University Schools Trust
A transformational education

Cyril Jackson School
Part of University Schools Trust
Inspiring Minds Through Opportunity

PE and Sports Premium Statement

July 2026

Title:	PE & Sports Premium Statement
Source:	CJPS
Document Owner:	Yessica Gimenez
Review & Update By:	Yessica Gimenez
Advisory Committee:	CJPS Committee
Approval Committee:	CJPS Committee
Date Approved:	1 July 2026
Date of Publication:	1 July 2026
Date of Next Review:	1 July 2027
Required on Website:	Yes

0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
2017/2018 July	All Sections	Formatting, update to all sections to reflect current practice
2018/2019 July	All Sections	Update to all sections to reflect current practice
2019/2020 July	All Sections	Update to all sections to reflect current practice
2020/2021 July	All Sections	Formatting, update to all sections to reflect current practice
2021/2022 July	All Sections	Formatting, update to all sections to reflect current practice
2022/2023 July	All Sections	Update to all sections to reflect current practice
2023/2024 July	All Sections	Formatting, update to all sections to reflect current practice
2024/2025 July	All Sections	Formatting, update to all sections to reflect current practice
2025/2026 July	All Sections	Updated to reflect current DfE Primary PE and Sport Premium guidance, refreshed priorities, updated expenditure, swimming data and impact evaluation for 2025/2026.

Contents

0. Document Control 3
1. Definitions 5
2. Scope of the Policy and Aims 5
3. Links to Legislation and Guidance Documents 5
4. Roles and Responsibilities 6
5. Typical Challenges Faced by Pupils and CJPS 7
6. Review of Last Years Spend and Key Achievements (2025/2026) 8
7. Key Priorities and Planning 8
8. Swimming Data 16
9. Approval 16

1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

"The school" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

"Schools" have a legal duty to work in partnership with families and to involve all those with parental responsibility in their child's education.

2. Scope of the Policy and Aims

Cyril Jackson Primary School is situated in the London Borough of Tower Hamlets, an area characterised by high levels of socio-economic deprivation, limited access to high-quality outdoor space, and significant health inequalities, including high levels of childhood obesity and overcrowded housing. These contextual factors place a greater emphasis on the role of schools in promoting physical activity, health, and wellbeing.

The Primary PE and Sport Premium is a key mechanism through which the school addresses these challenges, ensuring that all pupils receive high-quality physical education and have equitable access to a broad range of physical activities.

This statement sets out how the PE and Sport Premium was allocated during the academic year 2025/2026 and outlines the school's strategic aims for 2026/2027. The funding is directed towards securing sustainable improvements in the delivery of physical education, increasing participation in physical activity, and embedding a positive culture of health and wellbeing across the school.

The school's priorities are to:

- Raise the profile of PE, sport and physical activity as a driver of whole-school improvement.
- Improve staff confidence, knowledge and skills in teaching high-quality PE.
- Broaden the range of sports and physical activities offered to all pupils.
- Increase engagement in physical activity, particularly among the least active pupils.
- Embed sustainable approaches that ensure long-term impact beyond the funding period.

3. Links to Legislation and Guidance Documents

3.1. Relevant Internal Documents

This policy should be read in conjunction with the following policies and documents.

- Equality Policy
- SEND Policy
- EYFS Policy
- Physical Education Policy
- Physical Education Curriculum Overview

3.2. Relevant External Documents

Relevant external documents to refer to are the:

- Health and Safety at Work etc Act 1974
- Education Act 1996
- Education Act 2002, see below for further detail
- Equality Act 2010
- DfE (2014) National Curriculum in England: Framework for Key Stages 1 to 4
- Ofsted (2019) Education Inspection Framework (EIC)
- UK Chief Medical Officer' (2019) Physical Activity Guidelines
- DfE (2024) Conditions of Grant for Primary PE and Sports Premium
- DfE (2025) Primary PE and Sports Premium Guidance
- DfE (2024) Send Code of Practice: 0 to 25 Years
- DfE (2026) 'Keeping Children Safe in Education (KCSIE)

4. Roles and Responsibilities

4.1. The Trust / School Committee

The Trust / School Committee is responsible for:

- Ensuring that each school within the trust has a robust and compliant Sports Premium Statement that meets Department for Education (DfE) requirements.
- Reviewing and approving the Sports Premium strategy and spend annually as part of the school's wider curriculum and finance monitoring processes.

4.2. Headteacher

The headteacher is responsible for:

- Ensuring the PE and Sport Premium is used in line with statutory guidance to deliver sustainable improvements in physical education and pupil wellbeing.
- Overseeing the allocation of funding to priority areas, ensuring alignment with whole-school development planning and curriculum intent.
- Supporting the PE Lead to ensure delivery of a broad, inclusive and high-quality PE offer across the school day and in extended provision.

4.3. PE Lead

The PE Lead is responsible for:

- Designing, implementing and monitoring the PE curriculum, ensuring it meets National Curriculum expectations and reflects the needs of all learners.
- Planning and coordinating additional physical activity opportunities, including breaktime provision, after-school clubs, competitions, and targeted interventions for less active pupils.
- Maintaining up-to-date knowledge of best practice, undertaking relevant CPD, and supporting the upskilling of staff through coaching, modelling, and resource sharing.
- Monitoring the impact of the PE and Sport Premium and ensuring the required information is published on the school website in accordance with DfE requirements.

4.4. Staff

Staff are responsible for:

- Ensuring that pupils receive a minimum of 30 minutes of physical activity during the school day, in line with government recommendations for schools.
- Delivering or supporting high-quality PE lessons, modelling positive attitudes towards physical activity, and ensuring inclusive participation for all pupils, including those with SEND.
- Promoting active lifestyles through day-to-day classroom practice, transitions, and enrichment opportunities, embedding physical activity into the broader ethos of the school.

4.5. Pupils

Pupils are responsible for:

- Engaging positively and to the best of their ability in all physical education lessons, sports activities, and active opportunities provided throughout the school day.
- Demonstrating respectful behaviour, good sportsmanship, and teamwork when participating in individual and group physical activities.
- Taking increasing ownership of their own health and wellbeing by developing healthy habits, understanding the importance of regular physical activity, and participating in leadership roles such as team captains and games leaders where appropriate.

5. Typical Challenges Faced by Pupils and CJPS

Cyril Jackson Primary School is located in the London Borough of Tower Hamlets, the most densely populated local authority in England, facing high levels of deprivation and limited access to high-quality outdoor play spaces. These factors contribute to significant health inequalities among children.

Recent data indicates that approximately 20–21% of Reception children and around 45% of Year 6 children in Tower Hamlets are overweight or obese—substantially higher than London and national averages. Additionally, nearly one-third of young people are physically inactive.

The challenges are compounded by overcrowded housing and restricted play environments, which disproportionately affect children from deprived backgrounds.

These contextual challenges highlight the essential role of the school in addressing health inequalities through a robust and inclusive physical activity offer. The strategic use of the Primary PE and Sport Premium enables the school to provide targeted interventions, increase participation, and promote sustainable improvements in pupils' physical and mental wellbeing.

6. Review of Last Years Spend and Key Achievements (2025/2026)

During the 2025/2026 academic year, Cyril Jackson Primary School allocated the Primary PE and Sport Premium strategically to improve curriculum delivery, increase physical activity opportunities, and promote wider engagement with sport, health and wellbeing. The funding continued to be invested across the school's key priority areas, resulting in sustained improvements in staff confidence, pupil participation and the quality of physical education provision.

Key Achievements:

- High-quality curriculum PE was delivered across the school through a partnership teaching model. Staff confidence and subject knowledge improved significantly through targeted CPD and modelling by a specialist coach.
- A broad range of equipment was purchased to support the delivery of new and existing sports, including yoga, badminton and canoeing and climbing activities.
- Pupils accessed a wide and inclusive range of enrichment experiences, including ice skating, sailing, the Westminster Mile, and Children's Marathon, as well as regular inter-school competitions.
- A comprehensive after-school club offer was in place, with free access for targeted pupils. Clubs included karate, dance, athletics, football, cricket, and more, helping reinforce curriculum content and increase overall activity levels.
- The Family Daily Mile continued to promote regular physical activity and strengthened parental engagement in healthy lifestyles.
- SEND pupils were included in all aspects of PE and physical activity, with tailored equipment, hydrotherapy access, and participation in a borough-wide SEND Sports Day.

Monitoring undertaken by school leaders and governors confirmed that the PE and Sport Premium continued to have a positive impact on the quality of teaching, staff confidence, pupil participation and the breadth of opportunities available to all pupils.

PE and Sports Premium Funding 2025/2026

Total Allocation	
Total Expenditure	£ 32,552.74

7. Key Priorities and Planning

7.1. Key Objective: High Quality Curriculum PE Lessons

Aim: To ensure all pupils access a broad, inclusive, and progressive PE curriculum that promotes physical literacy, health, and fitness, and develops key skills through high-quality teaching and learning.

Rationale: Access to high-quality curriculum PE is fundamental in addressing the health and wellbeing disparities affecting pupils in our community. By investing in teacher development, inclusive planning, and high-quality resources, we aim to raise the standard of PE delivery, improve pupil engagement, and ensure all children make sustained progress in physical competence and confidence.

Actions/Activities:

- A specialist coach working alongside staff to model effective practice, develop confidence, and ensure high-quality provision.
- The Get Set 4 PE scheme of work will be reviewed regularly by the PE Lead to ensure it remains progressive, inclusive and aligned with the National Curriculum.
- The GetSet4PE scheme supported consistent, sequenced planning across all year groups.
- Weekly swimming lessons were delivered to Years 4–6 by a qualified instructor, with additional support for non-swimmers.
- A specialist dance coach delivered curriculum-linked sessions in Reception and Years 2–6.
- A PE consultant supported staff through partnership teaching and CPD focused on inclusive pedagogy and assessment.
- ECTs and new staff received structured coaching and mentoring in PE delivery.
- A wide range of new curriculum-aligned equipment was purchased, including resources for athletics, badminton, basketball, football, fitness, javelin, shotput, swimming, swingball, and tennis.
- PE lessons were adapted to meet the needs of SEND pupils, ensuring full participation.
- Targeted after-school clubs were offered free of charge to pupils requiring additional practice to meet curriculum expectations.
- The PE Lead undertook regular lesson observations, learning walks and pupil voice activities to monitor the quality of PE provision and inform future curriculum development.

Cost Incurred: £11,167

Impact:

- Staff confidence and subject knowledge in PE improved through sustained partnership teaching and CPD.
- All pupils accessed high-quality, progressive PE lessons each week.
- Pupil engagement and enjoyment increased, as evidenced by lesson observations and pupil voice.
- A wider range of sports was introduced, supported by new equipment, broadening pupils' experiences and skills.
- Targeted after-school provision enabled identified pupils to consolidate key skills and improve curriculum outcomes.
- ECTs and new staff demonstrated increased competence in planning and delivering inclusive PE lessons.
- Pupils with SEND accessed adapted PE lessons and participated fully in curriculum sessions.
- Lesson observations and governor monitoring confirmed consistently high-quality teaching, effective adaptive practice and high levels of pupil engagement across the PE curriculum.
- Pupils demonstrated increasing confidence, resilience, teamwork and enjoyment in PE lessons, contributing positively to their personal development and readiness to learn.

Comments:

- Continue to monitor and review the impact of swimming provision, with a focus on increasing attainment in Year 6.
- Continue to strengthen swimming provision during 2026/2027, with earlier identification of pupils requiring additional support and targeted interventions to improve Year 6 attainment.

- Continue to develop staff expertise through partnership teaching, coaching and professional development to ensure the long-term sustainability of high-quality PE provision.
- Audit and refresh PE resources to ensure all activities are well-supported and equipment remains safe and inclusive.
- School to continue to develop SB and NB MUGAs with artificial grass surfaces to ensure consistent, high-quality curriculum PE delivery year-round. These improved facilities will support safer movement, expanded activity options, and increased lesson reliability in all weather conditions.

7.2. Key Objective: High Quality Curriculum Enrichment Activities

Aim: To enrich the PE curriculum by providing pupils with access to a broader range of physical and sporting experiences, both within the school day and through after-school provision. These opportunities are designed to enhance enjoyment, extend skill development, and promote lifelong engagement with physical activity.

Rationale: By giving children access to a wider variety of physical activities beyond those prescribed by the National Curriculum, we aim to broaden their understanding of physical activity and increase the likelihood that they will enjoy and continue participating in it. Many pupils face barriers to accessing sports and enrichment opportunities outside of school. Through structured, inclusive provision, we aim to promote confidence, physical literacy, and a love of movement—especially among underrepresented groups, such as girls and pupils with SEND.

Actions/Activities:

- A specialist sports coach delivered targeted lunchtime coaching to support pupils selected for inter-school competitions.
- Pupils represented the school in a range of competitive events, including athletics, football, and cricket tournaments.
- All pupils participated in The Daily Mile, promoting regular physical activity and improved fitness across the school.
- A group of SEND pupils attended weekly hydrotherapy and soft play sessions to support their individual sensory and physical needs.
- Pupils accessed enrichment experiences not typically available in the local area, including ice skating and sailing.
- Pupils took part in borough-wide mass participation events, including the Westminster Mile and Children's Marathon.
- A free, girls-only football club became an established part of the school's weekly enrichment offer, increasing participation and confidence among girls.
- Participation in enrichment activities was monitored to ensure equitable access for disadvantaged pupils, girls, pupils with SEND and those identified as less active.

Cost Incurred: £2,500

Impact:

- Pupils developed a wider range of physical skills and experienced sports and activities not typically encountered in the standard curriculum.

- Participation among less active pupils and underrepresented groups improved, particularly among girls and pupils with SEND.
- Pupils demonstrated increased enthusiasm for physical activity, as reflected in pupil voice and engagement levels.
- Regular participation in The Daily Mile contributed to improved stamina and readiness for learning.
- Enrichment opportunities supported physical, emotional, and social development, and encouraged aspiration through new experiences.
- The school continued to promote inclusion, confidence, and school pride through meaningful and accessible enrichment provision.
- Competitive sporting opportunities promoted teamwork, resilience, leadership and school pride, contributing positively to pupils' personal development.
- Monitoring demonstrated that enrichment opportunities remained inclusive and accessible, with targeted groups continuing to participate in a broad range of physical activities.

Comments:

- Continue to broaden enrichment opportunities across all key stages, ensuring pupils experience a diverse range of sports and physical activities throughout their time at Cyril Jackson Primary School.
- Strengthen the link between enrichment activities and curriculum progression to maximise impact on physical competence and confidence.
- Review participation data termly to identify pupils who are not engaging with enrichment opportunities and target support accordingly.
- Increase opportunities for parental engagement in physical activity events to reinforce the importance of active lifestyles beyond school.
- Broaden the offer to include additional non-traditional or culturally relevant sports to further engage underrepresented groups.
- Enhance alignment between residential provision and PE priorities: The school has revised its residential programme to better support physical development, resilience, and team skills. Pupils will now participate in structured physical challenges such as climbing, archery, aeroball, giant swing, and team-based problem-solving—helping them develop confidence, resilience, leadership, teamwork and physical competence.
- Continue to monitor participation data to identify any underrepresented groups and adapt provision to ensure equitable access for all pupils.

7.3. Key Objective: High Quality Out of Hours Activities

Aim: To provide a broad and inclusive programme of physical activity opportunities outside of curriculum time, enabling all pupils—particularly those less active or with limited access—to engage in enjoyable, skill-building, and health-enhancing physical activity.

Rationale: Many pupils face environmental, financial, or social barriers that limit their access to structured physical activity outside of school hours. By offering free or low-cost clubs before and after school, led by trained staff, the school ensures equitable access to sport and physical activity. Out of hours provision also allows pupils to practise and consolidate skills learned in curriculum PE, develop positive habits, and build confidence in a safe and supportive setting.

Actions/Activities:

- A varied programme of after-school sports clubs was delivered throughout the year, including athletics, basketball, football, cricket, tennis, badminton, multi-skills, karate, and dance.
- Clubs were offered free of charge to pupils identified as needing additional support with physical development or engagement in activity.
- Support staff were trained and supported by the PE Lead to deliver both lunchtime and after-school physical activity sessions.
- ASC Lead collaborated with the PE Lead to identify pupils requiring further practice and linked after-school activities to curriculum targets.
- Participation was monitored termly to ensure access was equitable and inclusive, with adjustments made to support uptake.
- Lunchtime provision included organised physical activities to promote active play and maximise daily movement.
- Pupils with SEND were actively supported to engage in out-of-hours provision through tailored activities and targeted encouragement.
- Registers and participation data were monitored regularly to identify pupils who would benefit from targeted encouragement and increased participation in physical activity.
- Pupil voice was used to help shape the after-school club offer, ensuring activities reflected pupils' interests and encouraged sustained participation.

Cost Incurred: £2,827

Impact:

- Increased participation in physical activity beyond the school day, with a notable improvement in uptake from less active and disadvantaged pupils.
- Enhanced physical competence, confidence, and enjoyment reported by pupils regularly attending clubs.
- Stronger links between curriculum learning and extended school sport supported skill development and progression.
- Improved pupil wellbeing, social interaction, and resilience as a result of sustained participation in structured physical activity.
- Staff confidence in leading activities grew, contributing to a sustainable and broad-based extracurricular offer.
- Pupils with SEND accessed clubs regularly and benefitted from inclusive adaptations and additional adult support.

Comments:

- Review and refine the after-school club offer termly to ensure it remains inclusive, varied, and aligned with pupil interest and need.
- Further strengthen links between curriculum PE and after-school clubs to reinforce key skills and support targeted physical development.
- Continue to use pupil voice to review participation, evaluate provision and inform future club planning.
- Continue to prioritise access for less active pupils and those in receipt of pupil premium, ensuring take-up remains equitable across all groups.

- Expand staff CPD opportunities to enable a broader range of staff to confidently lead or support out-of-hours activities.
- Continue to strengthen partnerships with local clubs, sports organisations and community providers to broaden opportunities and provide progression pathways for pupils.
- Increased participation in out-of-hours activities supported pupils' confidence, teamwork, resilience and sense of belonging within the school community.
- Monitoring demonstrated that targeted groups, including disadvantaged pupils, girls and pupils with SEND, were able to access a broad and inclusive programme of extracurricular physical activities.
- Continue to develop opportunities for pupils to take on leadership roles, including supporting physical activity during lunchtimes, sports events and school competitions.

7.4. Key Objective: High Quality Information for Parents

Aim: To equip parents and carers with accessible, relevant, and practical information about physical activity, healthy lifestyles, and opportunities to support their child's health and wellbeing beyond school.

Rationale: Parents play a vital role in shaping children's attitudes and behaviours towards health and physical activity. In our community, there are known barriers to accessing high-quality information, facilities, and support. By providing clear, consistent, and inclusive communication, the school aims to empower families to make informed decisions that support their children's physical, emotional, and social development. Strengthening the home-school partnership also reinforces the importance of daily activity and healthy choices. Strengthening parental engagement also supports the school's wider aim of developing lifelong healthy habits and reinforces the importance of regular physical activity beyond the school day.

Actions/Activities:

- Healthy living resources and physical activity information were made available in the school reception area and newsletters throughout the year.
- The school regularly signposted local, low-cost or free community activities to parents, including swimming, multi-sports sessions, and holiday schemes.
- Parents were invited to attend key physical activity events such as Sports Day and community races (e.g. Westminster Mile).
- A termly Family Daily Mile event was introduced to promote physical activity as a shared experience between pupils and families.
- Staff encouraged informal conversations with families about physical activity, including personalised signposting where needs were identified.
- Information was shared with families through newsletters, the school website and digital communication platforms to promote physical activity, healthy lifestyles and local sporting opportunities.
- Parents and carers were encouraged to support active travel, family participation in physical activity and healthy lifestyle choices at home.

Cost Incurred: £0.00

Impact:

- Increased parental attendance at school-based sports events, supporting stronger engagement with the school's physical activity ethos.
- Families reported greater awareness of free or local opportunities to support active lifestyles.
- The Family Daily Mile was positively received and supported stronger home-school relationships through shared participation.
- Parents of less active pupils were more aware of the importance of physical activity and how to support their child's engagement.
- The school strengthened its role as a health-promoting environment and trusted source of information on children's wellbeing.
- Improved communication strengthened the partnership between home and school in promoting healthy lifestyles and regular physical activity.
- Healthy living resources, guidance and signposting were shared regularly with families through newsletters, digital communication platforms and the school website.
- Parents and carers were better informed about opportunities to support their child's physical development both in school and within the local community.

Comments:

- Create a termly community activity guide for families, highlighting free or low-cost local opportunities and how these support curriculum PE themes.
- Expand the Family Daily Mile initiative with themed events to increase engagement and promote physical activity as a shared home-school priority.
- Continue to develop digital communication with families to increase awareness of local physical activity opportunities and national health campaigns.
- Explore opportunities to involve parents and carers in additional school-based physical activity events to further strengthen community engagement.

7.5. Key Objective: High Quality Spaces, Equipment and Resources for Pupils

Aim: To enhance the physical activity spaces, equipment and resources available for children to use, to enhance their experience and encourage increased participation and pupil leadership.

Rationale: Where children are able to take part in physical activities in engaging spaces, using varied and attractive equipment, this will enhance their experience and make them want to participate in further activities.

Actions/Activities:

- A wide range of new PE equipment was purchased to support delivery of curriculum activities including athletics, football, basketball, tennis, badminton, swingball, fitness, swimming, shotput, and javelin.
- Additional lunchtime and after-school equipment was acquired to promote active play and expand extracurricular provision.
- EYFS, KS1, and KS2 Sports Days were enhanced through investment in age-appropriate equipment and venue improvements.

- SEND pupils were supported through the purchase of adapted equipment and participation in a local SEND Sports Day.
- Playground markings and equipment were maintained to support structured physical activity during unstructured times.
- Equipment was audited regularly to ensure resources remained safe, fit for purpose and appropriate for the needs of all pupils.
- Investment continued to prioritise inclusive resources, ensuring pupils with SEND could participate fully in curriculum PE, enrichment activities and active play.

Cost Incurred: £2,956.50

Impact:

- Pupils had access to high-quality, age-appropriate equipment, enabling full engagement and participation in a wide range of sports and activities.
- Curriculum PE and extracurricular clubs were more effectively delivered, supported by well-maintained and varied resources.
- Inclusive provision improved, with SEND pupils accessing adapted equipment and participating fully in physical activity events.
- Sports Day events were better resourced, increasing pupil enjoyment and participation.
- Pupil voice and staff feedback highlighted greater confidence, enthusiasm, and engagement in physical activity due to improved facilities and access.
- Improved facilities and resources supported consistently high-quality PE lessons throughout the year, reducing barriers to participation and increasing opportunities for active learning.
- Investment in equipment and facilities contributed to the long-term sustainability of the school's PE and physical activity provision.

Comments:

- Complete remaining improvements to storage and accessibility of equipment to maximise efficiency and reduce barriers to pupil use.
- Monitor wear and usage of new resources to ensure sustainability and plan future investment based on pupil need and curriculum demand.
- Continue to develop the SB and NB MUGAs to provide high-quality, weather-resilient facilities that enhance curriculum PE, extracurricular sport and active play throughout the year. This will enable more consistent delivery of enrichment activities and curriculum PE, and will support increased participation and safety in physical activity throughout the year.
- Continue to review equipment and facilities annually to ensure they remain safe, inclusive and aligned with curriculum priorities and pupil need.
- Continue to maximise the use of indoor and outdoor physical activity spaces across both school sites.

Total	£19,450
Expenditure Sep 2025 - July 2026	£ 26,516

8. Swimming Data

Meeting national curriculum requirements for swimming and water safety can be found on the website.

9. Approval

Approved by:

Headteacher	Hodo Dirir
Subject Lead	Maryum Qureshi
Governor	Sue Stollery
Date	1 July 2026