

EVIDENCING THE IMPACT OF PRIMARY PE AND SPORT PREMIUM
September 2025- July 2026



Vision Statement:

Grange Park aspires to be a school where learning needs are identified and met leading to outstanding academic achievement. We aim to establish a sporting culture that enables and encourages all children to engage, play and enjoy sport but above all to be active. We are a school where individual needs are identified and met leading to exceptional personal achievements socially and emotionally. At Grange Park personal aspirations are nurtured leading to the transition to a successful adulthood in the wider community.

The P.E and Sport funding is government funding allocated to schools, this is over and above the normal school budget and is aimed at improving and increasing the provision of physical education and sport. Head Teachers, with the oversight of Governing Bodies, are responsible for spending this funding with the sole purpose of promoting PE and Sport.

At Grange Park, we utilise the funding to ensure that physical activity is, incorporated across the curriculum and forms an important part of our school life. We have a range of opportunities for the children to engage in physical activity, sport and develop their understanding of healthy life choices. The Governors agree that the funding must be used so that:

- All children benefit regardless of sporting ability in a safe and supportive environment
- All children have a broad range of opportunities to engage in physical activity
- That the staff have access to training opportunities and continued professional development

Key achievements to date:	Areas of further achievement updated July 2026
• Pupils received at least 2 hours high quality PE lesson from specialist teachers. • Pupils taking part in physical activity, such as swimming, cycling and forest school, in addition to PE lessons as part of Enrichment programme. • Pupils demonstrate growing positive attitude and engagement in physical activity where previously, many had not engaged in any PE or physical activity outside due to their social communication barriers and disengagement. • Greater confidence demonstrated by pupils in using tool kit and support offered when dysregulated. • Children show greater resilience and participation in all activities, but especially physical activities in comparison to very low starting points. • Across the primary site, participation in all physical activities is 100%. Lessons are personalised to meet the needs of specific children who require additional support and guidance to overcome significant barriers. • Broad range of activities offered to pupils to develop participation, enjoyment and engagement – dance, racket sports, throwing and catching activities, team sports, gymnastics, forest school, swimming and bike ability. • Pupil voice used effectively - Resources purchased for break times to promote increased participation physical activity such as five-a-side goals, improved footballs, basketballs, outdoor table tennis set, kwik cricket sets and badminton set. • Pupil voice used effectively to encourage physical activity amongst those who do not like to participate in invasion games or competitive	• Pupil continue to develop a positive attitude to PE and physical activity. Existing pupils act as positive role models to new pupils at Grange Park. • Appoint a new pupil sports ambassador at the Stansted Site to liaise with staff and to encourage pupil participation in physical activities for next academic year. • Working with the Sports Ambassador, develop a wider range of lunchtime activities that are not weather dependent – such as Just Dance or Indoor Table tennis. • To extend the number of inter-competitions pupils participate in. This year we have participated in a football competition with kwik-cricket, table top cricket, multi-sports and boccia. • To develop intra-competitions across both sites to develop children's confidence in preparation for Sports Day. Children practised sports day events in PE lessons but next year we need to develop links for older children to be sports coaches for the Stansted site. • Increased percentage of pupils who can swim 25m confidently across the Stansted site – for the current Year 5/6 7 out of 8 children (87.5%) can swim 25m. • All Stansted pupils to have additional sessions to provide them with wider swimming experiences to help them develop their sense of water safety. • Develop use of existing school bikes to facilitate the upcoming bike-ability course and to extend to use at the Cyclo Park in Gravesend as an Enrichment opportunity. • Investigate further opportunities in gymnastics through providers such as gymfinity • Introduce children to a wider variety of activities through taster days in activities such as climbing, mini-golf or archery. We have provided a

ball sports by purchasing outdoor board games, ball and cup catchers, hop scotch set, Jenga and soft frisbees. - Continued with high quality swimming provision and water safety provision in relatively low sensory environment. 87.5% of Year 6 children could swim the statutory requirement of 25m before the end of the year. - All Stansted pupils had additional swimming sessions to help them meet the national curriculum standards in a low sensory environment. - Stansted pupils who could swim 25m had additional sessions to provide them with wider swimming experiences to help them develop their sense of water safety. - All Year 5/6 children to take part in cycling proficiency course from beginner through to Level 1 & Level 2 in June. 5 out of 5 who needed the Learn to Ride course passed. 85% of the cohort passed Level 1 & Level 2 by the end of the course. - All Year 5/6 children to take part in extra-curricular activities after SATs such as ten-pin bowling, orienteering trip and gravity. 100% of Year 6 attended Bowles Rock Residential – for all bar one of the children it was the first time they had stayed overnight away from their family. - Year 11's studying PE GCSE to support in delivery of lessons to Stansted pupils.	choice of activities for Reward trips such as Ice-skating, mini-golf, gravity and ballerz.
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Details with regard to funding

Please complete the table below.

Total amount carried over from 2024-2025	£0
Total amount allocated for 2025/26	£15,000 (15 x £1000 based on Jan 2025 census)
How much (if any) do you intend to carry over from this total fund into 2026-2027	£0
Total amount of funding for 2025/26 to be spent and reported on by the 31 st July 2026	£15,000

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. 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 then 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 2025.	87.5% (7/8)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	87.5% (7/8)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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?	Yes

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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: 2025-2026		Total fund allocated:	Date Updated: December 2025	
Key indicator 1: To increase all pupils' engagement in regular physical activity and sporting activities. 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:
				23%
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:	Desired impact.	Sustainability and suggested next steps:
To increase the number of children able to swim 25m in a variety of strokes by the end of Year 6 Pool Hire for Above Extending opportunities in different water environments	Provide top-up swimming sessions for children based at Primary Site for those who had not met statutory requirements of 25m Provide transport and venue for top-up swimming sessions Continued with high quality swimming provision and water safety provision in relatively low sensory environment.	£3250	Increase the number of children who can swim unaided up to 25m. Increase number of children who participate in swimming as a leisure activity. Children to improve in water confidence and safety enabling them to develop a crucial life-skill, both in terms of fitness and safety.	Continue with same provider next year to ensure continued development of our youngest swimmers. Extend swimming as an enrichment activity to other year groups based at our Primary site. To continue to provide different opportunities for children to swim.

For all children to take part in modified competitive sporting activities.	Specialist PE teacher to deliver lessons practising specific skills for Sports Day events – hurdles, high jump pack, throwing set purchased – to develop confidence prior to sports day		All children to take part in Sports Day carousel of events. 100% participation from Stansted site, including three children with an arm in a sling. For 7/8 of the Year 6 cohort, first time they had taken part in Sports Day since KS1.	Primary site to develop their own mini-sports day as a pre-cursor to the main event. Events practised during PE lessons
Ensure 100% attendance at Daily Mile	Provide targeted support for individuals to increase fitness and activity levels. Develop pupil ambassadors to support their peers to maintain this activity.	None	Attendance at Daily Mile consistently 100%. More children are participating in other physical activities for increasingly sustained periods of time.	Extend daily mile to increase length and speed of activity across the year. Adjusted to suit time table

Key indicator 2: To raise the profile of PE and sport across the school, to support whole school improvement				Percentage of total allocation:
				23%
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:	Desired impact.	Sustainability and suggested next steps:
Pupils to be engaged with various physical activities during unstructured times to help raise the profile of PE and to help develop social skills such as turn taking, working as a team and communication. Encourage active play during break and lunchtimes. All children have a minimum of 25 minutes of outdoor play at lunchtimes and/or 15 minutes at break times. Staff to ensure children are active for as long as possible during this time by providing structures sporting activities on a rota basis.	Purchase of playground equipment as requested by the school council to be used at break and lunchtimes – basketballs, pickleball set, badminton set & shuttlecocks, soft footballs Purchase alternative games (eg magnetic games such as snakes & ladders, noughts & crosses, chess, catching games, ankle skips, cup and balls, skipping rope etc). Storage boxes to store them in.	£3500	Improving pupil's basic co-ordination through range of activities offered. Developing their interoceptive awareness. Developing the emotional regulation and identifying transactional support needed to regulate. Developing co-operation, collaboration, teamwork amongst pupils. Developing their decision making skills – working together to make	Renew the worn but very well-used equipment depending on what the school council requests. Replacement basket balls, footballs etc to be ordered. Start to use as an alternative to calm club, especially in the summer months. Greater variety of activities offered Offer a wider variety of clubs /structured sporting activities at lunchtime – staff permitting, at least one per day. Fitness club, Art club,

Ensuring clubs are available to all children to access, and that children's needs and interests are still being met. Monitored via school council and PE lead.	Maintain high levels of participation by selecting targeted children. Provide a wider variety of clubs – such as indoor table tennis and just dance		decisions and understand that their decisions affect the whole team. Develop self-esteem and confidence to participate, collaborate, encourage each other and communicate. Develop cognitive skills –develop critical thinking in a fun way. Opportunities to try out new ideas and new things.	Console Club, Crochet, Library, Table Tennis, Kwik Cricket activities all offered and taken up. Develop role and use of playground ambassadors – all children active at break times and happy to self-select.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				43%
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:	Desired impact:	Sustainability and suggested next steps:
Pupils will have a positive attitude and engage in physical activity where previously many had not engaged in any PE due to their social communication and interaction barriers. Pupils to continue to receive high quality PE lessons across the school and are taught by skilled staff.	Specialist PE teacher from Secondary School to deliver lessons with the knowledge and expertise to engage all pupils in their PE lessons. PE teacher to attend relevant CPD throughout the year. PE lead to attend PE conference	£6250	Increased number of pupils taking part in PE, sport and physical activities. Pupils enjoy taking part in physical activities. All pupils receive high quality teaching delivered by secondary specialist teacher. Keep up to date with current practices.	PE curriculum developed with key threads running through the curriculum from Year 5 to KS5. LM to continue to develop continuity between primary and secondary site JB liaising with LM and SH re further training opportunities.

Pupils to have skilled support staff with expertise in PE in order to utilise smaller group work in lessons	PE TA and Primary teacher to be supported by the qualified PE teacher in order to upskill her. Primary school staff to observe qualified PE teacher in order to increase knowledge and confidence in the subject.		Trainee teacher supported by specialist teacher in planning and delivering high quality PE lessons.	Ensure CPD current and latest best practice always adopted. LM has attended KSENT CPD sessions
To increase the number of staff confident in delivering high quality PE sessions.	Through CPD sessions and shadowing, PE specialist to develop skills of colleagues.		ECT staff deliver high quality PE lessons	Current ECT primary teacher to deliver CPD for new Primary colleagues in the following year
Purchase of Play-Lu Move Interactive movement system (licence)	The LU Move provides a highly engaging platform for structured group activities that naturally encourage pupils to: - take turns and work alongside others - communicate choices and intentions - develop joint attention and shared experiences		- increase participation for reluctant or anxious learners - improve confidence and resilience - encourage positive attitudes towards physical activity and learning - release physical tension safely practise emotional control within structured routines - improve body awareness and sensory processing	To renew licence oncoming years To continue to encourage positive attitudes particularly in reluctant or anxious learners

Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls	Percentage of total allocation:
	10%

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Desired impact:
			Sustainability and suggested next steps:

what they need to learn and to consolidate through practice:				
To take entire cohort of Year 6 children on an adventure based overnight residential.	Current Year 6 to take part in presentation to next group of Year 6 children to encourage participation.	£1500	All the children to fully participate in school residential.	Current Year 6 to take part in presentation to next group of Year 6 children to encourage participation.
To broaden the range of activities offered to children as part of Enrichment programme and / or trips	Take children to different activities such as Go Ape, Bowling and Orienteering.		Developing skills to be part of a team and to develop understanding of safe risk taking.	To become part of culture of Year 6 with the expectation being all children participate year on year.
For all Year 5/6 cohort to participate in Bike-ability course	Book course with Kent Bikeability		For all Year 5/6 children to achieve Introduction / Level 1 or Level 2 course	Develop relationship with Kent Bike-ability and re-book for next year.
Maintenance of Bikes	Upkeep of existing bikes to enable all children to participate		To enable access to the above	
A range of PE/ activities to be offered at lunchtimes	Pupils to be asked which sport activities they would like to participate in at lunchtimes. Their ideas will then be implemented in timetabled lunchtime activities.		Develop self-esteem and confidence to participate, collaborate, encourage each other and communicate during inter competitions.	Continue to provide opportunities through structured lunchtime activities to develop skills for specific competitions.
Develop specific opportunities for Yr5/6 to interact and explore other sports.	Investigate further opportunities in gymnastics, and other sports, through providers such as gymfinity or by inviting providers in for an activity.		Build new relationships with peers and other adults. Increase number of children taking part in competitions – many for the first time.	Continue to liaise with Kent School Games and enter as many competitions as feasible. PE lead to develop as part of their remit.

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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:	Desired impact:	Sustainability and suggested next steps:
To attend the Kent School Games fixtures appropriate for primary school children such as football, cricket and rugby. To ensure as many children as possible participate in and experience a competitive inter-school competition that is adapted for the SEND need of our pupils. To participate in and experience a competitive environment	School committed to allowing pupils and staff to attend Kent School Games fixtures wherever possible – this year attended Tennis, Cricket and Panthlon. PE Coordinator to work closely with local sports hub – Kent School Games – to enable participation in SEND tournaments.	£500	Developing a sense of pride in participating and representing school. Build new relationships with peers and other adults. Develop the resilience to visit and participate in unfamiliar places with unfamiliar people. Develop self-esteem and confidence to participate, collaborate, encourage each other and communicate during inter competitions. Developing a sense of pride in participating and representing a team. Take children to sporting events who have never been before	Tournaments / Sporting Events already a very positive experience Target children new to the school who have never attended a competition before Need to establish intra-school events before considering hosting or organising inter-school events. To organise competitive fixtures against other SEN schools in Kent Continue to liaise with Kent School Games and enter as many competitions as feasible. PE lead to develop as part of their remit.

Signed off by:			
Date:	Executive Headteacher: Renukah Atwell	PE Sports Premium Lead: Aidan Phipps	Governor: Nadia Higson