

Primary PE & Sport Premium Report (2025–2026)

School Information

School name: **Ditton Church of England Junior School**

Academic year (2025–2026)

Total Sports Premium allocation: £18040

PE Lead: Miss K Rolfe

Headteacher: S Ward

Date last updated: Feb 2026 / July 17th 2026

KEY INDICATORS

- 1) Increased confidence, knowledge and skills of all staff in teaching PE and sport
- 2) Engagement of all pupils in regular physical activity
- 3) Raising the profile of PE and sport across the school
- 4) Broader experience of a range of sports and physical activities offered to all pupils
- 5) Increased participation in competitive sport

Planned Spending and Impact (2025–2026)

Key Achievements During the Year (2025–2026)

The 2025–2026 academic year saw continued improvement in the quality, breadth, and impact of Physical Education, School Sport, and Physical Activity across Ditton CE Junior School. Provision strengthened significantly through enhanced curriculum delivery, increased participation, targeted use of Sport Premium funding, and a wider range of opportunities for pupils to engage, lead, and succeed in physical activity.

Curriculum Development and Delivery

High-quality PE teaching remained a priority throughout the year. Staff delivered a broad and balanced curriculum that enabled pupils to develop competence across a wide range of sports and physical activities. Lessons emphasised skill progression, teamwork, resilience, and enjoyment, supporting pupils to build confidence and positive attitudes towards physical activity.

Year 4 pupils accessed a structured swimming programme, improving water confidence, safety awareness, and core swimming skills. This provision ensured pupils gained essential life-saving competencies and contributed to long-term physical development.

The introduction of Drumba has broadened the curriculum considerably, combining music, movement, rhythm, and physical activity in an engaging and inclusive format. Pupils have responded positively to this innovative approach, which has supported participation, wellbeing, coordination, and enjoyment of physical activity. Drumba has become an established feature within curriculum provision and has enhanced opportunities for pupils who may not traditionally engage in competitive sport.

Extra-Curricular Participation and Enrichment

The school's PE and Sport Premium funding has been used to provide a wide range of extra-curricular sports clubs, giving pupils increased opportunities to participate in regular physical activity, develop new skills, and represent the school in competition.

Throughout the year, pupils were able to access a variety of clubs including Football, Girls' Football, Cricket, Running Club, Multi-Sports and Drumba. These opportunities catered for children of all abilities and interests, encouraging both participation and progression while promoting teamwork, resilience, confidence, and healthy lifestyles.

The introduction and continued development of a dedicated Girls' Football Club has been particularly successful in increasing participation among girls, providing an inclusive environment where pupils can develop their skills, confidence, and enjoyment of sport. Running Club, led by HLTA Kennett, has also proved highly popular, attracting pupils from across the school and promoting fitness, stamina, perseverance, and personal challenge.

In addition, 25 pupils successfully completed Bikeability Level 3 training, developing advanced cycling skills, road awareness, hazard perception, and safe decision-making. This has strengthened pupils' confidence when cycling independently and promoted active travel as part of a healthy and active lifestyle.

Through these opportunities, pupils have benefited from:

- Increased participation in regular physical activity.
- Improved physical fitness, teamwork, and communication skills.
- Greater confidence and enjoyment in sport.
- Opportunities to represent the school in competitive events.
- Enhanced understanding of road safety and safe cycling through Bikeability Level 3.

These clubs and enrichment opportunities have made a significant contribution to increasing physical activity levels across the school and ensuring pupils have access to a broad and engaging PE curriculum.

Competitive Sport and Trust Engagement

The second half of the year provided further opportunities for pupils to represent the school at Trust sporting events. Pupils participated in Tag Rugby, Football, Cricket and Athletics competitions, demonstrating excellent teamwork, determination, and sportsmanship. These events enabled children to compete against other schools, develop confidence, and experience pride in representing Ditton.

The school's participation in Trust competitions strengthened relationships across the Trust and ensured pupils benefited from high-quality, well-organised sporting experiences. An increasing number of pupils accessed competitive opportunities, helping to raise the profile of PE and sport throughout the school community.

Leadership, Inclusion, and Pupil Voice

A growing number of pupils engaged in leadership roles within PE and sport, including sports leaders, play leaders, and event helpers. These roles supported the development of responsibility, communication, organisation, and teamwork.

Provision remained highly inclusive, with targeted support enabling pupils with SEND and those with lower confidence levels to access clubs, festivals, competitions, and curriculum PE. Staff worked proactively to remove barriers to participation, ensuring all pupils could experience success and enjoyment in physical activity.

The development of leadership opportunities, alongside increased pupil voice in shaping provision, has helped create a positive culture where physical activity is valued and celebrated by pupils across the school.

Professional Development and Staff Confidence

One HLTA has been supported to achieve a Level 5 Coaching for PE Teaching qualification, with course costs, cover, and resources funded through a combination of school funding and the PE and Sport Premium. This investment has strengthened internal capacity and supported sustainable improvements in PE provision.

Staff have also accessed a range of professional development opportunities linked to PE, physical activity, outdoor learning, OPAL, orienteering, and Drumba. These training opportunities have improved staff confidence, strengthened curriculum delivery, and ensured greater consistency across year groups.

The focus on Drumba as a key component of both Music and PE has already transformed aspects of the curriculum and wider school provision. Plans are being explored to extend this into the wider community through evening sessions for parents, carers, and local residents, promoting health and wellbeing beyond the school day.

Overall Impact

Over the year, pupils have benefited from increased opportunities, improved provision, and a wider range of meaningful sporting and physical activity experiences. Participation, performance, and enjoyment have continued to rise, with pupils demonstrating greater confidence, resilience, leadership, and enthusiasm for physical activity.

The expansion of extra-curricular clubs increased competitive opportunities, successful Bikeability provision, growing pupil leadership programmes, swimming lessons, staff professional development, and the introduction of innovative approaches such as Drumba have all contributed significantly to the school's physical activity offer.

The school's commitment to high-quality PE, school sport, and physical activity has ensured that pupils experience success, develop healthy habits, and build positive relationships with physical activity that will support them throughout their lives.

Detailed breakdown

Action / Activity	Key Indicator (1–5)	Who it impacts	Expected impact on pupils	Sustainability	Cost	Review / Impact
Implement the Outdoor Play and Learning (OPAL) Primary Programme to improve the quality of playtimes through staff training, mentoring, playground development and new play resources. Develop play zones and outdoor activity areas (e.g. loose parts play, climbing, imaginative play equipment and outdoor exploration areas) as part of the OPAL programme.	2, 3, 4	All pupils (Years 3–6), lunchtime supervisors, teaching staff	Increased levels of daily physical activity through more active and engaging play opportunities. Improved wellbeing, creativity, resilience and social development through imaginative and collaborative play. Pupils develop problem-solving, teamwork and independence through self-directed outdoor activities. Research shows children are significantly more active outdoors and OPAL schools report increased happiness, improved behaviour and greater enjoyment of school. Provides diverse physical activity opportunities encouraging active play, exploration and creativity. Increased engagement for pupils who may not participate in traditional sports. Improved social interaction and collaboration between pupils	Whole-school approach embeds high-quality play into school culture. Staff training and mentoring ensure sustainable improvements to play provision. Playground zoning, equipment and play strategies can be used for future cohorts without additional major costs. Use of recycled and low-cost materials alongside permanent playground	£6800	Monitor through pupil voice, behaviour logs, playtime incident data and staff observations. Review physical activity levels and engagement at playtimes and lunchtimes. Evaluate improvements in behaviour, wellbeing and participation across the school. Staff skill universally changed and cohesive in vision for outdoor play and learning in the curriculum. Not just an add on Termly review of play provision and pupil engagement through

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			across year groups.	improvements allows continued development of play provision with minimal ongoing costs.		OPAL action plan.
Install a Cross-Curricular Orienteering course on the school grounds including bespoke school maps, permanent control markers and access to the Cross-Curricular Orienteering lesson portal. Provide staff CPD to enable teachers to deliver orienteering and physically active learning across PE and the wider curriculum.	1, 2, 3, 4	All pupils (Years 3-6), PE lead and teaching staff July 6 th All staff engage with traing from The Education people – for outdoor play and includes how to do Orienteering.	Increased levels of daily physical activity through active lessons and outdoor learning. Pupils develop key orienteering and map-reading skills as part of Outdoor Adventurous Activities (OAA) within the KS2 PE National Curriculum. Engagement in lessons increases as subjects such as Maths, English, Science and Geography are delivered through active challenges and navigation tasks. Pupils develop teamwork, resilience, decision-making, and problem-solving skills while navigating courses and completing collaborative challenges.	Permanent orienteering markers and bespoke maps of the site allow activities to be reused for future cohorts. Teachers receive training and access to over 1,000 ready-to-use lessons, enabling staff to deliver active learning independently in future years without additional cost. The course can	£500 (Includes orienteering flags etc)	Monitor through pupil voice, lesson observations, and PE assessment of OAA skills. Review pupil engagement in active lessons and track participation in outdoor learning activities. Evaluate improvements in physical activity levels, teamwork, and problem-solving skills across the curriculum.

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Provide Cross-Curricular Orienteering launch day and experience sessions to introduce pupils and staff to orienteering skills and active learning approaches.	& 5		Pupils experience engaging outdoor learning activities that combine physical activity with curriculum learning. Increased enthusiasm for PE, outdoor learning and healthy lifestyles. Competitive and team-based orienteering activities support collaboration, leadership and confidence	also be used at playtimes, lunchtimes and in clubs, embedding physical activity into the school day and outside school hours.		
Implement a Play Leader programme where selected pupils are trained to organise and lead structured playground games during break and lunchtime using a weekly activity timetable and equipment. Play leaders will act as role models, setting up games, encouraging	2, 3, 4, 5	All pupils (Years 3-6), particularly those less engaged in structured sport. Play leaders (Year 5/6 pupils) develop leadership responsibilities.	Increased participation in physical activity during break and lunchtime through organised games and challenges. Pupils develop teamwork, cooperation, and social skills while engaging in structured playground activities such as skill challenges, chasing games, and parachute activities. The programme encourages inclusive participation and supports pupils who may not normally join competitive sports, improving wellbeing and	Training pupil leaders each year ensures the programme continues with minimal ongoing cost. Equipment purchased for playground games can be reused annually. Older pupils mentor	£200	Monitor participation in organised playground games, pupil voice and behaviour records during playtimes. Review play leader engagement, confidence and leadership development. Assess improvements in physical activity levels and inclusivity during break and lunch time.

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participation and ensuring activities are inclusive and safe. Purchase playground activity equipment to support the Play Leader programme (e.g. balls, parachutes, cones, skipping ropes and challenge equipment) enabling a variety of structured and inclusive games during break and lunchtime.			playground behaviour. Provides a wider range of opportunities for active play and structured games during playtimes. Pupils develop agility, coordination, and teamwork through regular participation in organised playground activities.	younger play leaders, embedding leadership opportunities and sustaining the programme long term. Equipment can be reused annually and integrated into PE lessons, lunchtime activities and after-school clubs. Play leaders are trained to maintain and organise equipment. Some leadership time from HLTA	1500	Track equipment use, participation levels and pupil feedback regarding playground activities.

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				allocation will need to be given to sustain and give continuity		
Enhance a new Forest School / Outdoor Learning Area (April 26) to support delivery of Outdoor Adventurous Activities (OAA), physically active learning and outdoor exploration. Funding used to purchase physical activity resources such as balance equipment, den-building materials, ropes, trail markers and exploration tools to support active outdoor learning.	2, 3, 4	All pupils	Increased opportunities for physical activity through outdoor exploration, climbing, balancing, and cooperative challenges. Pupils develop teamwork, resilience, coordination, and problem-solving skills through adventurous outdoor activities. Supports delivery of KS2 Outdoor Adventurous Activities within the PE curriculum and encourages pupils who may not engage in traditional team sports to be active. Installation of a POND for Science, Outdoor learning and wellbeing.	Outdoor equipment and natural features create a permanent active learning environment that can be used for PE, forest school sessions, playtimes and clubs. Staff training and established routines allow activities to continue without additional costs.	3500	Monitor participation levels, pupil voice and engagement in outdoor learning activities. Evaluate improvements in teamwork, confidence and physical activity during forest sessions. A member of the Support Team – HLTA role for OPAL to ensure there is leadership and management of resources
Use Trust Staff to Provide staff	& 1	Teaching staff				

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training in Outdoor Adventurous Activities and Forest School approaches to enable teachers to deliver safe and engaging outdoor physical learning experiences. Appoint leadership for development of the OPAL and Practical support and management of resources.		and pupils	Increased confidence among staff to deliver outdoor physical learning opportunities. Pupils benefit from high-quality outdoor activities that promote teamwork, resilience and problem-solving.	Staff expertise remains within the school, allowing outdoor activity sessions to continue long-term.		Review staff confidence and monitor delivery of outdoor activities across the curriculum.
Drumba		Teacher training Equipment	Increased engagement in physical activity: DRUMBA supports all pupils in achieving daily active minutes, particularly engaging less active or disengaged learners. Broader PE offer: Introduces a non-traditional, rhythm-based	Increases Physical activity Staff Wellbeing supported £600 subscription	2999 +VAT + 320+VAT for the additional kits £600 subscription annually (paid for 2026-2027 June)	Written into the curriculum Map Induction for new staff Pupil Feedback H& S training annually

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			activity that develops coordination, fitness and enjoyment beyond conventional sports. • Improved staff confidence: Resources and CPD enable staff to deliver high-quality, inclusive physical activity sessions. • Positive impact on wellbeing: Supports emotional regulation, behaviour and concentration through structured rhythmic movement. • Inclusive provision: Highly adaptable for SEND pupils, increasing participation and access for all abilities. • Community engagement – we will run a fitness club with parents/carers and the local community to raise the profile of	annually Local community engagement Staff training and established routines allow activities to continue without additional costs. Staff expertise remains within the school, allowing outdoor activity sessions to continue long-term. Versatile Inclusive activity		for moving things

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			sport and fitness amongst the community and generate some income.			
Travel Costs and staffing for Year 4 pupils attended a structured swimming programme at the local leisure centre, delivered by qualified swimming instructors.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils Key Indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement	All Year 4 pupils Particularly pupils with limited prior swimming experience Pupils identified as vulnerable or less confident in physical activity Families, through increased awareness of water safety	Increased water confidence and competence Improved understanding of water safety and self-rescue Development of resilience, perseverance, and personal challenge Greater engagement in physical activity beyond school Reduced anxiety around swimming for pupils who have not previously accessed lessons	Builds foundational swimming skills that pupils will continue to develop in Year 5/6 Strengthens long-term water safety awareness Establishes a consistent annual swimming offer within the PE curriculum Staff gain insight into pupil needs, informing future provision and targeted support	900	81% reached standards 75% of pupils in Year 6 who can use a range of strokes effectively (for example front crawl, backstroke, and breaststroke) 71% of pupils in Year 6 who can perform safe self-rescue in different water-based situations 11% reached 5 meters

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Scoot Fit	1, 2, 3, 4 & 5	All pupils (Years 3-6), teaching staff, support staff, SEND pupils, less active learners and families through active travel promotion.	Increased levels of physical activity through participation in a fun and engaging non-traditional activity. Pupils develop balance, coordination, agility, core strength, and confidence through scooter-based activities and challenges. Increased engagement from pupils who may not participate confidently in traditional sports. Supports active travel, resilience, independence, and healthy lifestyles. Inclusive provision ensures SEND pupils and less active children can participate successfully. [scootfit.co.uk]	Staff training enables activities to continue independently in future years. Scooters and equipment can be used across PE lessons, active playtimes, lunchtimes, interventions and clubs. Resources can be reused annually and become embedded within the school's wider physical activity offer. [scootfit.co.uk]	£2,000	Monitor pupil participation and engagement levels. Gather pupil voice regarding enjoyment and confidence. Assess impact on daily physical activity levels and active travel awareness. Monitor participation of less active pupils and SEND pupils. Evaluate staff confidence in delivering Scoot Fit activities independently.
Skipping Whole-School	1, 2, 3, 4 & 5	All pupils (Years 3-6), teaching staff,	Increased participation in physical activity through an accessible and enjoyable activity.	Staff training ensures skipping	£500	Monitor participation during PE, playtimes and lunchtimes. Gather pupil

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		lunchtime supervisors, sports leaders and play leaders.	Pupils develop coordination, agility, cardiovascular fitness, rhythm and resilience through individual and team challenges. Increased active participation during playtimes and lunchtimes. Encourages personal challenge and provides an inclusive activity suitable for all abilities, including less active pupils.	activities can continue beyond the initial workshop. Skipping ropes and resources can be used for many years and integrated into PE lessons, OPAL activities, breaktimes, lunchtimes and clubs. Play leaders and sports leaders can support delivery and promote participation across the school.		voice and feedback. Review engagement of less active pupils. Assess improvements in coordination, fitness and confidence. Monitor use of equipment and playground activities. Evaluate staff confidence and frequency of implementation across the curriculum and wider school provision.
Coaching Apprenticeship for HLTA	ALL	ALL	Increase the specialism for delivery and planning of Core PE and support staff development in the effective implementation of the PE curriculum	Mid	£1500	Specialism is evidenced in PE Lessons. Sport Observations indicate improvements in delivery of the practitioners.

PE Lead:	K Rolfe
Headteacher	SM WARD
Governor responsible for PE / Sport Premium	Jude Johnson