



Sports Premium Report

2025/2026

Schools are required to publish details of how they spend this funding, including any under-spend from 2025/2026, as well as on the impact it has on pupils' PE and sport participation and attainment. All funding must be spent by 31st July 2026.

Funding Overview	
How much (if any) do you intend to carry over from this total fund into 2025/26?	£1,097
Total amount allocated for 2025/26	£19,420
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£19,420
Total spend for 2025/2026	£18,323

Purchase of Resources £5,308

BPSS Borough Membership £1,560

The engagement of regular physical activity – employment of professional sports mentors, including competitions WFB £9,820

CPD – Increased knowledge, confidence and skill of staff £200

Swimming Data	
Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. 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. Please see note above.	90%
What percentage of your current Y6 cohort use a range of strokes effectively, for example front crawl, backstroke and breast stroke? See note above	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
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?	

Action Plan and Budget Tracking				
Academic Year: 2025/26	Total Fund Allocated: £19,420	Date updated: July 2026		
				Percentage of total allocation:
Key Indicator 1: the engagement of pupils in regular physical activity – chief medical officers guideline recommended that primary school pupils undertake at least 30 minutes of physical activity a day in school				51% £9,820
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupil to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To increase the number of pupils who participate in physical activity every day Improved engagement on the playground in physical activity Increase regular participation and motivation across all year groups and all abilities Championing physical literacy – developing	Sports coaches have a rota of year groups/activities during lunchtimes, offering a daily offer for a variety of activities. Use of lunchtime sports coaches – Woody's Sports Academy (WSA) Lunchtime football training through sports coaches – Woody's Sports Academy (WAS) Develop daily physical activity – active learning, playground markings, daily mile, skipping, sports coaches.	£9,820 (lunchtime session, WSA) (lunchtime football training, WSA)	Children across the school are engaged in regular physical activity each day. Timetabled opportunity for active learning breaks Children recognise the positive impact that physical activity has on their emotional wellbeing and this will be evident through pupil voice	Monitor use; engage school council. PE lead to attend school council meetings and gain feedback. Play leaders. PE lead / SENCo / PSHE Lead to meet with them regularly and consider improvements moving forward.

fundamental movement skills or gross motor skills. Improve health & wellbeing of our pupils and educating them on the importance of a healthy body/mind Engage new target groups of young people (tackling inequalities)	Timetable of areas in the playground on rotation - controlled by adults. All children will receive at least two hours of engaging, high quality and enjoyable physical education lessons per week, as well as taking part in at least half an hour of physical activities per day. Running club (currently 3 times weekly) during lunchtime play. We recognise the importance of children doing 60 minutes of physical activity every day and, as a result, we encourage active playtimes and have opportunities for children to be active during the school day. (Purchase of medals to increase pupil motivation and participation). Enhanced offer – pupils can choose to attend after school clubs such as football, dance, gymnastics, cheerleading and running club, provided by external offerings or parents volunteers - Osidge School promotes the participation of extra-curricular activities and opportunities outside of school for children of all backgrounds. Active playtime is encouraged by all staff to ensure children are not only			
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	mobile throughout the day, but to also promote self-regulation, co-operation with others and the development of moral attitudes. Play leaders adopted and support physical games and activities during lunchtimes daily.			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (Physical Education, School Sport and Physical Activity)				Percentage of total allocation: 0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupil to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Developing children's understanding of the importance of good health and fitness Healthy lifestyle promoted and encouraged through cross curricular links. Children feel safe and supported in a stimulating environment, which strengthens their knowledge, skills and capabilities necessary for	Work with Healthy Schools Award Programme to improve children's wellbeing. Walk to school surveys across all year groups, educating children and revisiting after input to observe and compare impact of understanding and uptake Cross curricular learning and development to develop children's understanding - PSHE lessons, STEAM Week planning.	PE & Sports Premium not allocated.	Healthy Schools London, Gold Award School Games Mark, Gold 2025-2026 Pupils are able to talk about their experiences Surveys show pupils know what a healthier choice of food or action would be. Children recognise the positive impact that physical	Junior Travel Ambassadors (JTA's). PE lead to engage with SLT re the adoption of JTA's. Sports leaders successful in engaging pupils.

mental, emotional social and physical wellbeing. Children are inspired to succeed and develop abilities which will positively impact on their future Children co-operate and collaborate with each other as part of an effective team; understanding fairness and embedding life-long values that P.E. promotes.	Healthy food assemblies and activities across the wider school. Resources, information and ideas in weekly school Newsletter to parents, to support and educate. School Games Mark application. Achieving Gold in 2025-2026. Play leaders during lunchtimes to support and encourage all year groups to become involved in a variety of sport.		activity has on their emotional wellbeing and this is evident in pupil voice questionnaires. Physical activity has a beneficial influence on the concentration, attitude and academic success of our children	
Key indicator 3: increased knowledge, skills and confidence of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	9.1% £1,760
Your school focus should be clear what you want the pupil to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
Delivering high-quality teaching and learning opportunities which develop children's PE skills – through increased subject knowledge of staff and confidence to deliver PE	PE lead to attend BPSS training throughout the course of the year. PE lead to support staff with new PE interactive tool through staff inset's; Complete PE; which supports teachers with the knowledge and tools to deliver high quality	£200 (Staff CPD) CPD staff training opportunities £1,560 (BPSS Membership fee)	PE lead disseminates information to rest of staff for CPD. Teachers feel more confident in delivering high quality PE	

Assessment of PE shows progression / gaps addressed Teaching is adapted to support the needs of every child.	PE lead time to support staff with PE assessment – foundation subjects skills and progress data. SLT monitoring – Professional Motivation Meetings; Action Plans; sharing of information following training sessions. Lesson objectives provide opportunities for children to learn and apply fundamental skills for each year group, from the EYFS to Yr6. Appropriate provision is in place to support a range of learning needs and abilities and ensure positive outcomes for all children – Adaptive resources on Complete PE interactive tool.	(Subscription to interactive PE resource – <i>different budget</i>)	Lessons are progressive from term to term, year group to year group Curriculum maps show key skills in PE and are shared with parents.	
Key indicator 4: Broaden experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	25.2% £4,903
Your school focus should be clear what you want the pupil to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
		Sports Day <i>Breakdown:</i>	Pupils	

Introduce children to a range of activities locally, through sporting opportunities and through residential trips Make links with local schools, participating and competing in a variety of sporting activities Lunchtime sport offers a variety of skills and a range of equipment	Pupils are able to attend after school clubs such as football, dance, gymnastics, cheerleading and running club, provided by external offerings or parents volunteers, for children of all backgrounds. In KS2 children take part in Outdoor and Adventurous Activities (OAA) through our residential programme – offer includes sailing, surfing, orienteering, climbing and kayaking. Children participate in the mini London Marathon for schools. Intensive course of swimming lessons Target children for lunchtime sports; Review sports facilities at lunchtime: eg basketball nets; new astro; table tennis table Links made with schools out of Borough or BPSS i.e. this year with West Grove, Enfield and Ashmole. Offer new opportunities during sporting week – i.e. fencing.	£1,140 (Sporting Dreams external coaches) Equipment £3,763		
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:

Intent	Implementation	Impact	9.5% £1,840
Your school focus should be clear what you want the pupil to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated	Evidence of impact: what do pupils now know and what can they now do? What has changed?
Target PP and SEN children to take part so that they experience sport, competition and a sense of achievement in a non-academic environment	Engage and motivate children to succeed through external visitors – i.e. para-canoeist. Fund raise through sponsorship, encouraging children to succeed and apply personal best – i.e. sporting week sponsorship, raising money in KS2 Free places offered in ASC/BC Take up BPSS competitions across all key stages Participation in LA leagues – eg netball; football; athletics Links with local schools outside of Barnet, competing in a variety of sporting competitions including football for boys and girls – i.e. West Grove, Enfield; Ashmole Cross Country events for our children involved in our daily running club run by staff during lunchtimes.	£1,345 WSA (Woody's Sports Academy) to support in competitive tournaments across borough <i>£495 Travel costs to tournaments</i>	Children develop collaborative skills when competing for Osidge through Barnet and other local offer, encouraging children to work towards a common goal. Children develop a wide range of skills including creative, thinking, social, personal and leadership, making links to our Osidge School Values.

	Virtual skipping challenges for year groups from 1-6 (competing against other Barnet schools). Sporting Week in the summer term is an opportunity for the school to celebrate talent whilst considering the Osidge School Values in our involvement and achievement. Resources designed for each year group to support children individually i.e. activity cards, activity bag of resources, visual timetables.			
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Signed off by:	
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