St Nicholas School

Evidencing the Impact of the Primary PE and Sport Premium

2025-2026

Schools must use the funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport they provide. This includes any carried forward funding.

This means that you must use the PE and sport 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 are sustainable and will benefit pupils joining the school in future years

Schools should use the PE and sport premium to secure improvements in the following **5 key indicators**:

1. Engagement of all pupils in regular physical activity
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge, and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

Key achievements to date:	**Areas for further improvement and baseline evidence of need:**
• Sustained investment in high-quality PE resources has ensured pupils continue to benefit from a wide range of equipment, enabling the delivery of varied and engaging sports activities across the school. • Targeted investment in physical activity resources for SLD pathway classes has supported the development of gross motor skills and contributed positively to pupils' physical wellbeing. • Ongoing support and resourcing for after-school clubs such as football, multi-skills, and dance have provided pupils with extended opportunities to engage in structured physical activity beyond the school day. • Strengthened partnerships with secondary schools, have helped to maintain high levels of pupil participation in sports and physical activity outside of school hours – St Nicholas won the football tournament at Redgates School • Increased emphasis on promoting active lifestyles and healthy living across the school has led to more pupils participating in	• Continued investment in resources for the teaching of P.E. Maintain a good level of high-quality equipment whilst broadening the resources so we can offer a wider range of sports. • Continued investment in resources for pathway SLD classes to include physical activities to support gross motor skills and wellbeing. • Continued investment in resources for after school clubs such as Football club, multi skilled club, dance club. • Continued staff training and awareness of high-quality P.E teaching • Continued staff training in facilitating active playtimes and purchase of further resources to support this. • Build further on links with local sports clubs, secondary schools and coaches to encourage continued high take up of sports out of school hours • Further use Sports Premium to enhance children's mental health and wellbeing; bike ability, equine therapy.

physical activity beyond timetabled PE sessions – Mini Marathon, Nation Sports Week and Mile a Day • The introduction of 'KS2 PE Leaders' has provided structured opportunities for older pupils to support their peers in play, social interaction, and gross motor development, further embedding physical activity across the school day.	• Embed the role of P.E. buddies/ sports leaders. • To take part in local competitions and to take an accreditation

Details with regard to funding

Total amount allocated for 2025/2026	£ 18,430
Total amount of funding for 2025/25. To be spent and reported on by 31st July 2026.	£ 18,430

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres?	0% All pupils at St Nicholas school have moderate to severe learning difficulties. Swimming sessions focus on water confidence and basic skills.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	0% All pupils at St Nicholas school have moderate to severe learning difficulties. Swimming sessions focus on water confidence and basic skills.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0% All pupils at St Nicholas school have moderate to severe learning difficulties. Swimming sessions focus on water confidence and basic skills.
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 All pupils in years 4 and 5 swim 1 term of the year to develop water confidence and basic skills.

Action Plan and Budget Tracking

Academic Year: 2025/26	**Total fund allocated: 5309.30**	**Date Updated:** July 2026		
Key indicator 1: The engagement of all pupils in regular physical activity				Percentage of total allocation: 36.21%
School focus with clarity on **Intended:**	Actions to achieve: **Implement:**	Funding allocated:	Evidence and impact: **Impact**	Sustainability and suggested next steps:
Access to a range of new, high quality resources during PE sessions to help all pupils to access a wider range of activities in lessons. To create an inclusive, stimulating, and accessible space that actively supports all pupils, in developing physical confidence and enjoyment of movement. We aim to remove barriers to participation in Physical Education by ensuring the MUGA promotes social inclusion, supports sensory and motor development, and enables differentiated physical activity that aligns with individual learning plans.	Repairing and servicing the PE equipment to ensure it is of a safe standard. Key features of the redesigned MUGA include: Zoned areas to allow for a range of activities supporting children with sensory processing needs or anxiety. Quiet spaces or low-stimulation corners, providing safe breakout areas for regulation and emotional support. Accessible surfaces and equipment, enabling use by		Purchase new equipment for the MUGA to facilitate active play during break times such as balls, ropes, beanbags, space hoppers and storage facilities Children are engaged in motivating physical activity. Children have access to wider activities and more appropriate equipment.	PE lead and Coordinator to embed in whole school practice that both children and staff look after equipment.

This initiative is rooted in our broader commitment to equity and inclusivity in all aspects of school life. By improving the physical environment, we intend to ensure every child has the opportunity to engage meaningfully in PE, build resilience, improve coordination, and foster a lifelong appreciation of physical activity. Allowing differentiation in all lessons to accommodate the needs of a changing cohort and allowing them to develop their skills. Increasing the usability of the new MUGA to give the pupils a wider range of activities both during PE lessons and break times. Increasing the use of the school field whilst ensuring safety of children when using the field.	children with mobility needs or coordination difficulties. Purchase of PE equipment to enhance existing resources to support new pathways Buying equipment for Sports day Fencing off of the school field to ensure safety of children when using the field for sports day.	3539.50 1769.80	Children all had access to Sports Day. Implementation of sensory sports day was a success with a great amount of positive feedback from staff and parents. Equipment are safely stored away at the end of playtimes and PE.	PE Lead and Coordinator to embed in whole school practice that equipment are tidied away after usage and any damage to equipment / items are reported for repair to be arranged. PE Lead and Coordinator to train staff on how to use equipment. PE Lead and Coordinator to keep an ongoing stock inventory and audit of PE equipment and resources. Staff and parents reported that the day was inclusive, well-organised, and enjoyable for all pupils feel secure, supported, and motivated to take part. Staff and parents felt confident that their child was safe at Sports day.

Academic Year: 2025/26	**Total fund allocated:** £ 1080	**Date Updated:** July 2026		
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5.45%
School focus with clarity on **Intended:**	Actions to achieve: **Implement:**	Funding allocated:	Evidence and impact: **Impact**	Sustainability and suggested next steps:
Raise awareness of healthy living and PE across the whole school. Training for staff to develop their skills and confidence in delivering high quality effective playtimes and to increase the range of sports pupils can get involved with both in and out of lessons. Embedding physical activity into the school day through encouraging active break times. Pupils provided with different experiences and opportunities during their free play	Dedicate a school display board to PE and sports as well as presenting a star of the week award for PE in assemblies. Whole school Health, Mind and body week. Contribution to Positive Playtime Training courses for all staff to attend. Staff training focusing on play time games and ways to engage pupils during free play sessions. Staff development of playtime activities. Playtime audit to identify new equipment to support pupil's physical activity during lunchtime play	1080	The children are keen to achieve "star of the week" and so are keener to participate in active sessions to the best of their ability. Children learnt about how to keep healthy. The children are more aware of the need to be active to be healthy. Children access a wider range of physical activities to keep them active at playtimes and during free play. Children are beginning to ask for certain games and activities which shows enhanced enjoyment. Children are engaged in motivating physical activity as part of their lunchtime play routine	Embed into whole school shared value. PE Lead to liaise with the PSHE lead and cooking lead to continue to dedicate a health and mind body week celebration. PE Lead to monitor playtime activity and action accordingly, based on pupil needs Play skills session included in new staff Induction training

			All staff confident to lead and engage pupils in meaningful physical activity and progression of play skills during playtime. Staff are more engaged with children during playtimes boosting positive staff to pupil relationships.	

Academic Year: 2025/26	**Total fund allocated:** £ 0	**Date Updated:** July 2026		
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 0%
School focus with clarity on **Intended:**	Actions to achieve: **Implement:**	Funding allocated:	Evidence and impact: **Impact**	Sustainability and suggested next steps:
Increase the proportion of time spent in formal PE activity beyond statutory requirements to allow pupils to make increased progress in their physical development.	Provision of a specialist PE teaching assistant/s		Continued to deliver consistent and high-quality PE across the school through the role of the specialist PE Teaching Assistant/s shown through pupil progress. More children have access to formal PE activity, allowing pupils to continue to make additional progress in their physical development.	All children have access to PE sessions twice a week, one 45 minutes session per week focused on specific sports skills. Children had access to appropriate PE sessions in relation to ability and need
Increased pupil engagement and progress of skills in PE	Modified tracking and assessment tool to track children's progress.		Children have shown progress and the new assessment track sheets allowed progression of skills.	Embed in practice and liaise with the Assessment lead to ensure document is in line with the new assessment tool.
PE Lead and Coordinator to attend different SEN schools and attend a course to develop appropriate curriculum to facilitate effective PE.	PE Lead and Coordinator to visit good or outstanding provisions to observe the teaching of PE with pupils with SEN		Children making expected progress with development of gross motor skills Incidents of challenging behaviour during PE session reduced as a result of increased engagement	PE Lead to monitor PE sessions across the school to raise teaching standards PE Lead and Coordinator to research courses and to visit other schools to increase their knowledge and skills in

				delivering high standard and effective PE sessions.

Academic Year: 2025/26	**Total fund allocated:** £ 13818.30	**Date Updated:** July 2026		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 58.35%
School focus with clarity on **Intended:**	Actions to achieve: **Implement:**	Funding allocated:	Evidence and impact: **Impact**	Sustainability and suggested next steps:
Children to have opportunities to participate in extracurricular activities across the school year to experience new skills and support generalization of skills	All children in Years 4 to be offered swimming sessions 1 term as a catch		Children engaged in learning outside of the classroom Children engage in life skills, knowing how to swim without drowning. Generalizing skills outside of the classroom.	PE Lead to liaise with swimming teacher on effectiveness and further actions of swimming session
Providing an afterschool club to improve the physical fitness and wellbeing activities available for pupils.	Provision of extra teaching assistants to assist with after school clubs such as multi-sensory skilled clubs. Palace for Life Foundation Crystal Palace FC SEND After School Clubs	100 1777.30 1738.50 2130.00	Children developing confidence in the pool and enjoying water play. Children listened to and follow safety rules when in the pool. Increased physical activity for all children	PE Lead and Coordinator to monitor effectiveness of external sports (football) coach through observation. Develop a program of lunchtime clubs and or social education clubs to ensure children have access to a wide range of physical activities e.g. Dance Club, Football Club, Keep fit Club, Agility Club.
To introduce Bikeability as part of the PE curriculum to support pupils in developing their cycling skills, physical coordination, and road awareness in a structured and supportive environment. The programme is designed to promote independence, improve gross motor skills, and encourage	Purchase of equipment to use as part of Bikeabilty session.	6,295.20	Pupils have shown increased confidence and enjoyment when taking part in cycling activities. Many have developed new physical skills, including improved balance, coordination, and spatial awareness. Staff have	

healthy, active lifestyles, while ensuring all pupils, regardless of need, can access and enjoy cycling.			observed a positive impact on pupils' self-esteem and independence, with some pupils now able to ride a bike for the first time. Families have also reported an increased interest in physical activity outside of school. The programme has supported wider curriculum goals, particularly in promoting physical development, personal resilience, and road safety awareness.	PE Lead and Coordinator to monitor effectiveness of Bikeability- look at training other staff members

Academic Year: 2025/26	**Total fund allocated:** £ 0	**Date Updated:** July 2026		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 0%
School focus with clarity on **Intended:**	Actions to achieve: **Implement:**	Funding allocated:	Evidence and impact: **Impact**	Sustainability and suggested next steps:
To increase the ability to facilitate competitive sports with the use of new pitches/courts/goals. Increasing awareness of sports outside of PE lessons with whole school days dedicated to sports. Increasing pupil exposure to competitive sports. Redesign St Nicholas sports day to better suit needs of all pupils and boost staff confidence	To host key stage specific sports days with a variety of competitive and fun activities. PE Lead and Coordinator to review sports day; plan appropriately challenging activities for each key stage, allow sufficient time for class to complete activities, split sports day into pathways rather than whole school; KS2 children attended the Oval and engage in competitions and played a varied of sporting activities. All children took part in the London Mini Marathon		Allowed all pupils to take part in in-house competitive sports, increasing their confidence and willingness to take part. Increased enjoyment of sport and physical activity shown through the pupil's excitement around school sports days. Pupils participating in sports day in a meaningful way. Staff found sports day successful, enjoyable and less stressful. Children were given appropriate and right amount of time to complete activities. Positive feedback from both staff and parents. Sports leaders were confident in assisting KS1 classes and on Sensory sports day; explaining the activities and	Feedback from sports day 2026 to inform sports day 2027 Develop and Embed KS2 sports leader; implementing the use of sports leaders' t-shirts and or vest and for children to also to be used at playtimes as play ground buddies.

KS2 children to engage in celebrating Disability Day at the Oval.	All children took part in Mile a Day and National Sports Week		supporting the younger children. Children getting out into the wider community to engage in competitive sport among their peers, enhancing their understanding of sportsmanship and social skills.	Continue to offer a variety of children the opportunity to engage in competitions and to attend various different competitions as appropriate throughout the school year St Nicholas School to reinstate membership of Croydon Sports Partnership, so that KS2 pupils have access to compete in sport with their peers Continue to liaise with the Active Kids and Mini School London Marathon for future opportunities to take part in the events and celebration.