



TEMPLE SUTTON

Primary School and Early Years

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Primary PE and Sport Premium 2025-26

At Temple Sutton, we believe that Physical Education plays an essential role in supporting pupils' physical, social and emotional development. Our PE curriculum provides children with the knowledge, skills, confidence and positive attitudes they need to enjoy being physically active and understand the importance of maintaining a healthy lifestyle.

Schools receive PE and Sport Premium funding based on the number of pupils in Years 1 to 6, and must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This includes:

- Developing or adding to the PESSPA activities that the school already offers
- Building capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- *The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.*

Primary PE and Sport Grant Income

	2025-26
Total PE and Sport Premium Income	23,930
Number on Roll years 1 - 6	645

PE Subject Leader: Andrew Shute
PE Lead Governor: Charlotte Jones

Primary PE and Sport Grant 2025-26

Key Indicator 1: Engagement of all pupils in regular physical activity, for example by:				Total allocation
- providing targeted activities or support to involve and encourage the least active children; - encouraging active play during break times and lunchtimes; - establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered; - adopting an active mile initiative; and - raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim.				£14,000
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding commitment</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability (and next steps)</i>
To ensure that pupils have access to high quality PE and sport provision.	PE specialists support the delivery and development of high-quality PE and sport across the school day, including during lessons, clubs and at lunchtimes.	£10,000 salary contribution	Pupils have regular opportunities to engage in high quality PE and sport. Specialist support contributes to developing staff expertise and strengthening curriculum delivery.	We will continue to invest in our PE team to develop staff confidence and subject knowledge, monitoring pupils' engagement and outcomes to identify areas for further development.
To ensure that all children have opportunities to attend an extra-curricular sports club and where possible, represent their school in competitions and festivals.	A varied extracurricular programme has been provided across the school. Opportunities include: athletics; cross country; dodgeball; dragonball; football; gymnastics; multi-sports and swimming. The range is designed to provide pupils with opportunities beyond those routinely experienced within curriculum PE.		50% of students in KS2 have attended a club this year 45% of students in KS1 have attended a club this year.	This strategy will be continued in 2026-27 and we plan to monitor participation by pupil groups in order to identify and address barriers to participation.
To enhance the provision of swimming, continuing to offer lessons across the	Swimming lessons were provided for all year groups throughout the	£4,000	All children have been offered swimming lessons and have accessed	We plan to continue to provide swimming opportunities across the

whole primary age range 4-11 year olds and extending beyond National Curriculum requirements.	summer term. Younger pupils develop water confidence, while older pupils progressively develop technique, stamina and water-safety skills. Opportunities were also provided for booster sessions where appropriate.		lifesaving skills throughout the school from EYFS to year 6. At the end of KS2, 79% of pupils could: swim competently, confidently and proficiently over at least 25 metres; use a range of strokes effectively, including front crawl, backstroke and breaststroke; and perform safe self-rescue.	school, identifying pupils who require additional support to achieve the KS2 National Curriculum expectations and providing further opportunities where possible.
				

Key Indicator 2: The profile of PESSPA is raised across the school as a tool for whole-school improvement, for example by:				Total allocation
- encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school; and - embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching.				£500
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding commitment</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability (and next steps)</i>
To increase children's confidence in riding a bike, and to learn to ride safely on the road.	Bikeability training organised in partnership with Southend-on-Sea City Council. Pupils received	£250	All students in Year 6 and the school's Autism Resource Base (ARB) were offered the opportunity	Bikeability provision has been booked for Year 6 in 2026–27. Continue to work with external

	structured opportunities to develop practical cycling skills and build understanding of safe cycling, including progressing towards cycling safely on the road.		to participate in Bikeability, leading to increased confidence, competence and awareness of how to cycle safely, both on and off the road.	partners to provide cycling opportunities and review participation and outcomes to identify pupils who may benefit from additional support or future provision.
To increase children's understanding and use of sustainable transport.	Promotion of walking, cycling and public transport (including Walk to School week promotion).	£250	In addition to bikeability sessions, all children have learned about the need for sustainable travel.	Increase the amount of children who travel to school in an environmentally friendly way by continuing to highlight this on a regular basis.



Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:				Total allocation
- providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school; and - hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities.				£500
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding commitment</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability (and next steps)</i>
To ensure all teachers who teach PE are up to date with developments in PE and have access to high quality resources and CPD opportunities.	The school has maintained membership of the Association for Physical Education (AfPE) to support access to current professional guidance and resources. Team and partnership teaching is used to provide ongoing professional development, with class teachers having opportunities to observe, work alongside and learn from members of the PE team. Staff also have access to Get Set 4 PE resources to support curriculum planning and delivery. Professional development includes relevant qualifications and training, including Level 2 swimming training and whole-school PE CPD.	£500	Temple Sutton provides high quality PE and sport for all children. Partnership teaching and specialist support provide staff with opportunities to develop their subject knowledge, confidence and pedagogical skills in PE. Access to professional guidance, curriculum resources and targeted CPD supports greater consistency in the planning and delivery of PE. Developing staff expertise also increases the school's capacity to deliver high-quality PE and swimming provision without relying solely on external expertise.	In 2026-27, we plan to continue to use team and partnership teaching as a sustainable model of professional development, identifying staff development needs through curriculum monitoring and feedback. We will continue to provide access to high-quality PE resources and professional guidance.



Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils, for example by:				Total allocation
- introducing new sports and physical activities to encourage more pupils to take up sport and physical activities; - partnering with other schools to run sport activities and clubs; and - providing more extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations.				£4,000
Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding commitment</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability (and next steps)</i>
To improve the range and quality of PE equipment available for lessons, clubs and during children's free time, in order to deliver high quality PE and impact on children's personal development.	Additional PE equipment has been purchased to extend the range and quality of resources available for PE and sport. Resources are selected according to identified needs and to support sustained participation.	£4,000	The investment has increased the range and availability of resources that can be used to support physical activity and sporting opportunities. Equipment supports greater participation and enables a wider variety of activities to be offered.	We will maintain an equipment audit and plan to continue this investment to ensure that our students get the best opportunities possible to take part in and enjoy sport. We will prioritise future purchases where monitoring demonstrates it will increase participation, remove barriers or broaden the range of activities available.

To enhance links with local clubs to continue sporting activity with specialist coaches and instructors.	We have strengthened links with local clubs, including them in our programme of sports activities and clubs, running taster sessions and signposting to local opportunities.		We have had a number of children attend external clubs this year, including fencing, karate, kung-fu and dance.	We plan to continue current links with community clubs, whilst looking to add more opportunities to our provision in order to raise participation
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Key Indicator 5: Increased participation in competitive sport, for example by:				Total allocation
- increasing pupils' participation in the School Games; - organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.				£5,000
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding commitment</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has</i>	<i>Sustainability (and next steps)</i>

<i>what they need to learn and to consolidate through practice:</i>			<i>changed?:</i>	
To enable more children to take part in intra-school competitions and events.	Coordinate a range of in-school events aimed at increasing competition, including sports days.	£5,000	Approximately 60% of students at Temple Sutton from Y1-6 have represented the school at an event. This includes a proportion of pupils with SEND, who have been selected for specific, inclusive competitions this year.	We plan to continue SPSSA membership and maintain a broad programme of inter-school competitions and festivals, providing pathways from extracurricular clubs and the PE curriculum into competitions.
To enable more children to have the opportunity to represent Temple Sutton at competitions and festivals through attendance at SPSSA and other events. For all our children, including those with Special Educational Needs and/or Disabilities, to have an increased level of pride and a feeling of belonging through the competitive experience.	Temple Sutton maintains membership of the SPSSA, providing access to an extensive programme of inter-school competitions, festivals and sporting events. Pupils were also provided with opportunities to participate in a range of additional sporting initiatives, including the London Mini Marathon and the Brownlee Foundation Mini Triathlon.		Through their skills development in lessons, and through additional opportunities within our clubs provision, pupils at Temple Sutton have taken part in the following events in 2025-26: • KS1 Cross Country (24 pupils) • KS2 Cross Country (48 pupils) • KS2 Boys' Football (10 pupils) • Y1&2 Dodgeball (10 pupils) • Y3&4 Dodgeball (10 pupils) • Y5&6 Dodgeball (20 pupils) • SEND New Age Kurling (4 pupils) • SEND Boccia (4 pupils) • Y5&6 Sportshall Athletics (28 pupils) • KS1 Football (10 pupils) • Y3&4 Boys' Football (10 pupils) • Y3&4 Girls' Football (10 pupils) • Y5&6 Dragonball (12 pupils) • Y3&4 Sportshall Athletics (27 pupils) • KS1 Football Finals (10 pupils) • Essex Cross Country Finals (3 pupils) • Y1&2 Quad Kids (8 pupils) • Y3&4 Quad Kids (8 pupils) • Y5&6 Quad Kids (8 pupils) • KS1 Borough Sports Athletics (20 pupils) • KS2 Borough Sports Athletics (56 pupils) • Super Sports Track Events (19 pupils) • Super Sports Field Events (16 pupils) The breadth of events has enabled	We will monitor participation across year groups and pupil groups, to ensure opportunities are inclusive and barriers to participation are identified.

pupils with different interests, abilities and needs to experience competition. Outcomes include overall winners at the KS2 Borough Sports Athletics, with 1st place in both track and field; 4th place in Y5&6 dodgeball; 4th place in sportshall athletics; 3rd place in SEND Boccia; and individual medals achieved at Super Sports.

Temple Sutton continues to achieve the requirements of the **School Games Mark Platinum Award** annually, recognising the school's commitment to the development of PE, school sport and competition.



