



The Primary PE and sport premium

Planning, reporting and
evaluating website tool

Updated September 2023



Commissioned by



Department
for Education

Created by



AJA: Review of last year's spend and key achievements (2024-25)

Activity/Action	Impact	Comments
Please refer to reviewed plan 2024-25		The success of the ASC means that continuing with this offer in 25-26 is agreed. Closer tracking of PP and SEND so that we can create a culture of supporting and inviting key pupils to attend clubs In addition, the overview will specifically include tournaments for targeted groups like girls, Pupil Premium, and SEND students.

AJA: 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
Provide a wider range of experiences to pupils through the after-school offer , by ensuring high-quality delivery of sports and activities to a wider range of pupils and groups of pupils so that more pupils engage with more types of sport.	PE coaches, pupils, office team, SLT, parent	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£6000/ 19,760

Provide a wider range of experiences for pupils with an identified SEND need by engaging with the local schools and sporting organisations so that pupils can take part in competitions with others and develop their sporting skills and fair play ethics	PE coaches, teachers, SENCos, pupils, SLT, Office team	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport.		£2160/ 19,760
To upskill staff & provide appropriate resources so that all pupils in AJS have access to physically active lunchtimes and/or playtimes thus raising the opportunities for engagement in physical activity: PE-specific CPD, Active play training for midday staff, Resources and support for non-specialist teachers	PE coaches, LTS, HLTAs, teachers, pupils	Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.		£3000/ 19,760
To facilitate high-quality physical experiences that are tailored to individual needs, ensuring that behavioral barriers do not limit a child's right to play, movement, and sensory exploration.	PE coaches, SENCos, class teacher	Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport.		£5600/ 19,760
To provide resources for a wider range of sporting activities that allow for greater inclusion		Key indicator 2 -The engagement of all pupils in regular physical activity Key indicator 5: Increased participation in competitive sport.		£3000/ 19,760

Key achievements 2025-26

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
Provide a wider range of experiences to pupils through the after-school offer , by ensuring high-quality delivery of sports and activities to a wider range of pupils and groups of pupils so that more pupils engage with more types of sport.	This year, attendance across all after-school clubs rose, with high participation rates successfully sustained throughout the terms. By deliberately expanding the extracurricular program beyond traditional team sports and introducing high-quality sessions in archery, curling, and badminton, the school broadened the experiential opportunities available to pupils. This diverse and distinct offer successfully captured the interest of a wider demographic— allowing more children to engage with new types of sport, build confidence, and develop unique technical skills outside of conventional competitive frameworks.	
Provide a wider range of experiences for pupils with an identified SEND need by engaging with the local schools and sporting organisations so that pupils can take part in competitions with others and develop their sporting skills and fair play ethics	By collaborating with local networks, the school significantly enhanced its sporting offer for pupils with identified SEND needs through meaningful competitive experiences. Hosting the Pyramid SEND Festival allowed the school to welcome three neighbouring schools for high-quality, inclusive sport, while pupils also benefited from attending a locally run external SEND tournament. These combined experiences successfully broadened the children's horizons, allowing them to test their sporting skills against external peers & boost their confidence.	
To upskill staff & provide appropriate resources so that all pupils in AJS have access to physically active lunchtimes and/or playtimes thus raising the opportunities for engagement in physical activity: PE-specific CPD, Active play training for midday staff, Resources and support for non-specialist teachers	Staff CPD and resourcing have successfully expanded opportunities for physical activity during lunchtimes and playtimes. In term one, HLTAs delivering PE continued their professional development, while Year 5 colleagues taught PE under the direct guidance, training, and support of specialised PE Coaches. This targeted provision was further enhanced by external expertise, with swimming lessons effectively supported by staff at the local swimming pool venue. To drive active playtimes, the Lunchtime Supervisor (LTS) team received focused modelling of structured lunchtime activities; this was implemented with some success and moderate enthusiasm across the team, providing a solid foundation to further embed consistent, active lunchtime engagement moving forward.	

To facilitate high-quality physical experiences that are tailored to individual needs, ensuring that behavioral barriers do not limit a child's right to play, movement, and sensory exploration.	The school implemented a robust and highly impactful offer specifically designed to support children with challenging behaviours, ensuring that behavioural barriers did not limit their right to play, movement, and sensory exploration. Pupils worked closely alongside a coach to develop essential resilience and fair play strategies, learning how to effectively manage their emotions during periods of success as well as when losing. For most children involved in this offer, levels of engagement during the sessions rose steadily throughout the year. Crucially, the children benefited significantly from the structured physical element, which provided a vital sensory outlet and helped them to better self-moderate throughout the rest of the school day, while their language and communication skills also developed, enabling them to better articulate their feelings.	
To provide resources for a wider range of sporting activities that allow for greater inclusion	Investment in specialised resources for archery, badminton, and curling, alongside the general upkeep of vital PE equipment, has driven greater inclusion across the school. This expanded and well-maintained resource base dismantled traditional barriers to participation, ensuring core provisions remained high quality. Consequently, a more diverse demographic of children—including those previously disengaged from conventional sports—could actively participate.	

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

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	75%	Use this text box to give further context behind the percentage. e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	75%	Use this text box to give further context behind the percentage. e.g., Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	60%	<i>Use this text box to give further context behind the percentage.</i>
If your schools 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?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

Signed off by:

Head Teacher:	<i>Kirsten McKechnie</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kirsten McKechnie</i>
Governor:	<i>Sharon Butterfield</i>
Date:	Sept 2025 Reviewed July 2026

Submission complete

Your reference number
f-hQYG3riu

Reporting primary PE and sport premium grant expenditure for academic year 2025 to 2026

Submission Status : NOT SUBMITTED

2026-07-06, 02:50 PM

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UKPRN 10047545

Provider Name Airedale Junior Academy

1. Funding grant

Total PE and Sport premium for 2025 to 2026 £ 19,780

Is the total amount for PE and sport premium grant for academic year 2025 to 2026 correct? Yes

Did you have any unspent PE and sport premium grant remaining at the end of academic year 2025 to 2026? No

2. Grant spending

Has your school spent any of its PE and sport premium grant on CPD in academic year 2025 to 2026? Yes

How much has your school spent on CPD for academic year 2025 to 2026? £ 3,000

How much has your school spent on CPD upskilling staff to deliver swimming lessons for academic year 2025 to 2026? £ 0

How much has your school spent extra-curricular opportunities for academic year 2025 to 2026? £ 6,000

How much has your school spent on equipment and resources for academic year 2025 to 2026? £ 3,000

year 2025 to 2026?

How much has your school spent on membership and subscription fees for academic year 2025 to 2026? £ 0

How much has your school spent on activities organised by the SGO network for academic year 2025 to 2026? £ 500

How much has your school spent on entering external school sports competitions for academic year 2025 to 2026? £ 0

How much has your school spent on external coaching staff for academic year 2025 to 2026? £ 6,000

Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with SEND for academic year 2025 to 2026? Yes

Has your school targeted any spending to provide or improve opportunities in PE, sport and physical activities for pupils with long-term medical conditions for academic year 2025 to 2026? No

Has your school targeted any spending to increase or improve girls' access to PE lessons or access to extra-curricular sport and physical activities for academic year 2025 to 2026? No

Has your school targeted any spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils for academic year 2025 to 2026? Yes

3. New PE and School Sport Partnerships Network

What targeted support from the new PE and School Sport Partnerships Network would be of most benefit to your school for academic 2026 to 2027? b. CPD for swimming and water safety, c. Extra-curricular opportunities, g. School sports competitions

Do you consent to all the information you have entered in this digital form to be shared with the National Delivery Partner (once in post)? Yes

4. Swimming

Does your school have year 6 pupils? **Yes**

What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres for academic year 2025 to 2026? **75 %**

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke) for academic year 2025 to 2026? **75 %**

What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations for academic year 2025 to 2026? **60 %**

How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils for academic year 2025 to 2026? **£ 0**

What impact has your school's spending of this funding had on swimming and water safety attainment for academic year 2025 to 2026? **No impact**

5. Declarations

I confirm that **I am authorised to submit this PE and sport premium assurance return on behalf of my school**

I confirm that **the information contained in this PE and sport premium assurance return is accurate and has been signed off by the school headteacher**

I confirm that **the information contained in this PE and sport premium assurance return is accurate and has been authorised by Chair of Board of governors or trustees**

I confirm that **the reported spending detailed within this submission will be published on my school's website**

