



Evidencing the Impact of the Primary PE and Sport Premium

Hoyland Common Primary School 2025-26



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At Hoyland Common primary we firmly believe that sustainable improvements to the quality of PE and sport is fundamental to developing outcomes for our pupils. We aim to use the Primary PE and Sport Premium to:

- Develop or add to the PE and sport activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years



Current achievement and priorities

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Appointment of Sport Leader to coordinate the teaching of sports across school and ensure that there is a consistent and rigorous approach to the teaching of the HCPS PE curriculum. - Whole School Sports Days were hosted in-house in July 2024. - HCPS was successful in achieving a Gold School Games Award for the consecutive year, in recognition of the opportunities we provide children to participate in Sport within the community and competitions. - Year 2, Year 4 and Year 6 Pupils participated in Outdoor Adventurous focused residential, engaging 150 children in total. - Through participation in the local Sports Partnership, there has been the opportunity for 264 children to represent HCPS in sporting activities including SEND events, boys & girls only as well as specialised events such as: rock climbing, swimming and bowling. 	<ul style="list-style-type: none"> - <i>Outdoor Adventurous Activities (OAA):</i> Enhance pupils' access to outdoor adventurous activities through recurring planned residential opportunities. Baseline evidence: Historically, OAA experiences were not systematically planned across year groups. In the first year of the HCPS Offer (2023-2024) pupils in Y4 and Y6 participated in OAA residential activities, this was extended to Y2 in 2024-2025 and this is to be continued in the academic year 2025-2026 - <i>Intra-Sporting Competitions:</i> Implement structured 'House' intra-sporting competitions during lunchtimes, particularly for year groups with fewer sports-related after-school clubs in each half term. Baseline evidence: Presently, intra-school competitions have been inconsistent across year groups. Different year groups will need to be targeted to increase participation; this will be reflective of the extra-curricular club opportunities. - <i>Breaktime and Lunchtime Sports Participation:</i> Boost the number of pupils engaging in structured sports activities during breaktimes and lunchtimes. Baseline evidence: Currently, only 20% of pupils actively participate in structured sports activities during these times. Observation data shows approximately 40% of pupils are sedentary during these periods.

Meeting national curriculum requirements for swimming and water safety	Please complete all the below:
What percentage of your Year 6 pupils could swim competently, confidently, and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke] when they left your primary school at the end of last academic year?	88%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	85%
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?	No

Action Plan and Budget Tracking

Academic Year: 2025-2026	Total fund allocated: £19,130	Date Updated: 16.07.25	Percentage of total allocation:	
Key indicator 2: The engagement of all pupils in regular physical activity.			10%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2000	Evidence and impact:	Sustainability and suggested next steps:
Enhancing Competitive Sports Participation: Actively promote and increase pupil involvement in competitive sports within the school, fostering improved physical activity levels and development of teamwork skills.	Identify Interests: Conduct pupil voice surveys to assess pupils' interests in a variety of sports and activities, with particular focus on those who have not participated previously. After-School Clubs: The Sports Leader will deliver weekly after-school clubs, rotating different sports each term to provide diverse opportunities for engagement.	Hire qualified sports coaches to deliver specialist sports clubs (before and after school). £2000	Record to be kept of children who participate in competitive sports (inter and intra school events). More children will have the opportunity to access a range of sports (some of those not required of the current NC) through internal and external opportunities. Strong links will be forged with local schools in the community to increase participation in competitive sports.	This year a range of after-school clubs were provided across all key stages on a termly basis and pupils who had not previously signed up were prioritised, ensuring maximum participation for all. The local sports cluster across schools has been led strongly this year and HCPS have engaged in weekly tournaments.
Daily Physical Activity Opportunities: Provide structured daily opportunities for pupils to engage in sports activities during lunchtimes, facilitated and supported by the Sports Leader to encourage regular movement and social interaction.	External Providers: Coordinate with specialist coaches and external providers to offer a broad range of after-school sporting clubs.		Record to be kept of % of PP children able to access sporting opportunities (after school clubs, intra competitions, inter-school competitions).	The sports coordinator has closely tracked engagement in inter sports activities showing that all pupils across all year groups have engaged widely in a range of activities.
Diverse Extracurricular Offerings: Enable pupils to access a broad and varied range of extracurricular sports activities beyond the core curriculum through well-organised after-school clubs, effectively coordinated by the school's Sports Leader.	Lunchtime Clubs: Organise structured lunchtime activities led by Sports Leaders, including both pupils and staff, to encourage active participation during breaks. Wider Community Engagement: Collaborate with the local sports pyramid and the Primary School Games Coordinator to facilitate participation in wider sporting			Next Steps: <ul style="list-style-type: none">- Develop opportunities for sports participation during break-times and lunchtimes.
Inclusive and Affordable Participation: Ensure extracurricular sports events are low-cost and inclusive, with particular attention to removing barriers.				

barriers for disadvantaged pupils, thereby promoting equitable access for all.	opportunities across various year groups, including inter-school competitions. Participation Tracking: The Sports Leader will implement a clear tracking system, utilising Arbour, to monitor pupil involvement in both inter- and intra-school sporting events, ensuring comprehensive data collection and analysis.			
Key indicator 3: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £3000	Evidence and impact:	Sustainability and suggested next steps:
Provide pupils with opportunities to experience professional sports and inspiring sporting environments to deepen their understanding of competitive sports, enhance engagement, and improve the quality of intra- and inter-school sporting activities.	<p>Identify Opportunities: Liaise with local and national sports agencies and clubs to arrange for pupils to watch a variety of professional sports events. Invite professional athletes or coaches to deliver workshops or talks at school.</p> <p>Local Facilities Partnerships: Build relationships with local sports clubs and facilities to host PE lessons and competitions in specialised environments such as gyms and sports arenas.</p> <p>Resource Audit: Conduct a thorough audit of existing sports equipment and resources to identify gaps and needs for delivering a broad and high-quality PE curriculum.</p> <p>Equipment Organisation: Organise and maintain equipment to support staff in</p>	<p>School Trips subsidy: £1500</p> <p>Equipment £1500</p>	<p>Pupils gain exposure to a wider range of sports, sparking interest in new activities and broadening their sporting horizons.</p> <p>Participation in diverse sporting environments promotes adaptability, teamwork, and sportsmanship through interaction with peers from other schools.</p> <p>Targeted resource allocation enables the Sports Leader to enhance the quality and variety of sports taught, resulting in more engaging and comprehensive PE lessons and competitions.</p>	<p>Continue to provide pupils with opportunities to attend live sporting events as part of the school's ongoing enrichment offer.</p> <p>Maintain and develop partnerships with local sports clubs to facilitate varied sporting experiences and competitions throughout the year.</p> <p>Review and update the sports equipment audit annually to ensure resources align with curriculum needs and emerging sports interests.</p> <p>Use feedback from pupils and staff to refine and expand the range of activities and experiences offered.</p>

	delivering effective and engaging PE lessons.			
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Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				27%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £5,100	Evidence and impact:	Sustainability and suggested next steps:
Ensure all staff are confident and skilled in delivering the full range of sports outlined in the HCPS Curriculum Cycle, providing pupils with consistently high-quality teaching and learning experiences. Enhance curriculum design to support progressive knowledge development across units. Equip staff with the expertise to deliver adventurous activities during KS2 residential, broadening pupils' physical experiences.	Skills Audit: Share the PE long-term plan with staff to identify areas where additional support or training is needed for delivering specific sports. Targeted CPD: Provide high-quality CPD sessions led by the Sports Leader and external coaches to build staff confidence and competence in teaching sports beyond their current expertise. Curriculum Development: PE Lead and Curriculum Lead to collaboratively develop sequenced curriculum units that support progressive knowledge acquisition and effective lesson delivery. Adventurous Activities CPD: Deliver bespoke training for staff involved in Year 6 residential, focusing on skills required to teach cycling, orienteering, and low ropes activities.	External CPD providers: £2000 Thornbridge Outdoors CPD: £1000 P.E Lead & Curriculum Lead time to develop curriculum plans: £2100	Consistent delivery of high-quality PE lessons across a broad range of sports, leading to increased pupil participation in competitive and inclusive physical activities. Adventurous activities during residential are delivered confidently by school staff, enhancing pupil experience and reducing reliance on costly external providers, thus making residential more accessible and affordable.	Ongoing monitoring of PE teaching quality and curriculum delivery for all staff members. Provide continuous opportunities for all staff to plan and deliver high-quality PE lessons, supported by targeted CPD. Track and evidence pupil attainment and progress using the Seesaw app to ensure data-driven improvements in PE provision.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £2200	Evidence and impact:	Sustainability and suggested next steps:

<p>Enhance pupils' safety and confidence when cycling, both on and off-road, while encouraging participation in a broad range of extracurricular sports to develop and refine competitive skills.</p>	<p>Bike-Ability Training: Engage external providers to deliver a one-week Bike-Ability Level 2 course to all eligible Year 5 pupils.</p> <p>Balance Bike Sessions: Provide balance bike training for Year 1 pupils as foundational preparation for Bike-Ability in Year 5.</p> <p>Ramp-Up Training: Deliver training for upper key stage 2 pupils focusing on safe cycling and scootering in the community through external providers.</p> <p>Bike Maintenance: Ensure all school bikes are regularly serviced and safety-checked.</p>	<p>Bike Ability £2200 Bikes Trailer</p>	<p>Improved safety and confidence among pupils when cycling on and off-road, supported by Bike-Ability training records.</p> <p>Increased number of pupils learning to ride following Year 1 balance bike sessions.</p> <p>Enhanced confidence and safety in using scooters and bikes within the community after Ramp-Up training.</p> <p>Greater participation in inter-school cycling and scootering activities, facilitated by organised transport and monitored via the PE participation spreadsheet.</p>	<p>Provide targeted additional support for pupils who have not yet mastered cycling skills.</p> <p>Integrate cycling opportunities within the school timetable to encourage regular practice.</p> <p>Schedule and promote the annual Year 6 bike ride as an event to celebrate pupils' cycling proficiency.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>				<p>Percentage of total allocation: 36%</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated: £6830</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>Provide a broad and varied competitive sports programme throughout the year to enrich pupils' experiences, identify gifted individuals, and ensure opportunities for competition at both KS1 and KS2 levels. Enable pupils to engage in sporting activities beyond the school environment to enhance their skills and enthusiasm.</p>	<p>Sports Partnership & Games Engagement: Collaborate with the local sports pyramid and Primary School Games Coordinator to facilitate participation in a wide range of inter- and intra-school sports competitions.</p> <p>After-School Clubs: The Sports Leader will deliver weekly after-school clubs each term, focusing on different</p>	<p>Sports Partnership Membership fee: Clubs: £800 PE Coordinator: £3530 Transport: £2500</p>	<p>Strengthened links with local and cross-trust schools to organise fixtures, increasing opportunities for pupil participation in competitive sports.</p> <p>Increased pupil engagement in competitive sports across a wider variety of disciplines, supported by enhanced long-term curriculum planning.</p>	<p>The Sports Leader to proactively identify and book relevant events for the upcoming academic year.</p> <p>Ensure alignment of competitive events with the teaching sequence of sports within the curriculum to maximise relevance and pupil readiness.</p>

<p>sports to broaden pupils' exposure and skill development.</p> <p>Transport Arrangements: Organise transport, prioritising public options where feasible, to enable attendance at competitions held outside the local area.</p>		<p>Effective tracking by the Sports Coordinator ensures all pupils have access to additional sporting opportunities, with gifted pupils identified and selected for competitive representation.</p>	<p>Continue to monitor participation data to identify and address any underrepresented groups.</p> <p>-</p>
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