

P.E & Sport Premium Impact Statement 2026-2027

School Context

Aspire

1. PE Curriculum – Review the additional activity opportunities for PP pupils and ensure they are exposed to similar opportunities as non PP learners.
2. School Sport - review the offer in all schools for inter and intra events. Enhance this through development of the Aspire offer and engage a broad range of year groups and ability.
3. Physical Activity - support PE leads to review periods of sedentary behaviour across the curriculum and provide a toolkit for increasing physical activity throughout the day. This to include leadership opportunities for children on the playground and at after school clubs. This will link to the Well Trust agenda, part of Aspire 2025 vision.
4. PE and Sport Premium - all PE leads to have an understanding of updated guidance and its implications including use of the new template and reporting tool.

Probus Vision for PE 2026/27

PE and sport are central to life at Probus School, with at least two hours dedicated to physical activity in our curriculum each week—complemented by rich outdoor learning, including Wild Tribe and adventurous outdoor experiences. We believe physical education nurtures the whole child, offering a vibrant outlet for self-expression beyond the classroom. Through sport, our pupils internalize essential lifelong values: teamwork, fair play, resilience, and mutual respect.

Our vision is to empower every child to become truly physically educated. We actively enrich our pupils' cultural capital by broadening their horizons, offering access to sports they might not otherwise experience, such as sailing, golf, and fencing.

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

Activity/Action	Impact	Comments
Bought into specialist coaching (Cornish Pirates Rugby) to work with particular children who needed to have additional time to improve their SEMH and ability to work together to improve some aspects of behaviour at breaktimes, especially around playing football.	<p>Individuals who have been targeted for support are now accessing the classroom more readily. They have created positive relationships with children in school and their exclusion rate has dropped (From 8 in 2021/2022 to 1 in 2022/2023)</p> <p>Behaviour incidents with other groups of children have also dropped from daily to 1-2 per month.</p>	The work has been a good way to champion sport as a way to change behaviours and attitudes as well as children gaining skills in playing particular sports.
Roseland Sports Network ensured that there was competition and festivals across a broad range of sports for children to participate in.	All children in year 6 and a lot from other year groups were able to represent the school in a variety of sports. We also saw an increase in non-competitive events which targeted our less engaged or able pupils within the P.E curriculum to access events, developing a greater level of enjoyment from physical exercise.	Not only is it good for them to compete at sports and deal with all of the emotions that it brings and raise the profile of the subject, it's a good opportunity as a transition experience for the children.
Improve subject knowledge through using Get Set 4 PE scheme.	Staff are confident delivering the PE curriculum and children are enjoying the subject. In a recent survey (pupil voice) 95% of children enjoy PE lessons. When talking to staff, they are happy and confident to deliver what is a well sequenced and skills based curriculum.	Get Set for P.E will continue to be used as a framework for our curriculum.
Participation in extra-curricular sports clubs rose.	There are some groups of children (primarily PP) who we need to get involved more. We are offering more lunchtime clubs so that picking up from school isn't going to be such a big problem for those families.	Investment in staff to run after school clubs to offer a range of sports – particularly in the winter when it's difficult to get outside more.

Further opportunities to develop an excitement for learning in areas of sports not readily resourced within the school P.E curriculum.	The use of fencing lessons in the school sparked much curiosity amongst the children with some children joining Truro's Fencing Club. Children have become more aware of alternative sports available to them beyond those readily available in the national curriculum. Children partaking in sailing were all able to sail Pico boats after a 5 session unit.	Children expressed enjoyment when participating in fencing and sailing activities, with some joining clubs outside of school. All children could explain the safe practice of sailing and understand the resources required to sail safely.
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Spending Overview

Code	Area	Details	Amount
A	Aspire Membership	Contribution to Aspire Sport Network, including Youth Sport Trust Membership to <i>increase staff confidence, raise the profile of PESSPA, increase participation in competitive sport and broaden</i>	£500
B	Other cluster membership	Contribution to area membership to <i>increase staff confidence, broaden experience of sports & increase participation in competitive sport.</i>	£341.20
C	Staff Training	Both attending courses and supply costs to <i>increase staff confidence and raise the profile of</i>	(Get Set4 PE curriculum)
D	Resources	Purchasing new equipment and resources to support the delivery of P.E and School Sport to <i>engage pupils in regular physical activity, broaden the experience of sports & raise the profile of PESSPA.</i>	£5,000
E	Staffing	Regular staffing costs to <i>increase engagement in physical activity, increase staff confidence and broaden the experience of sports.</i>	£4187.79
F	Specialist sport coaching	Upskilling staff and giving children the experience of more specialist sports such as dance and rugby.	£ 1971.01

G	After School Club	Continuous improvement and enhancement of clubs to <i>increase participation in competitive sport, broaden the experience of sports and increase engagement in regular physical activity.</i>	£0
H	Top up swimming	The funding of extra sessions across KS1 and KS2 to meet end of KS2 targets to <i>increase engagement in physical activity and broaden experience of sports.</i>	£500
Total			8,000

Key Indicators

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
2. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
3. The profile of PE and sport is raised across the school as a tool for whole-school improvement.
4. Broaden experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

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
Continue to use the Get Set for PE program to support the planning for teachers. However, investment and coaching for teachers on how to adapt P.E lesson with resources and activities will be required.	Teaching and HLTA staff.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	Part of the £550 costs for Get Set 4 PE and part of the £10,000 for the sports HLTA to train and deliver the games.
Employ specialist coaches to give other sports experiences to children (Golf and Sailing)	Being able to give children the experience of sports that school staff are less confident delivering and ensure that the experience is positive. All years will benefit as there will be a program to provide for all year groups.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. Key indicator 4: Broaden experience of the range of sports pupils are offered.	More pupils having experience of minority sports and those sports which require specialist equipment are given the opportunity to have a positive experience of it.	£1500 is put aside to pay for sport coaching.
Compete at the Roseland cluster, County cross country grand prix and Aspire events, complete sailing and gold sessions.	These events offer a balance of competitive nature and accessibility for less able children. Children will be selected appropriately to take part in these events throughout KS1	Key indicator 5 : Increased participation in competitive sport.	Make the cross country an annual event with a club that encourages participation, develop a growing representation of the school	£1000 for Aspire led

Encourage more PP and disadvantaged children to attend extra-curricular clubs.	and KS2. All children in KS2 will be able to experience Golf coaching, children in Year 5 will participate in sailing sessions and the Year 5 Aspire games.		at KS2.	opportunities and £843 for the Roseland Cluster events.
Develop activity and playground experiences	All PP children will receive a special invite to extra-curricular clubs to ensure additional opportunities to access physical education through wider school life. New range of activities and equipment Targeted PP pupils	Increased participation of PP pupils. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Curriculum is designed to build upon prior learning and understanding. This makes it sustainable across the school.	£550 and some staff meeting time for staff development. £500 for consumables that are needed to deliver the curriculum.

This planning template will allow schools to accurately plan their spending and regularly update it as a working document.

Key achievements 2025-2026

Activity/Action	Impact	Comments
Ensured that PE is taught at least twice a week to a high standard and ensure that there are many other active times within the day.	1. Children have access to movement every day in school. This has been through PE lessons or other activities such as super movers, Go Noodle or any other movement. Curriculum coverage has increased with learners having a full 2 hours a week of PE with an additional 30 minute throughout the day.	1. These opportunities will continue to be developed through teach-active and other initiatives that involved movement and being active in the school day. A review into how long children are sitting for (particularly in upper KS2) will ensure that we continue to use activity within the school day.
Increase opportunities of wider sports for all learners.	2. Opportunities for pupils have expanded with the use of sailing activities, rugby support from Cornish Pirates and fencing sessions provided by Truro Fencing Club.	2. Further training for staff and sports leaders will ensure that these opportunities are sustainable and that children begin to take ownership of their own activity levels. Children who are reluctant to participate in sports are known to staff and actively encouraged to join in.
Increase opportunities for those with SEND need.	3. Children with more complex needs are able to access more PE. They have structured lessons but also other opportunities to engage with physical activity through staff CPD and understanding access to opportunities. Further investment is resources and tools to support them further will be beneficial e.g. slow bounce balls,	3. More staff training is due to be completed to make PE a truly inclusive subject and opportunity at school.

Increased outcomes of swimming lessons.	<p>short-handle rackets etc.</p> <p>In 2025-26 academic year all Y6 could swim 25 meters.</p>	<p>4. It is important to keep up with the catch up program for swimming, which is currently in place.</p>
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This template will be completed at the end of the academic year and will showcase the key achievements school's have made with their Primary PE and Sport Premium spend.

Swimming

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

Cohort	No. of Y6 children	Number of children achieving end of year expectations.	% of Y6 pupils who could use a range of strokes effectively when they left primary school?	% of Y6 pupils who could perform safe self-rescue in different water-based situations when they left your primary school?	Have you used the PE&SP to provide additional provision for swimming, over and above the national curriculum requirements?	Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?
2020-2021						
2021-2022	2022	31	94%	100%	6/31	Used pool teachers to ensure the quality of teaching.
2022-2023	2023	30	100%	100%	2/30	Used pool teachers to ensure the quality of teaching.
2023-2024	2024	24	100%	100%		Used pool teachers to ensure the quality of teaching.

Signed off by:

Head Teacher:	<i>Steph Moore</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Lee Hamilton</i>
Hub Councillor:	<i>Gemma Martin</i>
Date:	15/09/2026