



Grangefield School
Flying high. Spreading our wings.

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised
July 2026

Commissioned by the
Department for Education

Created by



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2026:	Areas for further improvement and baseline evidence of need:
• 'Get Set 4 PE' is fully embedded into the Grangefield PE Curriculum. • Sports clubs increased after school with the inclusion of outside agencies offering football, tag-rugby, multi-skills, martial arts, dance and tennis. Teacher led clubs included: netball, football – boys, football – girls, hockey, cricket and rounders. • Y5 swimming was a success with those Y6 children who were unable to swim 25m being enrolled in 'Heidi's Heroes' swimming intervention in the Summer term. • Heidi's Heroes data: Out of 6 children attending the intervention, 3 children are now able to swim 25m, 1 child is able to swim 15m and 2 children are able to swim 5m. • Y6 children able to swim 25m is 84%. • Y5/6 Play Leaders helped to encourage more active playtimes. • Good engagement and success with Move More competitions and leagues, with a wide variety of children competing. • SEN pupils achieving 'Working at' in Physical Education (currently 62%). • Changes made to inter school competitive events, that created a more inclusive environment and began to build children's love for competitive sport. • Use of Sports Board to highlight children's sporting achievements. Children felt proud of their pictures and achievements being displayed in the hall, for them to share with others. • New playground equipment purchased to further promote active playtimes. • The use of 'Active Blasts' promoted as a brain break opportunity in other areas of the curriculum. • Chance to Shine Cricket Coaching was a success for our Year 5 cohort.	• To continue to develop the percentage of children who, by the end of year 6, can swim 25 metres. • To continue to enter more out of school sports activities for SEN/DA and EYFS/KS1 – Move More/Local Area. • To continue to encourage and increase participation in sports clubs/competitions for DA and SEN children. • Train up new Y5 Play Leaders to encourage active playtimes and target the less active children – using new equipment and targeted fundamental movement skills games and activities (on challenge/cards provided) • Move More Coaching – Guidance on how to teach new units on 'Get Set 4 PE' and increase staff confidence when teaching certain PE units, e.g. dance. • Promote health and wellbeing further across the school and for children at home. • Staff to continue with Fundamental Movement Checks in the Autumn term, so teachers can assess the children's skills and deliver their PE lessons in the future accordingly with adaptations. • Fix the Trim Trail. • Research taster days for alternative sports. • Provide a variety of internal and external clubs, open to all children. • Continue to find and offer CPD for staff to further their knowledge and skills when delivering PE sessions.

Meeting national curriculum requirements for swimming and water safety.

84%

N.B Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.

Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term. Please see note above.	84%
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.	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	84%
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?	Move More – Heidi’s Heroes Interventions
Total amount carried over from 2024/25	£14,602
Total amount allocated for 2024/25	£19,610
How much (if any) do you intend to carry over from this total fund into 2025/26?	£2,257.42
Total amount allocated for 2025/26	£17,984
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£20,241.42

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025-26		Total fund allocated: £17,984	Date Updated: July 2026	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				60%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To provide more focused play and games to encourage collaborative physical activity during playtimes.	Sports equipment is always readily available to the children MDS support and encourage collaborative game play MDS help children with the rules or set up of certain games/play opportunities Play Leaders & Sports Council to lead games at playtimes Provide challenge/game cards for ideas for the children to use and play CPD for Active Playtimes	£9164.21 (TA's, MDSA's, New Equipment) £30 (Active Playtime Course) £277.00 (Staff Kit)	New playground equipment purchased to promote active playtimes Play Leaders & MDSA's help to set up and lead games Children are encouraged to be active during their playtimes by all staff Challenge/Game Cards are in the Outdoor Equipment sheds to be used by Play Leaders and MDSA's Outdoor Gym and Trim Trail still in use and timetables are shared and understood by all	Continue to look for further CPD and information about how to continue to support and encourage Active Playtimes. Vote in new Sports Council in September and establish roles – train up where needed. Trim Trail to be fixed. Train new Y5 Play leaders.

All children have 2 hours of taught PE each week.	Get Set 4 PE Scheme – personalised curriculum to include two areas of focus for each week, half termly. Promote use of ‘Active Blasts’ Promote physical activity in other areas of the curriculum Monitor lessons and continue to oversee PE timetabling Promote use of outdoor areas, gym equipment, trim trail and Copse, during brain breaks or free time	£1290.75 (Get Set Curriculum & Orienteering Scheme)	Staff Voice completed – teachers enjoy and feel confident teaching their units through the Get Set 4 PE bespoke curriculum. Get Set 4 PE – fully integrated into the school as our PE curriculum. Children have made good progress and gained new skills, whilst continuing to build upon their fundamental skills. 78% of children in the school are ‘Working at’ the expected standard in PE. Active Blasts promoted through Staff Meetings. PE Timetabling and lessons monitored regularly. Children across the school regularly use the outdoor gym equipment, trim trail and Copse for brain breaks and active blast sessions.	Get Set Curriculum to continue to be used in 26/27 across the school. PE Lead will continue to monitor units taught and make changes to these if necessary or to give opportunities to try alternative sports. Continue to promote Active Blasts & Active Brain Breaks within other areas of the curriculum.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

8%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children’s cultural capital is expanded through providing a range of physical activities and experiences; including competitions, after school clubs and whole school events.	Children to partake in an alternative sport through the personalised ‘Get Set 4 PE’ curriculum After School Clubs – wide variety of options for varying ages of children	£1113 (Supply needed for staff to attend Move More Events) £130.25	Children all participate in a unit through our Get Set 4 PE curriculum, that is considered as an alternative sport e.g. Golf, Yoga etc. A wide range of after school clubs were offered to the children (to varying age	Implement a whole school event during Spring – focusing on alternative sports Continue to enter Move More competitions and events

	Implement a whole school event during the Spring – focusing on an alternative sport Continue to take part in a variety of Move More Events Gaining My Wings Workshops	(Attendance at other Sporting Events)	groups), by both external providers and teachers. Throughout the year we have taken part in a variety of Move More events. Varying children have entered these competitions, showing a wide spread of sports engagement and talent. Provided opportunities for children to tick off sections of their Gaining My Wings curriculum e.g. taking part in a sporting event	Continue to source and provide quality and engaging after school clubs for all children
Monitor the implementation of the 'Get Set 4 PE' scheme and curriculum.	Pupil Voice – ensure children are achieving, enjoying and understanding the importance of skill based learning, through the use of our new PE scheme Staff Voice – ensure staff feel confident, competent and enjoy teaching the new PE scheme Lesson Visits - to monitor teaching and consistency of the implementation of the scheme, across the year groups Continue to prepare resources and equipment for staff, before the start of each new topic	£0	Through a pupil voice; children commented on the enjoyment and achievement they feel within their PE sessions. They talked about the importance of learning the skills, that are highly valued in our bespoke curriculum. Through a staff voice; staff commented on feeling confident and competent to teach from the Get Set curriculum and plans. Some teachers reported still finding a few units harder to teach and engage the children in e.g. dance. Staff had mixed responses about the use of the Year Group Resource boxes.	Continue to monitor pupil engagement and enjoyment within our PE curriculum Access staff CPD to help boost confidence when teaching some areas of the PE curriculum e.g. dance. Re-organise Sports Resource Cupboard to help staff easily find equipment for their lessons.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				32%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice.	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

Ensure staff and children have a clear understanding of the skill being taught in any given lesson and see this as part of a progression of skills over a unit.	Use of 'Get Set 4 PE' plans to establish the skill being taught during each session. Teachers to share this with the class; much like a WALT in other areas of the curriculum Teachers to have recap and reflecting sections during their lessons; recap past skills taught (in lessons or previous year groups) and reflect on what they have learnt at the end of each lesson Curriculum is progressive, children will have the opportunity to develop skills further in higher year groups.	£0	Through a pupil voice; children commented on the teacher highlighting the skills that they were learning during a particular lesson (like a WALT). The children found this helpful to understand the learning objective during each session. Through a staff voice; staff commented on the progression within the curriculum and how easily the plans are to follow and adapt to their class. Staff stated they often reflect and recap on previous sessions, like they would in other subjects across the curriculum.	Continue to promote the importance of introducing the skills being taught during each lesson, much like a WALT. PE Lead to continue to monitor the progressiveness of the curriculum so children have the opportunity to develop skills further in higher year groups.
Utilise Move More Coaching Entitlements to help staff feel confident to deliver specific areas of the PE curriculum.	Request Move More Coaching for areas of the curriculum that staff felt less confident to deliver – e.g. dance, gym, tag rugby etc. Identify CPD needs within staff to allocate future Move More coaching allowances Use of Chance to Shine Cricket Coaching	£5425 (Move More Memberships)	Requested Move More coaches to help staff feel more confident to deliver the PE curriculum. Move More were unable to attend during the sessions we first requested. Move More coaches helped upskill Year 1 staff this year when teaching 'Striking and Fielding' and 'Target Games' units. Year 5 received our Chance to Shine Cricket coach. We had fantastic feedback from both the children and the staff. The children felt skilled in cricket and were able to show off their skills during Summer cricket competitions.	Request Move More Coaching to help upskill teachers in the area of Dance in 26/27. Request Chance to Shine Cricket Coach for Year 5's in 26/27. Contact Chance to Shine Cricket Coach for further coaching opportunities throughout the year.
Ensure staff feel confident in adapting the curriculum to meet the needs of their classes.	Monitor the 'fundamental checks' carried out during the Autumn terms Staff Voice – after carrying out the fundamental movement checks, ensure staff feel confident to adapt and differentiate their teaching to meet the needs of their classes Provide support for staff with lesson	£0	The fundamental checks completed in Autumn helped teachers to see gaps in children's knowledge and skills. This in turn has helped teachers to adapt their lessons, to ensure the fundamental skills are running throughout and certain children are being supported to achieve and succeed with these skills. Staff reported they find the Get Set	Staff to complete the fundamental movement checks at the beginning of the new academic year to be aware of any gaps in children's learning within their new classes/cohorts. Continue to monitor lessons to ensure staff are adapting their PE sessions to meet the needs of their

	adaption Deliver adaptive PE sessions for staff to observe CPD for Adaptive PE Teaching		curriculum easy to adapt to the needs of their class. PE Lead went on a course surrounding 'Adaptive PE Teaching'. Resources were acquired.	cohort. Share Adaptive PE Resources with staff. PE Lead to consider having an 'alternative' sports day where we partake in some adapted PE games and sports to promote inclusivity.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Ensure that the curriculum across the school provides breadth, balance and opportunities for learners to grow in confidence, develop a "can-do attitude", experience success and reinforce the need for both an active lifestyle and healthy eating.	Monitor the PE curriculum and plans to ensure they are progressive and fun, build confidence and develop positive relationships with sport and physical activity Monitor through Pupil Voice Monitor through Staff Voice Promote the use of 'Active Blast' Sessions Promote children's participation in Whole School Sporting Events	£0	Our bespoke curriculum is progressive and fun. When speaking to both children and staff, all enjoy their PE sessions and being active and feel they achieve and succeed during these sessions, in turn building confident learners. Active Blast sessions were promoted during Staff Meetings to use as brain breaks within the classroom. A change in our Sports Day & Cross Country events has helped children to participate in Whole School Sporting events. We wanted children to participate for fun instead of in a competitive manner.	Continue to monitor the progressiveness of our PE curriculum and make changes accordingly. Continue to promote Active Blast sessions across the school. Continue to reflect on Whole School Sporting Events and change according to children's needs. Continue to encourage and support children to take part in Whole School Sporting Events.
To continue to source and provide high quality after school sports clubs that are open to and aimed at engaging all learners.	Facilitate a variety of lunchtime and after school clubs, for children of all ages. Target the least active children by asking teachers & looking at previous club registers to create an active lunchtime club Ensure all children get the opportunity to	£0	Club registers are regularly monitored by the PE lead. If children have not attended a club before they will get the opportunity as a priority. A variety of after school clubs were provided by teachers and external coaches.	Staff to highlight least active children; PE lead to create an active club to promote engagement in physical activity. Continue to source a wide range of high quality after school clubs for all children.

	partake in a club of their choice Continue to research external providers for clubs e.g. martial arts, dance, tennis, football etc.			PE Lead to continue to monitor club registers to ensure that a variety of children are getting the opportunity to take part.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase and provide opportunities for inter school competitions for ALL children to participate in, on a termly basis.	Implement a new Spring term inter school activity/competition – opportunity to take part in an alternative sport Continue Autumn Cross Country/Welly Walk Continue Summer Sports Day Gaining My Wings Workshops Opportunities for Sporting Days – Danceathon/Mindfulness Yoga	£0	Autumn Cross Country/Welly Walk & Summer Sports Day ran smoothly. Children were encouraged to take part at their own pace and in which activities they felt most confident in. Participation for these events increased with the changes made.	Implement a new Spring Term inter school activity/competition – potentially with the opportunity to take part in an alternative sport. Continue with Autumn Cross Country/Welly Walk Continue with Summer Sports Day Provide and research opportunities for one off Sporting Days – e.g. Danceathon & Mindfulness Yoga.
Continue to offer sport specific extra - curricular clubs for those learners wanting to compete in intra, inter school and outside of school competitions	Continue to facilitate high quality after school clubs, by internal and external providers Ensure clubs run prior to planned sporting events Opportunities for all children to take part in competitions, if they choose to Make links with local sports clubs to	£0	High quality after school clubs are provided all year round by teachers or external coaches. These clubs take place prior to planned sporting events so children feel competent and confident to compete in these events against other schools. All children are given equal opportunities to participate in these sporting events.	Continue to provide high quality after school clubs, run by both teachers and external coaches all year round, ensuring these are prior to planned sporting events. Continue to ensure all children are given equal opportunities to enter and participate in these sporting events.

	support transition into sport, outside of school			Research new after school club opportunities for our school.
Pupils to feel confident to take part in competitive sport, by having the fundamental movement skills taught, to enable them to partake and achieve.	Implementation of the personalised 'Get Set 4 PE' scheme, to embed fundamental movement skills. Children to apply them to sports, in order for them to feel confident to participate and compete in these different sporting areas. Staff to regularly make links to the fundamental movement skills during PE lessons – to embed children's knowledge and understanding of each skill Partake and compete in Move More events All children to have the opportunity to take part in Whole School Sporting Events, termly.	£0	All children are taught the fundamental movement skills and sporting skills needed to compete in a variety of mainstream sports. Children feel confident to apply these skills into sports-based games and compete in the relevant competitions. Many children have competed in a variety of Move More sporting events throughout the year. All children have the opportunity to partake in Whole School Sporting Events throughout the school year.	Continue to promote the teaching of the fundamental movement skills throughout PE lessons, so children feel confident and compete to participate in sporting events and achieve well. Promote participation in Move More sporting events. Promote participation in Whole School sporting events.
		TOTAL: £17,430.21		