# Keston CE Primary PE and School Sport Premium

**What is the PE and School Sport Premium?**

Since 2013, the Government has provided dedicated funding to schools to develop PE and sport. The funding is 'ring fenced' and can only be used to improve the provision of PE and sport as well as enhancing healthy lifestyles in either curricular or extracurricular settings. Within this remit, schools are able to decide themselves how best to use the funding in their setting.

Keston CE Primary is fully compliant with the guidance. Below is our PE and School Sport Funding Impact sheet which details how the funding is being used to impact the development of sport and PE at Keston in order to further your child's enjoyment, acquisition of skills, understanding and general development in sport and PE.

**It is expected that schools will see an improvement against the following 5 Key indicators:**

1. The engagement of all pupils in regular physical activity and healthy lifestyles
2. The profile of PE and sport being raised across the school.
3. An increased confidence, knowledge and skill base with regards to all staff in their teaching of PE and sport.
4. Broader experience of a range of sports and activities
5. Increased participation in competitive sport

## Review of last year's spend and key achievements (2025/2026)

The impact of the current provision and review of the previous spend.

| Activity/Action | Impact | Comments |
|---|---|---|
| Movement break activities | Keeps the children active throughout the day, with brain breaks in lessons which enables them to be more focused and engaged after the activity. | The use of on-line brain breaks and activities has demonstrated a positive effect on learning, particularly helping children to focus, especially in KS1 |
| Celebration assemblies/collective worship | Celebration assemblies and collective worship are used to celebrate children representing the school in different sports. They provide the opportunity to highlight the sports children have taken part in, during the school day and outside school, celebrate children who took part and their achievements. | Children are aware of the opportunities and strive to 'have a go' and to achieve and beat their personal best. Medals, trophies and certificates are presented and viewed which show appreciation of the children's efforts and achievements. |
| PE Scheme 'Get set 4 PE' | The scheme ensures that the curriculum is sequential and progressive with small incremental steps that build knowledge and skills over time. Assessments are linked to the curriculum and completed in the portal. The scheme has given teachers more confidence to deliver PE lessons to a higher standard. | The scheme shows clear progression in all areas and is structured well to support non-specialists to teach sport well. The use of the reporting section is excellent for data analysis and used to identify and plan for gaps or learners who need additional support and/or adjustments. Participation in clubs and school events are tracked to ensure |

| | | |
|---|---|---|
| SGO Buy in | School Games buy in has given us the opportunity to expose the children to lots of familiar and new sports. Every child in KS2 represented the school at least once in a sporting activity over the academic year. | everyone has the opportunity and groups can be targeted.<br>There are fewer KS1 events than KS2 events, thus less opportunity. |
| Health Week | Health week is received well by the children because every lesson is about healthy living. The children particularly enjoy being introduced to a new sport and activities each year. | Each year group had timetabled sessions with sports coaches and fitness instructors across the week to learn new skills. |
| Year 5 and Year 6 Leadership coaching | Both year groups completed a 10 week leadership program where they worked collaboratively to plan and deliver sporting activities to younger children. They lead games and activities which has widened the free time offer for the younger children. | The program enabled the Year 5 and 6 children to grow in confidence and learn new skills which had benefitted all the children involved. |

## Key priorities and Planning

| Action – what are you planning to do | Who does this action impact? | Key indicator to meet | Impacts and how sustainability will be achieved? | Cost linked to the action |
|---|---|---|---|---|
| *SGO Buy in*<br><br>*Bromley Primary School Cross Country Association* | *Pupils: they will have the opportunity to take part and represent the school. Staff: it gives them CPD opportunities to experience a range of competitive sports.* | *Key indicator 5 – Increased participation in competitive sport.*<br><br>*Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.* | More opportunities to represent the school and to help encourage children to join a club offered inside or outside school. Children experience sports activities that they may not have the opportunity to do outside school. | *£750 for the year including CPD.*<br><br>*£88 for 1 cross-country event.* |
| *Replace, update, and maintain equipment.* | *Children can continue to learn, practice, and use the equipment and areas provided.* | *Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.*<br><br>*Key indicator 2 – Engagement of all pupils in regular physical activity.* | The MUGA service is maintained so PE Lessons and extracurricular clubs can take place in all weather.<br>Gymnastics apparatus tops replaced to ensure they are safe for children to continue to use in gymnastics.<br>Repair of KS1 trim trail<br>Installation of shelter in KS1 playground so extra curricular play & PE can take place in all weather.<br>Life Education – Life Dome | *£464*<br><br>*£214*<br><br>*£1,765*<br>*£8,667* |

| | | | | |
|---|---|---|---|---|
| *Health Week activities:*<br>*Rugby sessions*<br>*Zumba sessions*<br>*Life Dome* | *Pupils: they will have the opportunity to take part in the learning and activities promoting healthy living.*<br>*Staff: it gives them CPD opportunities to experience a range of healthy living themes.* | *Key indicator 1 – Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.*<br><br>*Key indicator 3 – The profile of PE and sport are raised across the school as a tool for whole school improvement.* | follows an age-related program exploring potential problems and solutions, to help children keep healthy, physically, and mentally.<br>Teachers are more confident in dealing with issues and children empowered and supported. | *£910 Life Dome* |
| *Subscriptions*<br>*Get set for PE* | *Staff and children* | *Key indicator 1 – Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.* | Long term planning and progression documents are more robust. Assessment and teaching are sequential and have clear progression. | *£397 Subscription cost* |
| Movement break activities | Children are active throughout the day, with brain breaks in lessons which enables them to be more focused and engaged after the activity. | *Key indicator 2 – Engagement of all pupils in regular physical activity.* | Children are active throughout the day with brain breaks when they are working within the classroom. Enables children to be active in the classroom/hall in bad weather. | |
| Celebration assemblies/collective worship | *Staff and children* | *Key indicator 1 – Increased confidence, knowledge, and skills of all staff in teaching PE and Sport.*<br>*Key indicator 2 – Engagement of all pupils in regular physical activity.* | Children trained for and ran in the cross-country event. They received school awards. The children aspire to take part and to beat their personal best each year. | |

| | | | | |
|---|---|---|---|---|
| *Staffing for competitions*<br><br>*Extend targeted groups participation.*<br><br>*Swimming intervention and self rescue course* | *Staff and Children*<br><br>*Children (SEND, PP, Medical, girls)*<br><br>*Children* | *Key indicator 3 – The profile of PE and sport are raised across the school as a tool for whole school improvement.*<br><br>*Key indicator 2 – Engagement of all pupils in regular physical activity.*<br><br>*Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.*<br><br>*Key indicator 5 – Increased participation in competitive sport.*<br><br>*Key Indicator 4 – Broader experience of a range of sports and activities offered to all pupils.* | Additional teaching hours in sports to prepare for competitions. The children have represented the school in competitions throughout the school year. Sports undertaken are: Football<br>Tag Rugby<br>Hockey<br>Cricket<br>Cross Country<br>Athletics<br>Swimming<br>Seated Volleyball<br>Gymnastics<br>New Age Kurling<br><br>100% of year 6 children represented the school and 95% of children in year 5. Teams have been mixed where possible to give girls greater opportunity.<br>Swim safe awareness skills. | *£1,426*<br>*£1,765*<br><br>*£1,125*<br><br>*£120*<br><br>*Total spend £17,691* |

# Key achievements 2025-2026

| Activity/Action | Impact | Comments |
|---|---|---|
| School sports teams have represented the school in a wide range of competitions. | The school sports teams have a good reputation. The children involved have grown in confidence, learned new skills, had a greater opportunity to represent the school and children are enthusiastic about being involved in the team. | Participation is monitored to ensure all children (SEND, disadvantaged, girls) all get the opportunity to take part and learn new skills throughout the year. |
| Extra coaching in competitions resulted in the children being better prepared, more confident and has allowed them to develop as a team. | Children are better equipped to compete with the bigger schools in the competition as the children have more time to practice in their teams and develop their skills and teamwork. | Team spirit is strong and they support and help each other. |
| Year 5 and 6 children completed the Leadership course. | The leaders operated a rota, planned, resourced and delivered games and activity sessions to the Key Stage One children, improving their play times and activity levels. | Once established the children needed little support and could/wanted to run the rota by themselves extending the range of activities. |

# Swimming Data

*Meeting National Curriculum requirements for swimming and water safety.*
*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study.*

| **Question** | **Stats:** |
|---|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 100% |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 100% |

| | |
|---|---|
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 90% |

| | |
|---|---|
| If your school's swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? | No |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | Water safety |

Signed off by:

| | |
|---|---|
| Head Teacher: | *Mrs Dawn Ardern* |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Miss Nancy Thomson/Dawn Ardern* |
| Governor: | *N/A* |
| Date: | August 2026 |