

Rossett Acre Primary School - Sports Funding Overview
(2025-2026)



Total funding received:	£19,640
Total funding spent:	£19,640

How has sports premium funding improved PE attainment?

Area of focus	Cost	Evidence / Reflection / Impact
Increasing Physical Activity	£0	Our strategic focus on the PE curriculum has successfully linked physical activity to holistic wellbeing. This is evidenced by our March 2026 Pupil Voice survey, where 89% of KS2 pupils reported being 'always or mostly' active during playtimes. Beyond increased participation toward the 60-minute daily target, pupils noted significant improvements in their confidence and happiness, demonstrating a clear understanding of how exercise benefits their long-term health. The implementation of our 'One Life' PHSCEe scheme has also reinforced on a weekly basis the importance of physical activity in children's lives, especially on 'Reflection Friday'.
Boosting Teacher Confidence & Skills	£10,295	Staff questionnaires were used to strategically align the PE CPD calendar with identified skills gaps. This targeted approach to upskilling has significantly enhanced the quality of teaching across all year groups. Teachers report increased confidence in delivering high-quality PE and, crucially, feel better equipped to provide inclusive, differentiated lessons that cater to the needs of SEND and Pupil Premium pupils.
	£250	Through a combination of external certification and mentoring from experienced professionals, our HLTA has been fully upskilled to lead PE. Formal observations confirm that this training has translated into successful lesson delivery, broadening our staff's capacity to provide consistent physical education.
	£880	To ensure effective leadership and the continuous development of our PE provision, the PE Lead engaged in targeted professional training and network meetings, including RKLt sessions. This upskilling focused on refining curriculum planning, assessment, and staff support strategies. These actions have strengthened the embedding of physical activity across the school day, directly contributing to improved pupil fitness and holistic well-being.
	£695	The continued use of the REAL PE scheme across KS1 and KS2 has provided a consistent framework for physical literacy, ensuring one lesson per week focuses specifically on fundamental movement skills. This structured approach has not only boosted pupil engagement and confidence but has also served as a vital professional development tool, measurably enhancing teacher subject knowledge and instructional effectiveness
Expanding Sports Offerings within the curriculum		At Rossett Acre Primary School, we have broadened our sporting offer to ensure PE is inclusive and accessible to all. The curriculum is mapped to include a variety of individual and team-based sports, alongside OAA and water safety. This comprehensive approach ensures full coverage of National Curriculum requirements while fostering a love for physical activity through varied experiences in everything from gymnastics to striking and fielding. Also, within our KS1/2 curriculum pupils have opportunities to experience some non-traditional / alternative sport activities which we have found can level the playing field and allow a different set of pupils to 'shine' within PE lessons. Examples include: seated volleyball, Tri-golf, Fencing, Archery and Circus skills.

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	£2500	Our commitment to holistic development is evidenced by the half-termly Forest School sessions provided to all pupils from Reception to Year 5. These sessions serve as a vital extension of our PE curriculum, allowing children to refine fundamental movement skills and increase their physical activity levels in a natural environment. Beyond the physical benefits, the programme successfully builds pupil resilience and confidence, ensuring a well-rounded approach to health and well-being.
Raising the Profile of PE	£0	<p>Significant progress has been made in embedding physical activity into the school's daily culture. The external orienteering course is now a functional asset, with staff beginning to integrate it into both PE lessons and cross-curricular outdoor learning. Furthermore, the PE Lead has actively raised the profile of the subject through high-visibility displays across the school, celebrating pupil achievements and reinforcing the connection between physical health, mental wellbeing, academic attainment and long-term success.</p> <p>Our commitment to high-quality PE is reflected in our staff development; dedicated time in staff meetings has ensured that all teachers remain up-to-date with the latest physical education standards. The PE Lead's focus on fostering an active culture has led to an increase in staff participation in attending extra-curricular and competitive sport events.</p>
Top up swimming	£1,000	Our summer term 'top-up' programme provided pupils with intensive support to reach the 25-metre proficiency benchmark. This intervention provided vital opportunities for these students to improve their physical fitness and stroke proficiency. Most importantly, the sessions built significant water confidence and mastery of essential self-rescue skills, ensuring every child left our school with increased safety and competence in the water. (See separate 'Y6 Swimming Data 2026' document for further details.)
Tracking Attainment & Impact	£0	We have implemented a dual-tracking system to monitor both pupil attainment and engagement. While half-termly assessments allow teachers to target specific skill gaps, our central register provides real-time data on attendance at sporting events and extra-curricular clubs. This comprehensive approach ensures we can identify 'least active' pupils and provide focused support to increase their involvement in school sport.

How has sports premium funding increased school sport participation (including extra-curricular activities)?

Area of focus	Cost	Evidence / Reflection / Impact
Expanding Extra curricular Activities	£2520	To broaden our extra-curricular offer, Rossett Acre has collaborated with external providers to introduce a diverse range of lunchtime and after-school clubs. This expansion specifically targets inclusivity, ensuring that both competitive pathways (such as football and netball) and alternative activities (such as table tennis and scatterball) are accessible to all. By providing opportunities beyond the standard curriculum, we have successfully engaged pupils who may not traditionally participate in PE, including those with SEND, ensuring equal access to physical activity.
	£800	To improve equity of access, we have prioritised daytime 'friendly' competitions facilitated by Sporting Influence. By including these events into school hours, we have successfully removed financial and logistical barriers (such as after-school

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		<p>transport costs and time constraints) that often prevent our most vulnerable pupils from participating. These experiences have been transformative; pupils report increased confidence and joy, frequently citing the value of 'having fun with friends' while experiencing the pride of representing their school.</p>
<p>Enhancing Competitive Opportunities</p>	<p>£700</p>	<p>We have significantly expanded our inter-school competition calendar, transitioning toward a participation-led model. By placing pupil motivation, competence, and confidence at the heart of these events, we have shifted the focus from purely competitive outcomes to the quality of the experience. This approach has encouraged a broader range of students to represent the school, fostering a positive and resilient attitude toward competitive sport.</p> <p>To bridge skill gaps and improve access to competitive sport, we have implemented targeted workshops designed to build foundational competence. A key success was the June 2026 initiative for Year 6 girls, delivered in partnership with our School Games Organiser. This bespoke provision not only refined technical abilities but also measurably enhanced pupils' resilience and collaborative skills, ensuring they felt confident and prepared to participate fully in both PE lessons and wider competitions</p> <p>Our participation in the Sporting Influence after-school event calendar has been a cornerstone of our commitment to inclusive representation. We ensure balanced participation across all year groups, providing every child with the opportunity to represent Rossett Acre Primary School. Targeted 'girls in sport' initiatives, such as Play2EmpowHER, have been particularly impactful, receiving positive pupil feedback and driving new interest in physical activity. Our teams have also excelled in diverse external competitions, including the RKL Mini Olympics, and the Brownlee Triathlon, consistently achieving successful results against local schools.</p>
<p>Embedding Physical Activity in School Culture</p>		<p>To cultivate a school-wide culture of activity, we have successfully integrated movement into daily learning and established regular celebration points in assemblies and newsletters. We have prioritised creating 'active pathways' by signposting local leisure providers and hosting specialist-led sessions. A standout success this year was the Year 5 fencing programme delivered by a local expert; these taster sessions provided a high-quality introduction to a niche sport, with clear links established to encourage pupils to transition into off-site club participation.</p> <p>We have also found that allowing students to become architects of the curriculum rather than just passive participants has enabled further sporting engagement and success in physical activity. For example, some KS2 classes have dedicated the final week of a unit to a "Pupil Choice" session where children apply the skills they've learned in a game format they helped design. Pupil voice after these lessons has demonstrated a positive impact on learning retention and keeping physical activity fun. Another example observed has been where teachers have moved from teacher-led warm-ups to "Pupil Leaders" who design and lead the first 10 minutes of lessons, promoting ownership of the physical space and enhanced peer-to-peer support.</p> <p>While a crowded curriculum can sometimes squeeze out time for exercise, Rossett Acre is committed to protecting our pupils' wellbeing. By sharing the latest research and evidence-based articles, our teachers have transitioned to seeing movement breaks not as "another thing to do," but as a vital enhancement to academic engagement, improved learning behaviours and mental health. Staff are using active learning to boost concentration, such as having pupils jump out the</p>

	<p>syllables of new vocabulary in English or using a "human number line" on the playground to solve calculations in Maths. Teachers also incorporate short "brain breaks" between subjects to reset students' focus and improve cognitive retention before starting a new task. By weaving physical activity throughout the curriculum, we ensure pupils not only enjoy their learning but also develop a clear, practical understanding of how to maintain an active lifestyle.</p> <p>While movement breaks are generally successful, we recognise that a 'one-size-fits-all' approach does not work for every cohort. For instance, in classes where high-tempo activities - such as 'Danny Go' videos - have led to over-stimulation and difficulty re-settling, teachers have proactively modified their approach. By pivoting toward lower-intensity 'calm-down' movements or sensory-focused breaks, staff ensure that physical activity remains a tool for readiness rather than a source of disruption.</p> <p>In the Spring term, we took up an offer of completing some intervention work called 'Sportability', led by Sporting Influence. The focus of the sessions was to increase physical activity and social development opportunities for children and young people with SEND. In consultation with class teachers and the SENDCO, we identified pupils with social, emotional, or physical barriers who we believed might benefit from these sessions. We were able to have 2 separate sessions take place each week: KS1 (key focuses were sharing, turn taking, encouragement and communication) and KS2 (key focuses were team work, positivity towards others and understanding game rules). In total, we engaged a total of 7 x KS1 pupils and 9 x KS2 pupils in this 3 week program of intervention.</p> <p>To measure the impact of this intervention, a before and after pupil voice survey was completed at an age-appropriate level (e.g. emoji faces for KS1 participants) to measure changes in self-esteem and "belonging". Notably, the majority of pupils reflected very positively on: feeling more confident in themselves, enjoying being more active and enjoying working with others. The following is an extract provided from the coach leading the sessions in his reflection notes: "The children really enjoyed the sessions with a noticeable improvement in their social skills and mindset to PE. It seemed a chance for them to prove to themselves they can participate and be successful in PE/ Sport." After the sessions had ended, Sporting Influence also provided details of legacy pathways to SEND-friendly community clubs and ideas on how to continue enhancing our in-school delivery.</p>
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How will we ensure improvements to school sports through our spending of the PE and sports premium are sustainable?

- Staff Empowerment: Extensive CPD has moved the school away from a reliance on external coaches, ensuring our own staff can deliver expert PE lessons for future year groups.
- Curriculum Legacy: The implementation of a structured, progressive curriculum ensures that high standards of physical literacy are maintained across all key stages.
- Student Leadership: By training Year 5 Playleaders, we have created a sustainable model of peer-led activity that will continue to enhance playground engagement annually.
- Community Integration: Established links with Harrogate Town FC and local fencing clubs provide a permanent infrastructure for pupils to transition from school sport to lifelong participation.