

A breakdown of how St Barnabas School spent its PE and sport premium funding

- increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities by employing PE coaches
- increasing engagement of all pupils in regular physical activity and sporting activities, beyond the statutory requirements
- raising the profile of PE and sport across the school, to support whole school improvement by introducing more events at more locations for more year groups
- offer a broader and more equal experience of a range of sports and physical activities to all pupils
- increasing participation in competitive sport, funding transport and providing kit

Achieved by:

- embedding physical activity into the school day by encouraging active travel to and from school and having active break times
- providing targeted activities and support (dedicated PE coaches sessions) to involve and encourage our least active children
- helping to provide equal access for all pupils the range of sports and physical activities, tournaments that we offer
- providing continued professional development (CPD) for all staff (as outlined previously)
- providing extra-curricular opportunities for children to enable them to access other sporting activities and specialist sport instruction
- providing top-up swimming and water safety lessons for those pupils that do not meet national curriculum requirements after they have completed core swimming and water safety lessons
- providing specialist support to help children with additional needs to access and participate fully in PE lessons
- entering local school competitions and holding inter-house competitions in the school to encourage participation

An outline on how St Barnabas school prioritised any funding to support disadvantaged children, girls, or children with special educational needs and disabilities (SEND) or long-term medical conditions

We have directed funding to ensure inclusive and equitable access to physical activity and sport through:

- fund transport costs to top-up swimming sessions for disadvantaged

- Subsidising costs for SEN and disadvantaged to participate in competitive events (either during or outside the school day)
- travel to extra-curricular opportunities to enable SEN children access to other sporting activities and specialist sport instruction
- funding targeted activities and support (dedicated PE coaches sessions) to involve and encourage our least active disadvantaged children
- Girls-Only Sports Clubs: Lunchtime and after-school sessions such as Girls' Football, Dance Fit, and Boxercise to boost confidence and participation among girls
- SEND-Friendly Multi-Skills Clubs: Weekly sessions with adapted equipment and visual timetables to support our children with physical, sensory and learning difficulties
- Quiet Start Fitness Mornings: Early morning low-sensory sessions for pupils with autism and anxiety-related conditions

Targeted Spending:

- Purchasing inclusive sports equipment (e.g. softer balls, seated balance aids, adjustable height goals).
- Hiring specialist coaches trained in inclusive and adaptive physical activity.
- Funding transport to events so disadvantaged pupils can attend external competitions or taster days.
- Inclusive Competitions: created sports calendars that offered opportunities to all young people regardless of sex, educational need, or other targeted groups, ensuring no group was disproportionately represented. This made sure disadvantaged and SEND pupils had equal access to competition and participation.
- Skill Development Workshops: Dedicated skill workshops were implemented to build confidence, resilience, and teamwork, which was particularly beneficial for children who lacked experience or support outside of school
- Pupil Voice: Use of subscription Bounce Survey and collected pupil feedback to shape the sports and activities offered, ensuring gender preferences and accessibility needs were reflected in provision.
- Wider School Staff Training: By engaging wider staff (not just teachers) in delivering PE and extracurriculars, schools ensured greater supervision and support was available to help children with SEND or medical conditions participate safely and confidently.

The measurable impact on pupils' PE attainment, physical activity and sport participation through our use of PE and sport premium funding

We have measured progress and impact through a combination of digital tools, pupil voice, and staff feedback:

Tracking and Assessment:

- Baseline PE assessments for each pupil, revisited at the end of each term using rubrics for core skills (balance, agility, coordination, teamwork).

- Annual pupil activity surveys, with comparative analysis showing:
 - A 20% increase in girls' participation in structured sport.
 - 100% SEND pupils participating weekly in physical activity sessions.
 - A rise in moderate-to-vigorous activity across Key Stage 2, now at 4 sessions/week per pupil on average.

Engagement and Confidence:

- Staff confidence improved based on CPD evaluation surveys, with 85% now rating their ability to deliver PE as "confident" or "very confident" (up from 58%).
- After introducing fitness clubs and inclusive sport days, attendance and punctuality improved among disadvantaged pupils targeted for engagement.

Competitive Sport Participation:

- A rotating calendar of intra-school house competitions and inter-school fixtures (e.g. tag rugby, cricket, athletics) ensured:
 - Every child had at least one opportunity to compete
 - Teams included a minimum 30% representation from disadvantaged and SEND pupils.
- Before-and-After Surveys: Pupil questionnaires conducted via Bounce Surveys at the start and end of the year measured activity levels and attitudes, offering a clear way to assess impact.
- Monitoring Programme: Use of Insight Tracking for PE assessment system to track pupils' strengths and areas for development, allowing targeted support and measurable growth in attainment.
- Participation Tracking: A model was created to analyse physical activity beyond school, not just limited to club attendance. This provides a more holistic view of student engagement.
- Increased Staff Confidence: Regular staff questionnaires measured teacher confidence in delivering PE. CPD was targeted based on these results, directly improving lesson quality and outcomes for pupils.

How St Barnabas have used PE and sport premium funding to make sustainable improvements

- multi-use games areas
- forest school environments
- Upkeep of Trim Trails
- Rental of mini-bus vehicles
- Fixed playground equipment, such as climbing frames
- Trophy cabinet

Upskilling Teachers: Funding was used to aim by upskilling this would remove the need for regular coach-led incentives, as staff would have the knowledge and skills to be able to deliver or support specific sport or activity provision ensuring long-term skill development in the teaching team. By upskilling this would remove the need for regular coach-led incentives, as staff would have the knowledge and skills to be able to deliver or support specific sport or activity provision

Digital Tools for Assessment: Investment in our online portal Insight Tracking to track PE attainment and engagement provides an ongoing system for data-driven improvements

Active Curriculum Additions: Initiatives such as 30-minute morning activities, “a mile a day,” and class skipping sessions helped integrate activity into the daily routine sustainably.

PE Learning Cafes: These sessions for children and families on topics like healthy minds and bodies helped promote long-term wellbeing and community engagement.

We’ve used funding to embed long-lasting change in PE provision by:

Professional Development (CPD):

- Commissioning an external PE consultant one day per term to work with teachers on gymnastics and dance delivery through team teaching and lesson feedback.
- Subscription to online PE platform PE Hub, offering structured lesson plans and assessment tools and Purple Mash
- CPD workshops for all staff on:
 - Differentiation in PE for children with SEND.
 - Supporting mental wellbeing through physical activity
 - Fundamentals of coaching for lunchtime supervisors to deliver structured games.

Curriculum Integration:

- Daily active breaks (e.g., “brain boost” skipping, active phonics, ‘a mile a day’) now part of all class routines.
- Two-weekly morning activity carousel (outdoor circuits, yoga, dance stations) led by class teachers with support staff rotating roles.

Sustainable Purchases:

- Investing in durable equipment such as skipping ropes, balance boards, and portable sports kits to be used across year groups.
- Creating a PE resource bank—including laminated skill cards and visual guides for staff to use independently.
- Developing an activity tracking system using Google Forms and QR codes to log activity levels across the school year

The percentage of pupils in year 6 who have met the national curriculum requirement to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
76.4%
- use a range of strokes effectively – for example, front crawl, backstroke and breaststroke
88.2%
- perform safe self-rescue in different water-based situations
100%

The amount of premium funding received: 16,870

CPD: £9050

Internal: 4650

External: 3170