5% of the cohort who did not achieve this standard by the end of KS2.
3. Perform safe self-rescue in different water-based situations	DfE3: 90.3% of the Year Six pupils were able to perform safe self-rescue in different water-based situations. This is an improvement on the previous year.	The majority of the pupils were able to perform the self-rescue in different water-based situations but this was to the detriment of the ability to swim and achieve the other standards.

Aims for 2026-2027

Aim	Why?	Key area	Supporting evidence
To increase the % of children achieving DfE1, DfE2 and DfE3 by the end of KS2.	% of children not achieving the expected DfE standards is not a high as it should be. Less and less parents/carers are choosing to pay for their children to attend swimming lessons outside of school and as such the baseline is lower each year. The school feels that (as an important life skill) this needs to be addressed and the profile of swimming raised.	Raise the profile of PE and sports across the school, to support whole school improvement.	Attainment data of all DfE standards will have improved as a result of the changes in the organisation and the commitment to the top up sessions. Raised attainment % of Year 6 cohort but also reduced number of children in Year 5 requiring top up sessions when they are in Year 6.
To increase the confidence, knowledge and skills of all staff in teaching PE and sporting activities with a particular focus on the engagement and attainment of children with SEND and girls.	Observation through learning walks and discussions with staff indicate that there are a number of children with SEND who find it challenging to engage with physical education and sporting activities. There has also been an increase in the % of in-year admissions of pupils with SEND. Staff do not feel that they have the expertise to make adaptations for these children in order to enable them to engage more readily. Girls present as more sedentary when it comes to play times and engagement in sporting activities in school. Many of our girls engage with gymnastics and dance outside of school but not team sports in the same way.	Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritizing CPD and training where needed. Increase engagement of all pupils in regular physical activity and sporting activities.	% of children achieving the early learning goals in physical development. % of children attaining at the expected standard in PE and the number of children with SEND who are achieving the expected standard in PE increases. Learning walks show greater engagement in PE lessons by SEND children. Staff feel more confident in the adaptations made for PE lessons.
To develop lunchtime play provision to increase activity for least active groups.	Observation of children at lunchtimes demonstrated that children with SEND did not engage readily in the lunchtime provision, and girls were more sentary, opting to sit and have a chat at lunchtimes rather than be active. It was felt that midday staff did not have the skills to	Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys	Pupil voice demonstrates the engagement of children in their lunchtime play and areas they would like to develop. Observation of children at lunchtime,

	support the development of play and active play and so support was needed to ensure that they could actively encourage the children to engage at this time of day.	and girls.	ensuring that all children are able to engage in some form of active play, beyond football. Regular meetings with the lunchtime Play Team show improved engagement and understanding of physical play.
To further enrich the PE and Sports Provision for children across the school.	Analysis of the attendance and engagement in extra-curricular activities outside of school and also provided by school, it became evident that not all our disadvantaged and pupils with SEND were engaging in opportunities for sport and physical activities.	Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls. Increase engagement of all pupils in regular physical activity and sporting activities.	Pupil voice will demonstrate that the all children have engaged in extra-curricular activities within the school year. Engagement of pupil premium and SEND pupils in after school and lunchtime sporting activities increases as a result of the opportunities provided.
To widen the offer of outdoor physical activities to pupils throughout the curriculum, ensuring equality of access for all pupils, whilst also supporting improved mental health and wellbeing.	An increase in children needing support for their emotional wellbeing and mental health, and in some cases our children with SEND, struggling with their engagement in PE, there is a need to support the children with alternative opportunities. Children in the early years engage positively for a whole day in Forest School and some children across school (for self-esteem, collaboration and confidence reasons) engage with weekly Forest School sessions. The school feels that there is a need to extend the staffing to allow for this to be a whole school offer, thus enabling physical activity and engagement with the outdoors to support their emotional wellbeing. Such an engagement in the outdoors means that they will be able to transfer these skills and activities outside of school and are life long.	Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls. Increase engagement of all pupils in regular physical activity and sporting activities.	Pupil and staff feedback indicate better mental health and wellbeing as a result of the Forest School provision. SEND children who struggle with PE lessons, are able to access similar skills in Forest School.

	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the % of children achieving DfE1, DfE2 and DfE3 by the end of KS2.	Ensure that the baseline assessment of all children is accurate by meeting with the swimming lead of Live Wire and ensure that there is a clear picture of the cohort picture. Agree to pay for an additional swimming teacher to facilitate the teaching of the current Year 6 cohort who require top up, thus reducing the group sizes when swimming. Organise alternative sporting provision for those children in Year 5 who have passed their swimming standards (or at the point at which they pass) thus reducing swimming group sizes further allowing for more swimming.	Increase in the % of children who pass the DfE1, DfE2 and DfE3 by the end of the year and build a legacy of improvement, with an increased baseline each year as a result of smaller swimming classes.	Attainment data of all DfE standards will have improved as a result of the changes in the organisation and the commitment to the top up sessions. Raised attainment % of Year 6 cohort but also reduced number of children in Year 5 requiring top up sessions when they are in Year 6.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost

Evaluate	There has been an increase in the % of pupils achieving the expected standard in all DfE standards. DfE1: 83.3% (increase of 15.6%) DfE2: 80.0% (increase of 15.5%) DfE3: 80.0% (decrease of 10.3%) Overall attainment of cohort was 80% (an increase of 18.7%) All standards are in line with one another rather than children doing well with DfE but not being able to swim.	Yes, by ensuring that there is a clear message to parents regarding top ups and also promoting swimming in earlier years, there is an opportunity to ensure better on entry starting points. Staff expertise in school can be used to ensure the children who have achieved the standards have a quality PE lesson, learning new skills and games.	Increase in % of children achieving the DfE standards for swimming by the end of KS2. Legacy of improvement coming through the school can be seen: Current Year 5 end of 2025-2026 data: DfE1: 96.9% (increase of 13.6%) DfE2: 90.9% (increase of 10.9%) DfE3: 90.9% (increase of 10.9%) Overall attainment: 90.9% (an increase of 10.9%). This means that there are only three children who need top up in Year 6 in 2026-2027. Current Year 4 end of 2025-2026 data: DfE1: 54.8% DfE2: 35.5% DfE3: 0% There are eight children (25.8% of the cohort) who only need DfE3 and will have complete the standards. This is a strong starting point for the next academic year.	Cost of additional swimming teacher - £20 for 20 sessions – totalling £400. Purchase of resources for sessions: • Table tennis tables • Volley ball equipment • Badminton equipment • Circuit training equipment Cost of equipment: £481.92
	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence

Plan and monitor	To increase the confidence, knowledge and skills of all staff in teaching PE and sporting activities with a particular focus on the engagement and attainment of children with SEND and girls.	Deployment of a teaching assistant (qualified as a sports’ coach) to support the teaching of PE alongside the class teacher to facilitate the engagement of SEND children.	More inclusive teaching and higher engagement of SEND children in PE lessons, rather than opting out. Raise in the % of children with SEND and girls attaining the expected standard in PE. Increased participation of SEND children (particularly those with Autism) in PE lessons.	% of children achieving the early learning goals in physical development. % of children attaining at the expected standard in PE and the number of children with SEND who are achieving the expected standard in PE increases. Learning walks show greater engagement in PE lessons by SEND children. Staff feel more confident in the adaptations made for PE lessons.																																																															
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Evaluate	Attainment of SEND children has seen an increase in the % of children attaining the expected standard in PE as a result of increased engagement. It is noted that those children working towards the expected standard typically have a diagnosis of Autism. This needs to be explored in terms of provision for 2026-2027. Attainment of girls is strong, particularly as children	The staffing structure for 2026-2027 is more stable and this model can be continued into the next academic year to support classes where there are still some SEND children not on track to achieve the expected standard. Further guidance, training and support from the sports’partnership is needed to help staff engage children with Autism.	SEND pupil PE attainment: <table><tr><td></td><td>No SEND pupils</td><td>WTS</td><td>EXS+</td><td>GDS</td></tr><tr><td>Y1</td><td>7</td><td>43%</td><td>57%</td><td>*</td></tr><tr><td>Y2</td><td>6</td><td>33%</td><td>67%</td><td>17%</td></tr><tr><td>Y3</td><td>5</td><td>*</td><td>100%</td><td>*</td></tr><tr><td>Y4</td><td>5</td><td>20%</td><td>80%</td><td>40%</td></tr><tr><td>Y5</td><td>6</td><td>*</td><td>100%</td><td>*</td></tr><tr><td>Y6</td><td>9</td><td>33%</td><td>67%</td><td>22%</td></tr></table> Girls’ Attainment in PE: <table><tr><td></td><td>WTS</td><td>EXS+</td><td>GDS</td></tr><tr><td>Y1</td><td>15%</td><td>85%</td><td>*</td></tr><tr><td>Y2</td><td>6%</td><td>94%</td><td>35%</td></tr><tr><td>Y3</td><td>7%</td><td>93%</td><td>7%</td></tr><tr><td>Y4</td><td>7%</td><td>93%</td><td>*</td></tr><tr><td>Y5</td><td>*</td><td>100%</td><td>13%</td></tr><tr><td>Y6</td><td>*</td><td>100%</td><td>40%</td></tr></table>		No SEND pupils	WTS	EXS+	GDS	Y1	7	43%	57%	*	Y2	6	33%	67%	17%	Y3	5	*	100%	*	Y4	5	20%	80%	40%	Y5	6	*	100%	*	Y6	9	33%	67%	22%		WTS	EXS+	GDS	Y1	15%	85%	*	Y2	6%	94%	35%	Y3	7%	93%	7%	Y4	7%	93%	*	Y5	*	100%	13%	Y6	*	100%	40%	Sports teaching assistant costs: £6,700
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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To develop lunchtime play provision to increase activity for least active groups.	Baseline assessment through observation and pupil voice of the engagement of active play at lunchtimes for all our pupil groups. Develop of the OPAL Play Team including pupil leadership through the engagement of less active children in being 'Play detectives'. Whole staff training on Play Essentials and specific training for Play Team to develop their understanding of the different aspects of play and how all children can engage in active play. Purchase of resources to allow children to engage in wheeled play e.g. scooters, bikes etc.	Observation of lunchtimes will show that the Play Team are confident in supporting all children with their play and that there is something for every child. Lunchtimes are more inclusive for SEND children. Increase in the number of children who are active at lunchtimes.	Pupil voice demonstrates the engagement of children in their lunchtime play and areas they would like to develop. Observation of children at lunchtime, ensuring that all children are able to engage in some form of active play, beyond football. Regular meetings with the lunchtime Play Team show improved engagement and understanding of physical play.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
	Children of varying ages are actively engage in play – seeing mixed aged children working and learning together is a delight.	Yes, the projects the school have worked on are sustainable in that they have resources that can be donated by families and the local community.	A survey at the end of 2025-2026 showed that 89.3% of the school were engaged in physical activity at lunchtimes. Analysis of this showed that more children with SEND are engaging in play at lunchtimes, but	Cost of physical resources: £2730

Evaluate	SEND children are more engaged, particularly in the play which involves lifting and building structures and using their imagination. Girls are continuing to prove to be difficult to engage but the development of the Performance Palace and the Festival Village is proving to engage them in dance activities during the lunchtime break. Collaboration, team work and children's increase in readiness for learning in our children with SEND as a result of their sensory needs being met in the play activities they are engaged in. Increase in confidence of the lunchtime Play Team. Play Leaders have been trained by WASSP and actively involved in preparing activities for children.	In order for this to be more sustainable, there needs to be a clear induction plan for all lunchtime staff and teaching staff to ensure the expectation of the promotion of active play for all children is prioritised. An annual training refresher for all staff in active play is needed. Instability of the midday Play Team has been an issue this year and so there needs to be a greater focus on the play leaders pupil group taking on more organisation of activities. There needs to be continued gathering of the pupil voice to ensure that all groups of children are considered and catered for, particularly girls and children with additional needs.	girls (mainly UKS2) are less engaged in active play. This needs to be a priority for the next academic year and the development of the play offer at lunchtimes. The Play Team feel that the children are more engaged in play at lunchtimes and are prepared for the next developments.	
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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
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Plan and monitor	To further enrich the PE and Sports Provision for children across the school.	Provide opportunities for children to engage in alternative sports, including dance, martial arts, yoga etc. Further development of the extra-curricular clubs provided by staff informed by pupil voice and knowledge of what the children would like to engage with. Engagement in the SLA with Livewire (Warrington Primary PE and School Sport Team)	Children who do not have access to extracurricular sporting activities outside of school have an opportunity to engage in these inside of school through a strong enrichment package.	Pupil voice will demonstrate that the all children have engaged in extra-curricular activities within the school year. Engagement of pupil premium and SEND pupils in after school and lunchtime sporting activities increases as a result of the opportunities provided.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The impact of the Dance Battles has been clearly seen in the high levels of pupil engagement (particularly SEND in KS1 and boys in UKS2). The Livewire partnership has allowed for the engagement in many opportunities for the children across all year groups and barrier groups. There is a high percentage of engagement in extracurricular sporting activities by children in receipt of pupil premium funding and SEND – at least 50% of the population of each club.	The sports funding SLA has facilitated many of the events and opportunities for the children, particularly the dance battles and the Warrington Wolves sessions. The school has used the sports funding to facilitate dance workshops across the school to enrich the wider curriculum. Going forwards, the school is going to make use of the skill set of a member of staff who is a qualified dance teacher to support staff in the teaching of dance and also support the enrichment of this area.	Extracurricular clubs attendance records show the engagement of different pupil groups. High engagement in the activities planned for the children and the pupil voice is positive.	Livewire (Warrington Primary PE and Sports Partnership SLA cost: £3,395 Happy Kids Yoga cost: £260 Karate: £250 Primary Dance Workshops: £2,156 Warrington Wolves Rugby and disability awareness sessions cost: £300

	Dance in particular has seen a rise in engagement across the school.			
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	Intent – what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To widen the offer of outdoor physical activities to pupils throughout the curriculum, ensuring equality of access for all pupils, whilst also supporting improved mental health and wellbeing.	Increase the number of staff trained in Forest School to enable all classes to have a weekly Forest School session appropriate to their age and stage. Forest School can be offered as an after school extra-curricular activity for children.	Increased gross skills opportunities involving lifting, carrying, balancing, climbing, digging, building etc. which support the children’s development of agility, balance and strength as well as developing their cardiovascular fitness, endurance, flexibility and stamina. Development of positive attitudes towards active lifestyles.	SEND children who struggle with PE lessons, are able to access similar skills in Forest School.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	As a result of staff absences in the Autumn term and further uncertainty in early Spring Term, the opportunity to release a member of staff to be trained in Forest School was delayed until the Summer Term. This training has now been completed and there is a timetable set for all year	Due to there being four members of staff who are able to deliver Forest Schools, there is now a sustainable structure to support all children being provided with the opportunity linked to their age and stage.	88% of the EYFS cohort achieved the early learning goals for gross motor skills. The development of Forest School beyond the early years will ensure that 100% of the cohorts moving through school develop their gross motor skills as the expected standard. Analysis of children’s wellbeing for those accessing Forest School shows a positive impact.	Cost of Forest School training: £997

	groups to engage in Forest School as part of the wider curriculum for the academic year 2026-2027.			
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