

Area Spend	Total Budgeted Cost	Contribution from Additional Sports Funding
Key Indicator 1:		
Increased MDSA Staffing to Support Physical Activity	£2,300	£2,300
PE and Playground Equipment	£2,000	£2,000
MUGA Maintenance and Development	£2,600	£2,600
Key Indicator 2: Raising the profile of PESSPA (Phy		
SASP Jumpstart Programme	£2,200	£2,200
Quality Assurance and PE Leadership Release Time	£300	£300
Key Indicator 3: In		

Get Set 4 PE Subscription	£800	£800
Specialist Coaching to Upskill Staff	£2,500	£2,500
Key Indicator 4: Broader and		
Wider Curriculum Sports Provision (Rugby, Cricket, Dance and Alternative Sports)	£1,500	£1,500
Bikeability and Active Travel Programme	£500	£500
Inclusive Extra-Curricular Sports Programme	£1,200	£1,200
Swimming Tuition Support	£1,500	£1,500

Sports Ground Marking	£260	£260
	£100	£100
Travel and Participation Support for		
Yeovil Games Association Membership	£600	£600
Sporting Certificates, Medals and Recognition Awards	£100	£100
Intra-Trust and Inclusive Competitive Events	£100	£100
Total		

Sports Premium Grant 2025-2026-£18.460

Description of Provision	Intended Outcomes	How impact will be measured
Increased engagement of all pupils in regular physical activity and sport		
Additional lunchtime supervisors trained to lead structured physical activities and inclusive playground games.	Increased participation in physical activity at lunchtime, improved behaviour, social interaction and engagement for all pupils including SEND and vulnerable learners.	Pupil voice, behaviour records, observations, participation monitoring.
Additional and replacement PE, playground and sensory physical activity equipment to support inclusive participation.	Increased engagement in physical activity for all groups. Improved accessibility for pupils with SEND.	Equipment audits, pupil participation rates, pupil voice.
Ongoing maintenance and enhancement of the all-weather games area to ensure safe, year-round access.	Sustained opportunities for high-quality physical activity and sporting participation throughout the year.	Usage monitoring, health and safety checks, staff feedback.
sical Education, School Sport and Physical Activity) across the school to support whole sc		
Targeted sport and physical activity programme to support pupils with SEMH needs, SEND and disadvantaged backgrounds.	Improved self-regulation, attendance, confidence, resilience and engagement in learning.	Case studies, pupil voice, attendance data, SASP evaluation reports.
Release time for the PE Lead to monitor provision, evaluate impact and support staff development.	Consistently high-quality PE provision and effective use of Sports Premium funding.	Monitoring records, lesson observations, staff feedback.
Increased confidence, knowledge and skills of all staff in teaching PE and sport		

Continued use of planning resources, assessment	Improved consistency, progression and confidence in PE teaching.	Staff confidence surveys, curriculum monitoring and planning scrutiny.
Team teaching, mentoring and modelling from sp	Increased staff confidence and improved quality of PE teaching across all year groups.	Lesson observations, staff evaluations, pupil engagement.
more equal experience of a range of sports and physical activities offered to all pupils		
Specialist coaching to introduce a broader range of sports and activities, including opportunities particularly engaging for less active pupils.	Increased participation, enjoyment and exposure to a wider range of activities.	Participation rates, pupil voice, club uptake.
Cycle proficiency training and promotion of active lifestyles through sustainable travel initiatives.	Increased confidence and participation in active travel and healthy lifestyles.	Certification rates, pupil surveys.
Additional after-school clubs designed to maximise participation of SEND, PP and less active pupils. Subsidies provided where required.	Increased participation for disadvantaged and underrepresented groups. Improved equality of access.	Club registers, participation analysis by pupil group, pupil voice.
Additional staffing and intervention support to maximise attainment against national curriculum swimming expectations.	Increased percentage of pupils meeting national swimming requirements at the end of KS2.	Swimming assessment data.

Preparation of school grounds to support athletics, sports days and competitive activities.	Increased opportunities for participation and celebration of physical activity.	Event evaluations, participation records.
Financial support to remove barriers to participation for disadvantaged pupils attending sporting events and competitions.	Improved inclusion and equitable access to all sports opportunities.	Participation records, PP attendance at events.

Key Indicator 5: Increased Participation in Competitions

Continued participation in inter-school competitions and School Games opportunities.	Increased participation in competitive sport and progression towards maintaining School Games Award status.	Number of events entered, pupil participation data.
Celebration of sporting achievement, determination, teamwork and school values.	Increased motivation, aspiration and participation in sporting activities.	Award records, pupil voice.
Participation in trust-wide competitions and festivals, including adapted and inclusive events.	Increased participation from pupils who may not traditionally access competitive sport, including SEND and PP pupils.	Participation analysis, pupil voice and event evaluations.

Impact of intervention
Structured active lunchtimes continued to have a positive impact on physical activity levels across the school. Lesson observations and pupil voice demonstrated that pupils were increasingly engaged in physical activity and able to return to lessons ready to learn. Pupils benefiting from a wide range of organised activities that promoted teamwork, inclusion and positive social interaction.
Investment in PE and playground equipment ensured all pupils, including those with SEND, had access to engaging and inclusive physical activities. Observations showed increased levels of participation and enjoyment, with pupils demonstrating increased independence and confidence when accessing equipment during PE lessons and unstructured playtimes.
Continued maintenance of the MUGA ensured year-round access to high-quality sporting provision. The facility was used extensively to support curriculum PE, active lunchtimes, extra-curricular clubs and competitive sport. The improved environment supported participation rates and contributed to pupils' aspirations and enjoyment of physical activity.
School improvement
Targeted intervention successfully supported vulnerable pupils, including those with SEMH needs. Participating pupils demonstrated improved self-regulation, confidence and resilience. Many staff reported increased engagement in lessons and greater willingness amongst pupils to participate in physical activity and wider school life.
Monitoring and evaluation ensured consistently high-quality provision across the school. Regular learning walks and lesson observations identified strong levels of pupil engagement and participation.

The scheme continued to provide a progressive and well-sequenced curriculum which supported staff confidence and consistency across the school. Teachers reported that planning resources and assessment tools enhanced lesson delivery and ensured progression in pupils' knowledge and skills.

The use of TLE Sports Coaching had a significant impact on teacher and support staff confidence. Through team teaching, modelling and mentoring, staff developed greater subject knowledge and confidence in delivering PE. Lesson observations demonstrated improved teaching practice, higher levels of pupil engagement and increased participation across all groups of learners.

Pupils benefited from access to a broader range of sporting opportunities beyond the statutory curriculum. Participation rates remained high. The variety of provision supported inclusion and encouraged pupils who may not typically engage in traditional competitive sports.

Pupils developed increased confidence and awareness when cycling safely. The programme promoted healthy lifestyles and active travel and contributed positively to pupils' understanding of personal safety and wellbeing. The majority of participating pupils successfully achieved Bikeability accreditation.

Participation in extra-curricular sport remained strong throughout the year. Analysis of participation data showed that pupil premium children accessed clubs and sporting opportunities at rates in line with their non-pupil premium peers, demonstrating the success of the school's commitment to equity and inclusion. A wide range of clubs ensured opportunities were accessible to all pupils regardless of background or need.

Additional swimming support improved outcomes for pupils in Key Stage 2. By the end of Year 6, 80% of pupils met the National Curriculum requirement to swim competently, confidently and proficiently over at least 25 metres and perform safe self-rescue skills. Targeted support ensured that those requiring additional intervention made strong progress.

Well-maintained sporting spaces enabled the school to host a range of events throughout the year, including sports days, athletics activities and competitive events. Participation levels remained exceptionally high, supporting the school's aim of promoting physical activity for all pupils.

Financial support ensured that no pupil was excluded from participation due to cost or access barriers. This directly supported the school's commitment to equity, enabling all pupils to access competitive sporting opportunities and represent the school.

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Participation in local competitions continued to grow, with increasing numbers of pupils representing the school. The school's commitment to inclusion and providing opportunities for all learners was recognised through the achievement of the Silver School Games Award, despite originally applying for Bronze accreditation. This reflected the breadth of participation and inclusive sporting opportunities available to pupils.

Celebrating achievement encouraged pupils to participate in sporting activities and recognise the importance of teamwork, determination and resilience. Pupils demonstrated pride in their achievements and were motivated to continue representing the school in sporting events.

Competitions provided valuable opportunities for pupils to experience competitive sport in a supportive environment. P Pupils developed confidence, sportsmanship and a strong sense of belonging through representing their school and working collaboratively with peers. This will continue to be a focus over the coming academic year.