Thomas's Academy PE & Sport Premium Allocation 2025 – 2026

In 2024-25, PE & Sport Premium Allocation received £17,210 for 121 eligible pupils.

What is the PE & Sport Premium?
The Government is allocating funding to schools to provide new, substantial primary school sport funding. This money can only be spent on sport, PE and wellbeing provision in schools.

The funding has been provided to ensure impact against the following objective:
To make additional and sustainable improvements to the provision of PE and sport for the benefit of all primary-aged pupils to encourage the development of healthy, active lifestyles.

This year, we are using our Sport Premium to enhance the opportunities given to the children for daily physical activity outside of the PE lessons.
We aim for:

- high level of pupil engagement
- increased team spirit and sportsmanship
- increased active playtimes and lunchtimes
- develop awareness of the benefits of active lifestyles, as well as pupil's knowledge of the links between diet and physical activity and wellbeing
- continuing to develop active after school clubs available to all pupils
- swimming lessons for pupils in Years' 3 and 4

We will fulfil our objectives in the following ways:

- offering a range of activities at playtime and lunchtime
- purchasing and maintaining sport equipment
- maintaining high quality upper body strength equipment, meeting safety standards
- ensure all PE and sports equipment is sufficient to deliver high quality sessions
- entering and running sports competitions
- Exposing children to different sporting experiences

Thomas's Academy became New King's Road School for September 2026.

Key Indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				**Percentage of total allocation:** **£11,000 - 63.9%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils 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:**

Children to receive twice weekly PE lessons totalling at least 1.5 to 2 hours.	Specialist PE Teacher to run day to day PE Curriculum 2 days per week 1.5 - 2 hours per week for each child	**£5,000** (proportion of spend)	Assessments of children carried out by sports teacher. Termly meetings between HT and Sports Specialist to review specific children's progress and participation	Continue to provide specialist PE provision where affordable.
Swimming for Pupils in Year 3 and 4	Weekly swimming lessons for Pupils in Year 3 and 4	**£3,000** Proportion of Swimming cost	Assessments of children made by class teacher observing	Tracking of Year 3 / 4 pupils swimming proficiency as they move through the school
Encourage active travel to school by working in line with H&F Travel Plan Guidance	Promoting healthy ways to travel to and from school including initiatives such as 'Bling your Bike'. Provide Bikeability training to 2 different year groups.	**£2,000** Leader time - 0.3 days per week (all year)	A higher percentage of the school cycle or scoot to school	Explore viability of maintaining the TFL STARS programme (finishes 2028) https://stars.tfl.gov.uk/
An enhanced PE After School Clubs provision to include Dance, sport, textiles, skate boarding and parkour.	School create after school timetables and sources staff and external providers.	**£1000** Staff time 3 days set up throughout the year.	Children engaged in a different sport. Clubs registers showing that children have access to a wide range of sports and wellbeing activities.	Continue with the offer of additional clubs and Enrichment. Continue to receive feedback from parents and children - this has been more positive this year.

Key Indicator 2: The profile of Physical Education, School Sports and Physical Activity being raised across the school as a tool for whole school improvement				**Percentage of total allocation:** **£4100.00 23.8%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils 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:**

Raise the profile of PE by entering more sports Competitions, showcasing talent and ensuring staff, pupils, parents/carers and the wider community are aware of PE and sports events and achievements	Class teachers, Subject leaders and Senior Leaders to promote participation of clubs in assembly (i.e. with presentations) and through discussions with children. Regular sporting/dance/wellbeing information reported in newsletters, the noticeboard, on the website, newsletters, Instagram. Awards presented at weekly assemblies and the end of year ceremony for pupils who have demonstrated sporting skills and qualities such as sportsmanship. Internal and external showcasing and competitions of talent, shows, dance programs within school and within community including the annual Parsons Green Fair and other Irish Dancing Competitions. Attending tennis matches and lessons at Hurlingham Club and Roehampton Cub - international players and ex-professional players. Experiencing tennis for disabled players. Attending cricket session at Lord's Cricket club. LA sports events and competitions involvement. Sports events with other local schools in basketball.	**£1,500** Social media Lead per year **£600** Cleaning making and purchasing of costumes for competition and shows **£1000** Leader's time on evenings and weekends **£500 - leaders' time**	Noticeboard, Newsletters, Website Instagram, regularly updated with information about sports in and out of school. Show cases for the parents and the community Attendance has improved, more children are wearing correct PE kit. Children have a better understanding of a range of activities including tennis. Achieve sports mark certification (silver)	To develop the PE Leader to be responsible for promoting PE through different media platforms. Continue to promote a passion for sports activities and look at ways of expanding community links within these areas.
Raising awareness public figures for Sports	Assemblies on resilience, kindness, humility, sportsmanship using public sports figures as an example.	**0**	Children can identify successful sports people and be inspired by them.	

Celebrating sport at school	Holding an annual whole school sports day at a local park allowing children to demonstrate a range of sporting skills.	**Cost of park** **Cost of resources** **£500**	A positive day all around the theme of sports.	

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				**Percentage of total allocation:** **£1000 - 5.8%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils 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:**
Provide staff with a repertoire of physical games and activities to play with children during P.E. lessons and playtime.	During the Annual Sleepover for Year 4 children, staff and children carry out team building games, night time games led by Thomas's Outdoor Team (TOD) providing CPD for the staff involved.	**£500** Leader's time	Children have learnt many outdoor skills and have developed in their attitudes around nature and sustainability.	Rotate staff in order that the CPD is shared. Staff use their new skills in the playground therefore sharing their learning with other staff.
Thomas's Outdoor Learning, field work skills training by Thomas's Trust School leadership of Outdoor learning and organisation with	Thomas's Outdoor Team (TOD) prepare and deliver lessons to include team games, creating outdoor art such as nature bracelets, minibeast hunts, making shelters, making fire and orienteering. This provides CPD for the staff involved who can use their skills at other times. Our sustainability lead has developed an outdoor programme with TOD whereby skills are developed from Reception to Year 6. Communication with parents	**£500** Leader's time	We have a programme for outdoor learning. We have a store of outdoor equipment. All children have been able to participate with the appropriate	We are continuing with our relationship with TOD. We will allocate The programme will be able to be used in the coming academic years. The equipment will be used until it is unusable.

TOD.	and organisation of the trips allow for this run smoothly. We also organise the loan of children's outdoor equipment such as wellington boots, fleeces and raincoats. 1 hour a week.		equipment.	

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				**Percentage of total allocation:** **£1000 - 5.8%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils 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:**
Subsidise residential promoting physical activity offering activities not usually available within the curriculum	Children from Year 5 to Year 6 have the opportunity to attend a residential journey. They participate in activities such as axe throwing and archery.	**£100** Leader's time/time in lieu/additional hours	Children's participation and engagement in activities. Residential displays and photographs shared with parents and promotion platforms for school e.g. Twitter and Newsletter Children gain a sense of teamwork while working towards the same goal.	To look into all residentials provisions to ensure the best offer is provided to pupils at the school. Review pupil experiences through pupil surveys.

Key Indicator 5: Increased participation in competitive sport				**Percentage of total allocation:** **£500 2.9%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils 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 create opportunities for a greater number of children to participate in cross borough competitions and events. Increase the number of Intra and inter School competitions and competitions between houses.	Subject Leader, phase leader and other leaders will access a variety of sports competitions through the LA, through links with local schools and with the Thomas's Schools. The lead will also organise available staff to escort the children to and from the competitions. Subject Leader to continue organise Intra Class virtual competitions for pupils also.	Payments to the LA for inclusion in various competitions. **£500 supply** cover costs to enable PE Subject Leader or others staff to attend events Admin time for organisation	Increased participation in borough wide events Increased participation in competitions. Opportunities to award children for their effort and contribution. Increased involvement of parents (to outside competitions). Understanding of competition processes such as tournaments Increased enjoyment in sports.	PE Lead to explore the schools eligibility to achieve School Games Award: https://www.yourschoolgames.com/about/school-games-mark/ We achieved the Silver Award this academic year - huge success.

Swimming and Water Safety Data

Swimming is taught for pupils in Year 3 and 4.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 children may swim in another year please report on their attainment on leaving primary school.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
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?	Yes

Total amount spent this academic year 2024 – 2025	£17,600.00
PE & Sports Premium Funding	£17,210.00
Overspending (the school has spent over and above the funding amount to support pupils with sports and PE)	£390