PE & Sport Premium

Impact and expenditure report 2025–2026

Inspiring active, healthy and confident children

At Whitkirk Primary School, we use PE and Sport Premium funding to strengthen physical education, improve access to physical activity and broaden sporting opportunities. Our approach supports participation, inclusion and pupils' confidence, wellbeing and personal development.

2025–26 allocation	Total expenditure	School-funded overspend
£19,260.00	£19,285.03	£25.03

How the funding was spent

The itemised amounts below reconcile to the school's total expenditure. The categories in the DfE digital return overlap and should not be added together.

Investment	Expenditure	Rationale/ Identified need
PE equipment budget	£6,000.00	Audit of PE resources identified gaps in the equipment needed to deliver the planned PE curriculum effectively and provide a broad range of physical activity. Additional and adapted resources were required to ensure pupils, including those with SEND, could participate fully.
KICKS programme	£4,505.00	A need was identified to increase regular physical activity and engagement for targeted pupils, particularly those who were less active or would benefit from additional opportunities to develop confidence, teamwork and positive engagement through sport.
SW Sports	£2,590.00	A need was identified to broaden the range of extra-curricular sporting opportunities available to pupils and increase participation amongst groups who were less well represented. SW Sports provided additional opportunities across a range of sports, with a particular focus on increasing engagement and participation amongst girls.

HLTA clubs	£2,158.36	Participation monitoring identified the need to broaden the range of extra-curricular physical activities available and increase opportunities for pupils to be active beyond curriculum PE, including targeted opportunities for pupils less likely to access external sporting activities.
Sensory Circuits: equipment and training	£1,500.00	A growing number of pupils with SEND and sensory regulation needs required additional support to regulate, prepare for learning and successfully access the school day. Staff required appropriate training and resources to establish a sustainable Sensory Circuits offer.
PE subject leader release time	£1,402.67	Dedicated leadership capacity was required to monitor the quality of PE, support staff, review curriculum provision and participation, and evaluate the impact of PE and Sport Premium expenditure.
Minibus costs	£500.00	Transport was identified as a barrier to pupils accessing inter-school competitions and wider sporting opportunities. Funding enabled pupils to represent Whitkirk and experience competitive sport beyond school.
iMoves subscription	£329.00	Staff required accessible, high-quality resources to support consistent delivery of physical activity and enhance confidence in providing engaging opportunities for pupils to be active.
Lunchtime active play equipment	£300.00	Lunchtime provision was identified as an opportunity to increase pupils' daily physical activity. Additional resources were needed to encourage purposeful active play and engage a wider range of pupils during unstructured times.
Total expenditure	**£19,285.03**	

Impact of the funding

Key indicator	Funded provision	Evidence of impact
1. Staff confidence, knowledge and skills	Sensory Circuits; Subject leader release; iMoves	Five members of staff were trained to develop their understanding of sensory regulation and the effective delivery of Sensory Circuits. This enabled school to establish targeted provision for 12 pupils with identified sensory needs. Learning from the programme also

		informed wider practice, with a specific sensory movement section introduced within EYFS continuous provision. PE subject leader release supported the ongoing monitoring and development of PE provision across school.
2. Engagement of all pupils in regular physical activity	KICKS; clubs; active play; Sensory Circuits	A broad programme of extra-curricular sport provided regular opportunities for pupils to be physically active beyond curriculum PE. There were 111 occupied club places in the autumn term, 90 in the spring term and 98 in the summer term. Sensory Circuits provided additional targeted physical activity for 12 pupils with sensory regulation needs. A particular focus was placed on increasing opportunities for girls, with 16 girls consistently attending girls' football.
3. Profile of PE and sport across school	Leadership time; whole-school activity and celebration	PE and sport maintained a strong presence across school through a year-round programme of extra-curricular opportunities. Across the year, pupils were offered 400 club places: 140 in the autumn term, 120 in the spring term and 140 in the summer term, providing regular opportunities to engage in sport beyond curriculum PE. The profile of PE was further strengthened through pupil leadership. All Year 6 pupils took on the role of Sports Leaders during the Reception and Key Stage 1 Sports Day, supporting younger children to participate in activities and giving older pupils meaningful opportunities to develop leadership, responsibility and teamwork through sport.
4. Broader experience of sports and activities	Equipment; coaching; clubs and enrichment	Pupils had access to a broad range of activities across the year. These included football, girls' football, dodgeball, multi-skills, athletics, Nerf, ball games, cricket and rounders, with opportunities spanning Year 1 to Year 6. SW Sports strengthened the extra-curricular offer, with a particular focus on broadening sporting opportunities for girls. Investment in equipment supported the delivery of a varied physical activity and sporting programme.
5. Participation in competitive sport	Transport and competition entry	Funding supported pupils to access competitive sporting opportunities beyond the school site and represent Whitkirk. Three pupils were subsequently scouted for Leeds Schools FA, demonstrating a pathway from school sporting participation into wider sporting opportunities.

Equality, inclusion and targeted participation

Funding was targeted to improve access and participation for specific groups. Complete the table below so that the published report aligns with the school's DfE return and clearly demonstrates the difference made.

Target group	Provision	Evidence of impact
Pupils with SEND	Sensory Circuits; adapted equipment; targeted clubs	Five members of staff were trained to deliver Sensory Circuits, enabling targeted provision for 12 pupils with identified sensory needs. Sensory movement was also incorporated into EYFS continuous provision, extending the impact of the training beyond the targeted intervention.
Disadvantaged pupils	KICKS; clubs; transport and enrichment	Funding was used to reduce barriers to accessing additional physical activity, enrichment and sporting opportunities. 19 disadvantaged pupils engaged in an after-school sporting club during the autumn term, increasing to 22 pupils in the spring term, with 15 pupils participating during the summer term. This demonstrates sustained participation by disadvantaged pupils in extra-curricular sport across the academic year.
Girls	Targeted clubs, activities or engagement work	The extra-curricular offer was deliberately broadened to increase sporting opportunities for girls. Dedicated girls' football was offered across the year, with 16 girls attending consistently, supporting sustained engagement in sport.
Least-active pupils	KICKS; active play; targeted invitations	Pupils who were less likely to engage in traditional sporting activities were specifically targeted through Nerf sessions, providing an alternative and accessible route into physical activity. This broadened the offer beyond more traditional sports and supported increased engagement in extra-curricular physical activity.

Year 6 swimming and water safety outcomes

National Curriculum swimming measure	Year 6 pupils
Swim competently, confidently and proficiently for 25 metres	89%
Use a range of strokes effectively	80%
Perform safe self-rescue in different water-based situations	67%

Swimming and Water Safety – Provision and Impact

During 2025–2026, Whitkirk recorded £0 expenditure on additional swimming lessons through the PE and Sport Premium. This reflects the school's planned approach to swimming provision across academic years.

- **2024–2025:** Pupils in Year 5 (the 2025–2026 Year 6 cohort) received catch-up swimming lessons to support their progress towards the National Curriculum swimming requirements.
- **2025–2026:** No additional swimming provision was funded through the PE and Sport Premium. Consequently, no direct impact on swimming attainment was attributed to premium expenditure during this academic year.
- **2026–2027:** During 2026–27, Whitkirk is introducing the Swim:ED pop-up swimming programme providing swimming lessons, assessments and targeted catch-up provision for pupils in Years 5 and 6 who had not yet met the National Curriculum swimming requirements.

Sustaining improvements

Investment during 2025–26 was planned to strengthen provision beyond the funding year and create a sustainable legacy for future cohorts.

- Staff capability: Five members of staff have been trained to deliver Sensory Circuits, building sustainable expertise within school. Staff can continue to identify and support pupils with sensory regulation needs through structured movement activities without reliance on external provision.
- Curriculum and assessment: PE subject leader release time has supported the monitoring and development of PE across school. iMoves resources continue to support staff in delivering a broad and engaging PE and physical activity offer. Subject leadership will continue to monitor provision, participation and the quality of PE to identify future priorities.
- Inclusion: Sensory Circuits are now established as targeted provision within school, currently supporting 12 pupils, with trained staff able to continue the approach with future cohorts. Sensory movement has also been incorporated into EYFS continuous provision. Participation in extra-curricular sport will continue to be monitored to ensure opportunities are accessible to pupils with SEND, disadvantaged pupils, girls and pupils who are less physically active.
- Resources: Investment in PE, Sensory Circuits and active-play equipment has increased the resources available to support curriculum PE, targeted intervention, extra-curricular activity and active play. These resources remain available for future cohorts, extending the impact of the original investment beyond 2025–26.
- Partnerships and competition: Whitkirk will continue to provide a broad programme of extra-curricular sport and seek opportunities for pupils to participate in competition beyond school. The school will continue to monitor participation so that opportunities can be targeted where barriers or under-representation are identified. The success of

school sport has also created pathways into wider opportunities, with three pupils being scouted for Leeds Schools FA.

Priorities for 2026–2027

Whitkirk plans to build on its provision through the Swim:ED pop-up swimming pool: Year 4 swimming sessions, assessments for Year 5 and Year 6, and targeted follow-up for pupils who have not yet met the expected standard. This will support the development of swimming confidence, technique and water safety.