



PE and sport premium monitoring and tracking form *2025/2026*



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Department
for Education

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GLC Gateway Primary Free School
All Different: All Equal: Together, Improving Upon Our Best



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Aims for the next academic year (2025/2026)



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Sports Premium Amount: 2025-2026: £ 19,310

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5 key areas improvements will be focusing on:

1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.
2. Increasing engagement of all pupils in regular physical activity and sporting activities
3. Raising the profile of PE and sport across the school, to support whole school improvement
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls
5. Increasing participation in competitive sport

Key Priorities: Priority 1: High-Quality Teaching and Curriculum Excellence

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To ensure every child receives a strong standard of PE teaching and learning.	Steplab contribution: £500	1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	Teachers receive instructional coaching, low stakes feedback to continuously improve their teaching practice and receive quality professional development [study modules/GLC], using the Steplab platform.	Sustainable Legacy: Investing heavily in CPD and instructional coaching equips our teachers with lasting expertise that will benefit current and future cohorts. Increased Staff Confidence: 100% of staff (including new hires) will feel highly confident and skilled in delivering all aspects of PE, including specialist areas like dance and basketball. Improved Pupil Outcomes: Consistently high-quality teaching across the school will accelerate pupils' physical literacy, skill progression, and overall enjoyment of PE.
	Specialist Basketball coach [Green House]: £3000		Specialist coaching/team teaching support for teachers focusing on basketball.	
	Dance CPD [Meadow song]: £500		Year 3 dance unit: Teacher to attend a full day's training focused on Dance [Meadow song] - transferable skills across the dance curriculum.	
	Real PE Subscription: £700		Teachers supported in delivering high quality PE lessons through access to REAL PE teaching resources.	

Key Priorities: Priority 2: Embed an Active, Healthy School Culture

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To increase daily active minutes for all pupils by providing structured, engaging, and high quality playground provision.	£2500	2. Increasing engagement of all pupils in regular physical activity and sporting activities 3. Raising the profile of PE and sport across the school, to support whole school improvement	-Launch lunchtime strategy following feedback from PE Ambassadors and Play Leaders based on Pupil Voice Ensure pupils have access to high quality PE and school sport related resources. -PE teachers to coach/model effective practice to support staff. -Further development of Play Leaders to take a lead role on the playground at lunchtime. -Development of quiet zones for pupils to access [ie: reading/mental health & wellbeing]	Sustained Physical Activity and Healthy Habits: Pupils consistently meet daily active minutes and develop lifelong healthy routines through structured play, active commuting initiatives, and a whole-school health focus. Enhanced Well-being and Resilience: Pupils demonstrate improved emotional regulation and confidence, supported by accessible quiet zones, targeted well-being initiatives, and expanded outdoor Forest School learning.
To embed a holistic, whole-school health and well-being strategy that empowers pupils to understand and adopt lifelong healthy habits.	£500		-Further implement the academy's Health strategy through: Posters, assemblies, newsletter promotion [with links to local and national organisations], pupil wellbeing leads, etc.	Empowered Leadership and Cohesive Culture: Empowered pupil leaders and upskilled staff actively drive peer engagement, embedding a highly visible culture of health and raising the profile of PE to support overall school improvement.
To increase the percentage of pupils safely and actively commuting to school by promoting and facilitating active travel initiatives.	£600		-Implement universal scooter training led by Thurrock Council for all Year 1 pupils. -Utiliser Bikeability training led by Thurrock Council for KS2 pupils	

Key Priorities: Priority 2: Embed an Active, Healthy School Culture [Con't]

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To boost mental well-being and physical resilience by expanding our Forest School provision	£1500	2. Increasing engagement of all pupils in regular physical activity and sporting activities 3. Raising the profile of PE and sport across the school, to support whole school improvement	-Specialist resources - non-fixed physical equipment to facilitate active outdoor learning (eg: dens, radios, orienteering.) -Targeted interventions for pupils and families -Holiday school and transition activities	Sustained Physical Activity and Healthy Habits: Pupils consistently meet daily active minutes and develop lifelong healthy routines through structured play, active commuting initiatives, and a whole-school health focus.
To provide a comprehensive programme of extra-curricular PE and school sport related activities , covering a range of interests & talents.	£4000		-Devise and implement a comprehensive extra-curricular offer, including before and after school activities, in-response to pupil conferencing. -Funding extra-curricular clubs run by external agencies - Karate and Concord Rangers. -Track attendance and carry out pupil conferencing to measure the impact.	Enhanced Well-being and Resilience: Pupils demonstrate improved emotional regulation and confidence, supported by accessible quiet zones, targeted well-being initiatives, and expanded outdoor Forest School learning. Empowered Leadership and Cohesive Culture: Empowered pupil leaders and upskilled staff actively drive peer engagement, embedding a highly visible culture of health and raising the profile of PE to support overall school improvement.

Key Priorities: Priority 3: Broader experience of a range of sports and activities offered to all pupils.

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
Ensure all Year 6 pupils meet the national expectation of swimming 25 metres.	£2500	3. Raising the profile of PE and sport across the school, to support whole school improvement	Use assessment data/survey parents/carers to identify pupils who are not yet able to swim 25m - implement a targeted intensive catch-up swim course.	For Catch-up Swimming: 80-100% of Year 6 pupils leave the academy confident in the water, capable of swimming the national expectation of 25 metres, and equipped with vital water safety and self-rescue skills. For Girls' Basketball & Football: Increased female engagement in competitive sports, leading to greater self-confidence, teamwork skills, and parity in extracurricular sports participation. For SEND PE Equipment: All pupils, regardless of their needs, demonstrate increased physical literacy, engagement, and enjoyment in PE lessons through fully accessible and adaptive activities.
Increase girls' participation and representation in basketball through dedicated training and external tournaments.	£3000	4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Implement a girls' basketball team to engage in inter-academy tournaments at the Gateway Learning Community in partnership with Green House.	
Empower girls with their own football teams and opportunities to compete in local school tournaments.	£500	5. Increasing participation in competitive sport	Implement a girls' football team to engage in Borough competitions [Football Association/School Sports Partnership fees]	

Key Priorities: Priority 3: Broader experience of a range of sports and activities offered to all pupils.

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
Invest in targeted PE resources and equipment to ensure all pupils, including those with SEND and in bespoke provisions, can fully access and participate in lessons.	£1000	3. Raising the profile of PE and sport across the school, to support whole school improvement	As part of the focus on adaptive and inclusive teaching, purchase resources which support and enable pupils with special education needs [including those in bespoke provisions] to engage fully in the curriculum.	For PE Uniforms: * A stronger sense of school community and belonging, with zero children excluded from PE lessons, tournaments, or competitions due to financial constraints. For Sensory Circuits: Improved emotional and physical regulation for pupils with SEND, leading to reduced anxiety, better focus, and increased readiness to learn when returning to the classroom.
Remove financial barriers to participation by ensuring all pupils have the correct uniform for PE lessons, tournaments, and competitions.	£500	4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	Purchase PE uniform if parents/carers are unable to provide this due to financial hardship, so that pupils feel a strong sense of belonging.	
Support the physical and sensory regulation of pupils with SEND by establishing high-quality sensory circuits, ensuring they are ready to learn and engage	£1000	5. Increasing participation in competitive sport	Provide staff training and purchase resources to enable effective resourcing of our Sensory Room and implementation of sensory circuits for pupils with special education needs.	

Key Priorities: Priority 4: Fostering Aspiration and Resilience through Competitive Sport

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To increase pupil participation in competitive sport by ensuring regular opportunities for pupils to represent the school in GLC-Trust events.	£500	5. Increasing participation in competitive sport	Implement a GLC-Trust programme of inter-academy sporting competitions throughout the year, including opportunities for pupils with Special Educational Needs. Expenditure will support with staff costs, transport to and from events, cover costs for PE staff, medals and trophies for each event.	A measurable increase in the percentage of pupils representing the school in competitive fixtures. Pupils will demonstrate improved teamwork, sportsmanship, and resilience, while SEND and Pupil Premium children will have guaranteed, inclusive access to external sporting events.
To broaden the range of competitive sporting opportunities available to our pupils by maintaining subscriptions to local and regional sports networks/partnerships.	£500		Pay annual subscriptions [SSP, Football association]. Expenditure will support with staff costs, transport to and from events, cover costs for PE staff, medals and trophies for each event. Provide school team kits so pupils feel a sense of pride and belonging when representing the academy externally	Pupils will have access to a consistently broader range of competitive sports (e.g., athletics, boccia, netball) across the academic year. The school will achieve/maintain the School Games Mark, and pupils will report higher levels of confidence and aspiration after representing the academy in the wider community.

Key Priorities: Priority 4: Fostering Aspiration and Resilience through Competitive Sport

Intent	Expenditure	Key indicator addressed	Implementation	Intended Impact
To develop aspiration, resilience, and sporting excellence by providing pupils with high-quality, targeted basketball coaching in partnership with Green House	£3000	5. Increasing participation in competitive sport	Implement basketball coaching and the opportunity to participate in Trust tournaments, led by Green House.	Increased engagement in competitive sports, leading to greater self-confidence, teamwork skills, and parity in extracurricular sports participation.

DFE Measures: Opportunities in Sport

DFE measure	Academy Response [July 2026]
Has your school targeted any spending on providing opportunities in PE, sport and physical activities for pupils with SEND or long term medical conditions?	We ensure that all sports clubs, playground provision involving physical activity and PE lessons are inclusive and accessible to all - either through adaptations, support or alternative resourcing as required. As a trust we hold GLC Events which provide opportunities for children with SEND or long term medical conditions to participate in a range of accessible sports. These, along with SSP events allow children with SEND a chance to further develop and showcase their skills. Spending has been allocated to ensure that we have the correct equipment in order to hold these events, making adaptations to ensure all children can access at their own level.
Has your school targeted any spending on increasing girls' access to PE lessons or access to extra-curriculum sport and physical activities.	At the GPFS we have empowered and encouraged the girls to access as much as possible across P.E lessons and extra-curricular sporting activities, Focus being made on our Girls sporting teams such as the Girls football teams, this year we had 2 girls teams which were entered and enabled to play in the TPSFA. We have also been hiring a high level Basketball coach, who trains and coaches during P.E and after school clubs, this has increased girls interest in Basketball and has provided them with further opportunities.

DFE Measures: Opportunities in Sport

DFE measure	Academy Response [July 2026]
Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?	At the GPFS we have targeted spending on providing opportunities for our disadvantaged pupils in sport and physical activity. This is through things such as our Thurrock SSP subscription which provides children with weekly opportunities to represent the school and compete at borough-wide events. This has also included subsidising participation in sports clubs and competitions, providing equipment and kit where needed, funding extracurricular activities, and offering additional coaching or enrichment opportunities to ensure all pupils can access and benefit from physical activity regardless of their financial circumstances.
Confirm how for disadvantaged pupils [from the list below]	

DFE Measures: Perceived impacts and improvements

DFE measure	Academy Response [July 2026]
What impact has funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport?	At the GPFS staff have had access to courses such as Real PE, this has supported teachers in delivering high quality PE lessons through access to REAL PE teaching resources. We have also had exposure to a Specialist coaching/team teaching support for teachers focusing on basketball. This has allowed 100% of staff (including new hires) will feel highly confident and skilled in delivering all aspects of PE, including specialist areas like basketball.
What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?	The funding and investment has allowed the curriculum at the GPFS to expand and enabled the children to have a vast access to a wide range of physical activity, all of which is able to be taught to a high level. This therefore increasing overall engagement and

DFE Measures: Perceived impacts and improvements

DFE measure	Academy Response [July 2026]
What impact has this funding had within your school on raising the profile of PE and sport across the school to support whole school improvement?	The PE and Sport Premium funding has significantly raised the profile of PE and school sport across the school, making it a key part of our whole-school improvement strategy. Increased opportunities for high-quality physical activity have contributed to improved pupil engagement, wellbeing, behaviour and attendance. PE is recognised as an important subject that supports both physical and mental health, while also developing resilience, teamwork, leadership and confidence.
What impact has this funding had within the school on offering a broader and more equal experience of a range of sports and physical activity to all pupils?	The funding has enabled staff to access high-quality professional development, improving the quality of PE teaching and increasing teacher confidence. Pupils have benefited from a broader range of sporting experiences through curriculum lessons, extracurricular clubs and competitive events, leading to higher participation rates across all year groups, including disadvantaged pupils and those with SEND.