



Sports Premium September 2025 – July 2026

What is Sport Premium and what are the spending conditions?

All children and young people should live healthy active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The PE and sport Premium funding can help primary schools to achieve this aim. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide.

Ofsted's new Inspection Framework, which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

Schools must use the funding to make additional and sustainable improvements to the quality of their physical education (PE), physical activity and sport.

Schools should use the premium to:

- Develop or add to the PE, physical activity and sport that your school provides
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years



Schools should use the premium to secure improvements in the following 5 key indicators.

Engagement of all pupils in regular physical activity (at least 30 minutes of physical activity in school), for example by:

- 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
- 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

Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- Encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- Embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- 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
- Hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

Broader experience of a range of sports and activities offered to all pupils, for example by:

- Introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- Partnering with other schools to run sport activities and clubs
- Providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

Increased participation in competitive sport, for example by:

- 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.



How funding is calculated

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Using data from the January Pupil Census. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Total amount allocated for 2025/26. To be spent and reported on by 31st July 2026.	Total of £21,400
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Swimming at Grimsdyke School

Since 1994, swimming and water safety has been a statutory element of the national curriculum for physical education in England. This means that every 11-year old child should leave primary school with the basic skills and ability to swim competently and be able to keep themselves safe.

Each pupil is required to be able to do the following:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Perform safe self-rescue in different water based situations.
- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Here are the outcomes in swimming for our current year 6 cohort (2025 – 2026):

Meeting national curriculum requirements for swimming and water safety	
Percentage of our current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres?	78%
Percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	78%
Percentage of our current Year 6 cohort who can perform safe self-rescue in different water-based situations?	78%
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?	No



Academic Year: Academic Year September 2025 – July 2026	Total allocated: £21,400
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Key indicator 1: The engagement of all 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

- E.g.:
- 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 sports clubs and activities and holiday clubs, or broadening the variety offered
 - adopting an active mile initiative
 - raising attainment in primary school swimming to meet requirements of the national curriculum before the end of KS2 - every child should leave primary school able to swim

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To ensure breaktimes and lunchtimes are active and that children are engaged in an inclusive and positive playtime experience.	Play leaders and House Captains have been trained. Purchased or replaced equipment. Reorganised of equipment so play equipment is available for break/ lunch times. Consulted with pupils to identify preferred games and equipment to increase ownership, enjoyment, and participation. Continued to promote 'Craze of the Week' and other lunch time clubs to further boost engagement and activity levels.	£4908	Observations show an increased number of pupils actively engaged during breaktimes and lunchtimes. Children now have access to a broader variety of play options that encourage them to be physically active, whether through structured games, individual play, or cooperative activities. Clubs provided include: • Art • Lego • Uno • Dance • Craze of the Week	Long-term sustainability will be supported by maintaining and replenishing equipment through planned budgeting and by continuing to train new play leaders each year. Embedding structured play into the daily routine will ensure consistency, while staff oversight will maintain the quality and inclusivity of provision.
To promote the development of gross motor skills through high-quality physical activity	Provide planned opportunities for pupils to develop their gross motor skills through active learning and	£1300	Intervention are being furnished with sensory equipment to ensure children	Sustainability will be achieved by embedding gross motor skill development into curriculum planning and ensuring it remains a key focus across PE, active play and SEND provision. Staff will continue to receive



opportunities for pupils to develop strength, balance, coordination, stability and movement competence.	enable pupils to develop strength, balance, coordination, stability and movement competence. targeted intervention programmes where appropriate. Incorporate activities that develop fundamental movement skills, including running, jumping, throwing, catching, balancing and climbing, ensuring that pupils build the physical competence required to access a broad range of sports and physical activities. Appropriate equipment and progressive activities will be purchased and used to support skill development, while staff will adapt provision to meet the needs of all learners, including those requiring additional support.		have the opportunity to develop gross motor skills	professional development to support the delivery of high-quality movement opportunities, and equipment will be reviewed regularly to ensure pupils have access to appropriate resources that promote physical development.
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Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

E.g.:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sports leader' or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To ensure the PE curriculum is fully resourced, enabling high-quality teaching and learning by providing staff with the equipment they need to teach students to learn and develop, practise and master physical skills. To ensure that the PE curriculum is fully resourced	Audited PE resources and equipment and purchased resources to support the curriculum. Replaced missing or faulty equipment Ensured teachers and children have access to all the equipment that they require to progress and master their skills in P.E.	£3593.95	The PE curriculum is fully resourced, enabling staff to deliver high-quality and engaging lessons across all areas. Pupils demonstrate improved skill development, confidence and participation, including those with SEND, who are able to access learning more	The PE curriculum became fully resourced, enabling staff to deliver high-quality and engaging lessons across all areas. Pupils demonstrated improved skill development, confidence and participation, including those with SEND, who were able to access learning more effectively through adapted equipment and support. Staff reported increased confidence in delivering PE, and lesson observations reflected a higher standard of teaching and learning. The purchased equipment is designed for long-term use across multiple school years. The equipment will



and inclusive learning and high-quality learning and learning for all pupils. This includes targeted support for pupils with SEND, ensuring equal access to physical activity and skill development.	Introduced adaptive resources to support pupils with SEND, promoting inclusion and adapt activities. Ongoing communication between the PE team and teaching staff ensured that equipment needs are identified promptly and addressed as required.		effectively through adapted equipment and support. Staff report increased confidence in delivering PE, and lesson observations reflected a higher standard of teaching and learning. Pupils across the school benefit from access to a wider variety of equipment, which enhances their physical literacy and enjoyment of PE.	only need replacing when it becomes worn out or when additional resources are required due to increased student numbers.
To raise the profile of PESSPA across the school so that it is recognised as a key driver for improving pupils' physical health, mental wellbeing, behaviour and readiness to learn.	The school actively promoted PESSPA through assemblies displays and the school website in order to celebrate participation and achievement in physical activity. Staff were encouraged to recognise and reward effort and success in sport alongside academic achievement, ensuring that physical activity is valued equally. Opportunities created to link physical activity to wider school priorities such as wellbeing, attendance and behaviour, reinforcing its importance across the whole school community.		The profile of PESSPA has been significantly raised across the school, with increased visibility in assemblies and communications, notably in the newsletter where there are now separate sections to promote Physical Education; School Sport and Physical Activity in the school. Pupils demonstrate positive attitudes towards physical activity, as evidenced through participation levels increased across a range of activities. Staff consistently recognise and celebrate sporting achievement in assemblies and other ways across the school.	Sustainability will be achieved by embedding PESSPA into the school development plan and ensuring it remains a standing priority for senior leaders. Ongoing celebration of success and regular communication will maintain its high profile, while staff will continue to promote its value across all areas of school life.
To provide an inclusive, engaging, and competitive whole-school sporting event	Organised whole school Boogie Bounce experience to promote	£2604 £149.98	The Boogie Bounce experience received amazing feedback. All children across	Equipment purchased is reusable and stored for use in future Sports Days and other whole-school events.



that encourage PE curriculum, promotes physical activity, teamwork, leadership, and community involvement.	physical activity and enrichment or every child. Whole-school Sports Day organised, with leadership support from pupil Sports Captains, who helped to coordinate and run events across both KS1 and KS2. Sports Day activities to provide meaningful competitive experiences for all pupils. Promote teamwork and cooperation through house point contributions Encourage leadership, responsibility, and sportsmanship across our pupil leadership groups. Enable younger pupils to experience friendly competition, while older pupils engaged with more tactical, skill-based events Parental engagement encouraged through open invitations to attend and support, building positive relationships between home and school around physical activity. Resources Purchased to Support Delivery, included age-appropriate and inclusive equipment to enable a wide range of activities.		the school took part creating a buzz of excitement throughout the 2 days. Enhanced pupil engagement in physical activity through a fun, inclusive and celebratory event. Provided a platform for leadership development, with older pupils taking on active organisational roles. Supported curriculum enrichment by introducing pupils to a broad range of physical challenges, such as sack races, egg and spoon relays, and target games. Offered competitive opportunities across all key stages, aligned with the aims of the PE National Curriculum. Fostered a sense of belonging and teamwork through house-based point scoring and events.	
To promote pupil leadership in sport and physical activity by establishing clear roles	The school established and developed pupil leadership opportunities such as sports leaders and peer mentors, providing	£568.50	Increased pupil motivation and pride in leadership roles, with leaders acting as positive	Would need to consider again next year to have similar impact next year.



and re pupils	appropriate training so that pupils can confidently support the delivery of activities during lessons, breaktimes and extra-curricular clubs. These pupils took responsibility for organising games, supporting younger children and promoting active lifestyles, thereby developing leadership skills and a sense of ownership over physical activity within the school. Roles included: Play leaders and House Captains and Prefects based on training they have received in previous years. Purchased leadership badges to formally recognise roles such as House Captains and Sports Prefects. Held assemblies and meetings to clarify roles and expectations, using badges to visibly identify leaders during PE lessons, events, and intra-school competitions.		role models during PE and sporting events. Greater pupil involvement in planning and leading playground activities, house competitions, and school games. Enhanced sense of responsibility and teamwork. Strengthened pupil voice in shaping the PE and sport offer, with feedback from leaders informing future planning.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

e.g.:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To enhance students' confidence, coordination, and core physical skills through specialist	Specialist coaching to delivery gymnastic sessions for student in Year 1 to Year 6.	£4383	Impact on Pupils: Increased confidence and engagement across all year groups.	Continue with PT coaching. Teachers observe all lessons as part of CPD as a result have increased confidence in teaching of gymnastics



gymnastics provision across Years 1 to 6, also supporting staff CPD in safe and effective gymnastics instruction.	All classes from year 1 to year 6 receive 6 gymnastics lessons in a year and take part in gymnastic lessons with specialist coaches. Teachers to attend and observe all sessions alongside pupils to support professional development, including: Health and safety in gymnastics Progressive skill teaching Effective use of space and apparatus Supporting pupil engagement and inclusion		Teachers have noticed improved coordination, flexibility, strength, self-esteem, confidence and social interactions and team work amongst pupils in all other year groups. Children build on key gymnastics skills year by year, supporting clear progression in physical development. Impact on Staff (CPD): Improved teacher confidence and knowledge in delivering gymnastics. Teachers better equipped to support pupils in developing safe and effective technique. CPD opportunities ensure sustainability of high-quality gymnastics beyond the period of external coaching.	and skill development in years 1 to 6. This has also allowed staff to gain a better understanding of how to manage healthy, safety and risk when teaching gymnastics. Ongoing staff development enables continued delivery of gymnastics by school staff in the future. Specialist provision continues to raise standards in PE, embedding core movement skills across the curriculum.
To ensure all pupils receive high-quality, progressive PE lessons in line with the National Curriculum, by equipping staff with comprehensive planning tools, training resources, and assessment systems.	Purchased a Complete PE subscription to support the delivery of high-quality, consistent PE lessons across all year groups. Complete PE gives staff access to: interactive videos, differentiation learning cards, curriculum plans with development of skills across the school, curriculum mapping builder, use of assessment tools and	£175	Staff are more confident in delivering high quality PE sessions and in turn are able to enthuse children in understanding the role of movement in the development of their own physical literacy, fitness and wellbeing. Complete PE has provided staff with professional	Teachers continue to develop subject knowledge and pedagogical approaches through access to high-quality training materials and ongoing support. The subject leader has access to curriculum mapping and strategic development tools, ensuring long-term alignment with school PE priorities. The system supports consistent and sustainable delivery of high-quality PE across the whole school.



	lesson resources, subject leader resources. Ongoing whole school PE support (through staff meetings, webinars and support/guidance). Bespoke 1-1 subject leader, maintenance and admin support.		development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils. Assessments in PE are linked to this resource, so that teachers can track children's knowledge and understanding.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

e.g.:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To increase participation in physical activity by offering engaging indoor sports and team games during lunchtime, particularly aimed at pupils who are less confident or less engaged in traditional outdoor sports.	Established a lunchtime indoor sports club focused on inclusive, low-barrier entry games. Purchased specialist equipment to facilitate a variety of accessible, non-traditional sports. Purchased a trampoline Games selected for their accessibility, safety, and ability to promote teamwork, hand-eye	£434.82 £1195	Increased participation from pupils who are less confident in traditional sports, including those with SEND and lower levels of physical engagement. Pupils have been exposed to new sports in a supportive environment, helping to build confidence, coordination, and social skills. Promoted teamwork and inclusion, contributing to a	All equipment is reusable and suitable for indoor spaces, ensuring ongoing use throughout the year. Club can continue to run regularly without further significant cost, providing a lasting benefit for pupils across year groups.



	coordination, and enjoyment regardless of skill level. Organise an enrichment day - Orienteering - for Autumn 2026		positive school ethos around physical activity and play.	
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Key indicator 5: Increased participation in competitive sport

e.g.:

- increasing and actively encouraging pupils' participation in the School Games
- organising more sport competitions or tournaments within the school
- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To raise the profile of PE with the school and allow children to participate in a broad range of sports activities through organised inter and intra school competitions.	The school is part of the Harrow Schools' Sports Partnership and buy into the PE and Sport package which provides: • Membership of the Youth Sport Trust (YST) • Access competitions and health & wellbeing programmes • CPD Programme • PE leads termly forums/ Annual conference/ INSET 6 per year-- including use of external experts'/Club links / Termly planning sessions / support (including the Schools' Games Mark) / School Games Organiser support/ Fit4Life Harrow Programme / Representation on the Harrow Education Partnership Board (HEPB) • Use of the HSSP website	£1500.00	Participation in enter competitions run by the Borough. The number of competitions the school has participated in has allowed for a larger group of children to participate in a range of sporting competitions. PE Curriculum leads have attended CPD courses and training run by the trust.	Continue to buy into this in the future. Continue to encourage the school to take part in inter-school competitions. Develop more intra-school competitions throughout the school year. Continue to take part in leagues.
To enhance pupils' access to netball training and competitive opportunities	Purchased netball posts to support a morning netball club focused on	£411.98	Pupils have developed a better grasp of netball rules, positions, and team strategies	Equipment is durable and reusable year-on-year, providing ongoing value without the need for annual replacement.



by providing appropriate equipment, support both curriculum and extracurricular provision.	developing shooting, positioning, and tactical play. This has also allowed for students to participate in intra and inter-school competitions and the school's ability to host competitive fixtures on-site. Equipment used across both PE lessons and extracurricular sessions to reinforce strategic understanding and skill acquisition.		through structured training using appropriate equipment. Regular access to goal posts has enabled pupils to practise shooting techniques, improving their confidence and accuracy in game situations. Use of netball posts has supported team and pitch organisation and positional awareness, making both PE and club sessions more engaging and effective. The school is now better equipped to host and participate in competitive events, broadening pupils' experiences and promoting sportsmanship.	Supports long-term development of netball as a key sport within the school's extracurricular and competitive programme.
To promote equality in sport by increasing access to football for girls through the provision of dedicated equipment and extracurricular opportunities, encouraging participation and enabling competitive play.	Purchase equipment to support the launch and sustainability of an after-school girls' football club. Fund resources including footballs, bibs, cones and other training equipment essential for running effective, engaging sessions. Deliver club by the school's sports coach with a focus on developing basic football skills, teamwork, and confidence.	£172.76	Significant increase in girls' participation in football clubs and related competitions. Pupils have reported greater enjoyment for football, with many pursuing it further through structured training and matches. The club has helped promote inclusivity, giving girls access to opportunities to participate in this sport. historically although open to both boys	Equipment is reusable and durable, supporting the continuation of the club in future academic years without the need for repeated expenditure. Establishes a long-term commitment to gender equality in school sport, building a more inclusive sporting culture.



	Pupils also given opportunities to take part in intra- and inter-school competitions.		and girls the uptake has been low. Participation in competitive fixtures has improved pupils' confidence, teamwork, and resilience.	
To develop pupils' understanding of competition, sportsmanship, and personal achievement and recognition in physical activity.	Organise and deliver a whole-school Mini Marathon event, ensuring all pupils have the opportunity to participate at their own level. Promote the values of healthy competition, resilience and personal bests through assemblies and class discussions before and after the event.		Increase in pupils' understanding of competition and the importance of striving for personal goals in a supportive environment. High levels of enjoyment reported by parents and students.	School to look into possibly entering mini-marathon ballot in London next year or to run a similar marathon event again next year due to its success.

For more information, please refer to the Government website: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

LEARNING AND ACHIEVING TOGETHER

