

Physical Education, School Sport and Physical Activity at **Lakeside Primary Academy** 2025-26



- It is intended that this template should be used as preparation for the completion of the statutory DfE PE and sport premium digital expenditure reporting return. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- The template is a working document that you can amend and update during the year.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of you PE and sport premium funding in 2024/25.
- You should use your evaluation of last year's funding to help you decide what to do this academic year, how you will do it, and what impact you expect it to have.
- All spending of the funding must conform with the terms outlined in the conditions of grant
- The summative digital expenditure reporting from June 2026 will continue to include swimming and water safety information. PE and sport premium funding can be used to provide top-up lessons, where necessary, to ensure pupils meet national curriculum swimming requirements
- To ensure funding is used effectively and based on your school's needs; guidance and examples of best practice across schools can be found here.
- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Useful Links:

- [PE and sport premium for primary schools - GOV.UK](#)
- [PE and sport premium: conditions of grant 2025 to 2026 - GOV.UK](#)

Review of the last academic year (2024/2025)



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- Take some time to reflect on your intent, implementation and impact from last academic year to celebrate your wins but to also think about improvements for the year ahead.
- You do not need to complete every box. Just record the information that is key to your school's priorities and areas of focus.

Remember - Be clear about how you focused spending on key groups such as SEND, girls and disadvantaged pupils.

<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	71% Combining two year groups for the swimming sessions significantly reduced transportation costs for families, as the expense was shared across a larger number of students.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	71%	
3. Perform safe self-rescue in different water-based situations	86%	

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Use of Beyond the Physical PE scheme to ensure that high quality PE lessons were consistently delivered by following a clear and varied programme of lessons that focus on the development of fundamental movement skills. Through lesson observations, it was clearly evident that teachers have a clear direction and bank of ideas to use in order to teach fundamental movement skills. Children were moving more and lessons were flowing well because children understood expectations and staff who were spoken to were happy with the focus on fundamental movement skills.	PE lead to monitor lessons more regularly to ensure PE curriculum is systematic and progressive.
2. Increasing engagement of all pupils in regular physical activity and sporting activities	Playtimes had more choice as play leaders led games and prompted a positive associated with sports.	Due to split lunchtime, it was difficult for play leaders to work with younger children.

Review of the last academic year (2024/2025)



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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	Workshops such as skipping were very well received, with lots of positive feedback. Boom box used to promote movement at break times. Also used for lots of active events throughout the year.	Would like to increase the opportunity for more 'different/non typical' sporting activities.
4. 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	Due to giving opportunities for girls only football sessions, our KS2 uptake improved ever so slightly, with 28% of KS2 girls joining in. That is a 1% improvement from last year. This year, we also offered the girls only session to our KS1 girls, with 33% joining in with the sessions.	Participation figures are not as high as hoped, especially when there is a minimal charge for the club.
5. Increasing participation in competitive sport	Sports coach used to run after school clubs. partnerships formed with football, tennis, hockey and rugby after school clubs.	It is tricky to attend competitive fixtures during the school day due to staffing and transport costs.

Aims for the next academic year (2025/2026)



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- Using your whole school priorities, school development plan and previous PE, school sport and physical activity data, set out your aims for the year ahead.
- Think about specific areas of need such as **inactive girls, SEND and disadvantaged pupils**
- Remember to also input your swimming data and reflections in the table located at the bottom of this page.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *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*
 5. *Increasing participation in competitive sport*

<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	90% Spreading the swimming sessions over two school years proved highly beneficial. It allowed the children more time to mature and consolidate their skills through practice with their families at home, while also helping parents by distributing the financial cost over a two-year period.	
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	81%	
3. Perform safe self-rescue in different water-based situations	100%	

Plan, monitor and evaluate (2025/2026)



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- Please aim to use this as a live working document through the year.
- Keep returning to this to evidence adaptations and progress made through the PESSPA opportunities you provide.
- There is no set number of objectives you must have.
- Make as many or as few as you see fit that will support your aims for the year ahead.
- Consider which of the 5 key areas improvements will be focusing on:
 1. *Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.*
 2. *Increasing engagement of all pupils in regular physical activity and sporting activities*
 3. *Raising the profile of PE and sport across the school, to support whole school improvement*
 4. *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*
 5. *Increasing participation in competitive sport*

Your objective:



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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 (Complete now and monitor)	To broaden the horizons of our pupils by providing opportunities to access diverse and non-traditional sporting and physical experiences that they may not typically encounter outside of the school environment. The goal is to redefine what physical activity looks like, fostering a positive relationship with movement for all children, regardless of their athletic background.	We sourced and hosted a whole-school "Drumba" workshop—an innovative session that seamlessly combines rhythmic movement and music in a high-energy, fun and engaging format. By introducing a blend of drumming and dance, we aimed to demonstrate that being active can be joyful and does not always have to revolve around "traditional" competitive sports. Staff members actively participated alongside the pupils to model positive engagement and shared enthusiasm.	We aim to break down barriers to participation, particularly for less active children who might feel alienated by traditional sports. We hope to see a shift in school culture where physical activity is viewed as a source of fun, resulting in increased enthusiasm for PE, improved confidence and a greater willingness among pupils to step out of their comfort zones and try new activities.	Completed booking with the external Drumba provider. School timetable indicating whole-school allocation and participation in the workshop. Pupil voice from children.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	The workshop achieved 100% engagement across the school; every single child took part with immense enthusiasm and the positive energy extended to the staff, who thoroughly enjoyed the experience. It successfully shifted the narrative around physical activity, proving to the children that moving can be pure fun. We observed an immediate positive ripple effect: children were visibly more open-minded and eager to try new physical activities in subsequent PE lessons. The excitement carried over to the home environment, with pupils enthusiastically discussing the event with their families.	Provider Links: We have established a strong, permanent link with this specific Drumba provider for future workshops, ensuring this can become a regular or repeating highlight in our enrichment calendar. Staff CPD & Culture: Because school staff actively participated and loved the experience, it has upskilled and inspired teachers to incorporate rhythmic, music-driven movement into their own daily active bursts or warm-ups, sustaining the high-engagement ethos in daily school life.	Student Voice: Documented positive feedback interviews and quotes from the children expressing their enjoyment. Community Engagement: Photos and promotional write-ups shared on the school's official social media channels and the parental newsletter.	£799

Your objective:



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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 (Complete now and monitor)	To engage children in physical literacy from the earliest possible stage (Early Years and Key Stage 1) by helping them acquire the essential life skill of riding a bicycle. The objective is to proactively target balance and coordination in a safe, non-threatening environment, specifically supporting children who lack confidence or do not have access to a bicycle at home.	We organised and delivered targeted balance bike training sessions tailored specifically for children in Nursery, Reception and Year 1. The sessions were designed to be completely inclusive, providing enough equipment for all children in the cohort to participate simultaneously. The curriculum focused on fundamental movement patterns, specifically core stability, spatial awareness, balance and bilateral coordination.	Early development of gross motor skills, providing a strong foundation for future PE success and general physical confidence. The removal of socio-economic barriers to cycling by ensuring every child, regardless of home resources, has access to quality equipment and instruction. An increase in confidence and a reduction in anxiety surrounding bicycle riding among our youngest learners.	Staff voice - The sessions successfully engaged all children across the three year groups at the same time, ensuring zero "waiting time" and maximizing physical activity. The success of the initiative was validated by overwhelmingly positive verbal feedback from both the participating pupils and their parents, who noted their children's pride and progress in mastering these new coordination skills.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	Staff saw a rapid improvement in both physical skill and personal confidence when the children used our class balance bikes. The children progressed so quickly that their existing routines no longer fully challenged them. Because of this measurable growth, we made the strategic decision to invest a portion of our funding into specialised balance bike ramps. These ramps have successfully allowed us to differentiate our provision, challenging and stretching the capabilities of our more advanced riders while keeping them highly engaged.	Yes. By embedding these foundational skills at the Nursery and Reception level, we are creating a sustainable upward trend in physical competency as these children move through the school. The early mastery of a balance bike drastically reduces the time and intervention needed for these pupils to transition to traditional pedal bikes later in Key Stage 1. Furthermore, our EYFS and KS1 staff shadowed the sessions, equipping them with the pedagogical skills and specific drills needed to continue supporting balance and coordination development during daily outdoor play and structured physical activity.	Participation logs showing 100% inclusion of Nursery, Reception, and Year 1 pupils. Verbal feedback from parents and pupils. Teacher observations tracking the progression of core stability and coordination in subsequent PE lessons.	Balance bike session delivered by outside provider £315 Bike ramps £300 = £615

Your objective:



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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 (Complete now and monitor)	To ensure our physical activity provision is fully inclusive by directly addressing the increasing and diverse physical needs of our pupils with Special Educational Needs (SEN). The objective is to provide high-quality, safe and specialised physical resources that encourage active play, while simultaneously supporting pupils' emotional and sensory regulation requirements.	We invested in and introduced specialised, safe physical resources specifically designed for SEN pupils. These active resources were strategically placed within a dedicated sensory area. This setup allows children to engage in physical play that supports their gross motor development, while also providing a structured, calming space where staff can utilize the equipment to help pupils self-regulate during times of sensory overload or dysregulation.	-An inclusive environment where pupils with SEN have equal, safe and dignified access to physical activity tailored to their needs. -Improved sensory and emotional regulation across the school day, leading to reduced anxiety and increased readiness to learn. -Enhanced fine and gross motor skills, coordination, and spatial awareness for children utilising the sensory provision.	-Inventory and purchase receipts for the specialised SEN physical/sensory resources. -Individual Education Plans (IEPs) and sensory profiles documenting the use of the equipment. -Staff feedback demonstrating the wider rollout of the equipment to non-SEN pupils requiring temporary regulation.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have seen a profound positive impact on the children utilising this new SEN provision. Staff have noted a marked improvement in the pupils' engagement with physical play, observing that they are highly motivated by the new resources. Crucially, school staff have reported that these physical resources have become an incredibly effective tool for emotional regulation, successfully helping dysregulated children calm down and refocus so they can transition back to classroom learning more smoothly.	The specialised physical resources represent a permanent capital investment in our school's infrastructure that will benefit current and future cohorts for years to come. Furthermore, because this system has proven so successful, we have expanded the scope of this provision: it is now permanently available to any child in the school who requires sensory or physical regulation, not just those with identified SEN.	-Inventory and purchase receipts for the specialised SEN physical/sensory resources. -Individual Education Plans (IEPs) and sensory profiles documenting the use of the equipment. -Staff feedback demonstrating the wider rollout of the equipment to non-SEN pupils requiring temporary regulation.	SEN resources - £2,064

	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor (Complete now and monitor)	To broaden our extracurricular offering so that children have access to a greater range of sports and a wider variety of after-school clubs. A key objective is to foster a healthy, competitive sporting culture by providing opportunities for our school teams to represent the school and compete against other local schools in organized events.	We formally joined the York School Sports Partnership (YSSP) , establishing a pathway for our school teams to enter local leagues and tournaments. To expand our after-school provision, we forged collaborative partnerships with local professional and community sports providers (including football, hockey, and rugby clubs) to deliver specialist coaching on-site. Additionally, we utilised our school sports coach to run a diverse range of extracurricular clubs open to all pupils, as well as to coordinate, prepare, and transport our teams to external competitive fixtures.	Good attendance in after-school clubs across a wider variety of sports, catering to diverse pupil interests. The development of key character traits such as teamwork, resilience, sportsmanship and pride through representing the school. An active competitive sports calendar that engages children of all abilities in inter-school competition.	-After-school club registers. -Verbal feedback from participating staff and pupils, who expressed immense pride and excitement about travelling to and competing in these local tournaments.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have seen a massive boost in pupil pride and school spirit. Joining the sports partnership successfully unlocked a steady stream of inter-school fixtures, giving our children their first real taste of representing their school in competitive environments. The combination of external club partnerships and internal coach-led clubs has drastically increased the variety of sports on offer, allowing us to cater to children who may not have been interested in standard PE offerings.	Competition and fixture pathways are now permanently embedded into our annual school calendar through our York School Sports Partnership membership. The relationships built with local football, hockey and rugby providers have established reliable, year-on-year pathways for coaching delivery. Crucially, the system we have set up utilising our internal sports coach to manage and train the teams means we have the in-house staff structure and expertise required to keep these clubs and competitive squads running independently for future cohorts.	-After-school club registers. -Verbal feedback from participating staff and pupils, who expressed immense pride and excitement about travelling to and competing in these local tournaments.	Sports coach - £3,589 Partnership membership - £1,500 Hockey - £385 Football - £990 Rugby - £500 £6,964

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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 (Complete now and monitor)	To raise the standard of PE delivery across the school by directly addressing staff confidence. Following a staff PE questionnaire, it was identified that some teachers lacked confidence in teaching specific physical education skills. Our objective was to implement a high-quality, structured support system that shifts the focus of PE lessons from simply "playing different sports" to a mastery-based approach, ensuring teachers feel fully equipped to deliver high quality lessons.	Following thorough research, we invested in the Beyond the Physical PE scheme. This scheme was selected because its educational philosophy perfectly aligns with our school's vision: it prioritises the deep mastery of fundamental physical skills rather than rushing through a checklist of sports. By focusing on core, transferable skills (such as agility, coordination, balance), the scheme provides teachers with a clear pedagogical framework to scaffold and progress learning sequentially.	-An immediate and measurable boost in staff confidence and enthusiasm when planning and delivering PE lessons. -A shift in lesson design away from fragmented, sport-specific units toward cohesive, skill-mastery-focused teaching. -Pupils developing highly transferable physical skills that they can successfully apply across any sport or physical activity.	We have received excellent verbal feedback from staff praising the clarity, accessibility and effectiveness of the <i>Beyond the Physical</i> scheme.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have seen a significant, positive transformation in how PE is taught across our classrooms. Teachers have reported feeling far more confident and structured in their delivery. Rather than switching to a completely new skill or sport every single lesson, teachers have adapted their practice to focus on deep mastery, allowing children the time to consolidate, refine and stretch their physical capabilities.	By investing in a comprehensive scheme, we have permanently embedded a "mastery-first" ethos throughout our entire teaching team. Because the <i>Beyond the Physical</i> program focuses on pedagogy and core teaching skills rather than a specific trend, the training and resources remain a permanent asset to our school. Even as new staff join, this structured curriculum and school-wide teaching philosophy will ensure high-quality PE remains the standard for future cohorts.	We have received excellent verbal feedback from staff praising the clarity, accessibility and effectiveness of the <i>Beyond the Physical</i> scheme.	£500

Your objective:



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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 (Complete now and monitor)	To maximise active time throughout the school day by keeping children highly engaged, motivated and physically active during their playtimes and lunchtimes. Additionally, our objective is to ensure that both playtimes and structured PE curriculum lessons are fully resourced with high-quality, safe physical equipment that caters to a wide range of activities.	We invested in a diverse range of outdoor playground equipment accessible to all children across the school during recreational times. Recognising that high-use resources naturally experience wear and tear, we established a budget allocation for ongoing maintenance and the purchase of replacement equipment throughout the academic year. Alongside play equipment, we also systematically purchased dedicated, high-quality resources specifically for curriculum PE lessons.	-A measurable increase in physical activity levels during playtimes, reducing sedentary behavior on the playground. -Fewer playground incidents through increased engagement in structured and unstructured active play. -PE curriculum lessons that run smoothly, safely and efficiently because the correct, high-quality equipment is readily available for every child.	Playground monitoring by lunchtime supervisors shows a high level of pupil engagement with the active play equipment. Children have shared enthusiastic verbal feedback about the new activities they can play at lunchtime and PE lesson observations confirm that 100% of pupils have access to their own high-quality resources (such as balls, cones, and markers) during curriculum time.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate (Complete in July)	We have seen a vibrant, highly active playground culture where children are actively choosing to move, play and challenge themselves physically during their breaks. The variety of equipment on offer has ensured that there is something to interest every child, resulting in very positive verbal feedback from the pupils themselves. From a teaching perspective, staff have reported a significant improvement in lesson delivery because they now have the necessary, dedicated PE equipment readily available to teach skills effectively without logistical delays.	While physical resources naturally face wear and tear over time, we have made this initiative sustainable by shifting how we manage our physical assets. We have regular discussions where we actively speak to the children about showing respect, taking ownership and properly looking after the equipment. This has fostered a culture of care and responsibility among the pupils, dramatically extending the lifespan of the resources.	Playground monitoring by lunchtime supervisors shows a high level of pupil engagement with the active play equipment. Children have shared enthusiastic verbal feedback about the new activities they can play at lunchtime and PE lesson observations confirm that 100% of pupils have access to their own high-quality resources (such as balls, cones, and markers) during curriculum time.	£500

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