



Camp Primary School – PE and Sport Report 2025/26 – update to Governors, July 2026

This report provides a summary of the PE and sports related activities that have taken place at Camp Primary and Nursery School during the academic year 2025/26. The report initially covers four focus areas: (1) Theme Week held in May 2026; (2) Encouraging all children to be active at play times; (3) Supporting the mental health and well-being of children through The Happy Human Project; (4) and progress towards the national curriculum standards in swimming and water safety.

The rest of the report is structured around the five key indicators that have previously been used to report on Primary PE and Sport Premium expenditure, and outlines the training and development, competitions and events, and sporting achievements during 2025/26.

This report should be read alongside the forms that have been submitted as part of the digital reporting requirements for the Primary and Sport Premium expenditure. The forms include:

- Form 1: PE and sport premium funding allocation for 2025-26
- Form 2: Categories of PE and sport premium expenditure for 2025-26
- Form 3: Opportunities, perceived impacts and sustainability, and national curriculum swimming and water safety requirements.

For ease of reference, at the end of this report there are details on PE and sport premium expenditure (taken from Form 2) and information on national curriculum swimming and water safety requirements.

Key achievements to date until July 2026

(1) Theme Week

In May 2026, we organised a Theme week involving all classes in the school based around the theme of 'Sticks and Stones.' At different points in the week, children took part in a range of sport and musical activities, as well as cooking and forest school sessions. The '**Stick**' related activities included fencing, cricket, steel pan drumming, den building and making savoury dips and fruit kebabs; whilst the '**Stone**' activities involved playing the games of new age kurling and boccia, and painting pebbles. Sports Premium funding was used to bring in external experts to run the fencing, steel pan drumming, new age kurling and boccia sessions, whilst the cricket activities were delivered free of charge by Hertfordshire Cricket. We also purchased new lunch time equipment linked to the theme to allow children to play games of cricket, kurling, hockey and croquet.

(2) Engaging play times



One of the SDP priorities for this year has been to 'To enhance the opportunities for learning and development through play at lunchtimes.' This priority is aligned to the Government target of school age children achieving on average at least 60 minutes of physical activity daily across the week. This is linked to well established evidence and research about the key role of play in child development, the need to improve physical health and well-being and concerns about the high levels of screen time.

At a school level, we recognise the need to provide greater opportunities for play and being physically active during the school day, which can happen during break and lunch times, taking part in the Daily Mile, meeting the aspiration of delivering a minimum of two hours of physical education (PE) per week, and through active lessons. Therefore, we have continued to build on the concept of ensuring lunch times feel different, which was highlighted positivity in last year's report. We have made 'tweaks' to our current play provision and built on the range of activities (for example, tyres, crates and dressing up clothes to football, hockey and tennis) already in place. This has mainly involved providing extra play time options such as:

- New and additional equipment for children to use at lunch times.
- A parent very kindly running a weekly lunch time dance club for KS1 and KS2 children, which has resulted in a number of mini performances during the year.
- The team school librarians overseeing reading and drawing sessions in the library.
- The running of craft and chess clubs by staff during the winter months for children who wish to stay indoors.

(3) Happy Human Project

Selected children across Years 1 to 6 have continued to take part in Happy Human well-being sessions on Tuesday mornings with a focus on normalising big feelings like anger, sadness and being overwhelmed. The sessions have particularly focused on building resilience with the older students during the spring and summer terms linked to their transition to secondary school. Group discussions have been a focal part of the sessions each week and many of the children are now better able to contribute and are much more confident in discussing their reactions/behaviour choices around big feelings and in particular what alternatives there are to making negative behaviours choices.

All of the children have shown positive development over the course of the sessions, but some individual children have particularly stood out for their personal progress. For example:

- Two year 2 children were both often reluctant to contribute anything verbally as well as engage with their peers in partner activities – both have been able



to slowly improve in these areas. One of the children, in particular, has been better able to interact with others in the sessions and use their voice to engage more purposefully.

- A year 4 child continues to demonstrate incremental improvement, particularly around their self-awareness. Another year 4 child is showing constant improvement constantly and demonstrates a real strength in contributing to the group discussions. Year 4 children told staff that during the sessions: "They have fun" and "Enjoy playing the games so they feel relaxed when return back to class."
- Two year 6 children have come such a long way since starting the sessions. One child was quite defiant when they first joined Happy Human, but has shown significant growth and is even keen to take part in similar sessions at secondary school as they realise the benefits of the discussions. The other year 6 child is now much more able to self-regulate and regularly provides insightful contributions to the group.

(4) Swimming

Children in Year 4 haven't continued using Nuffield Health centre in St Albans for their swimming lessons. The children walk to the centre on Monday afternoons, which takes around 20-25 minutes. Historically, a class has spent one year (three terms) taking part in swimming lessons. However, due to the progress that the Year 4 class has made this year in meeting the national curriculum requirements for swimming and water safety, they have only needed to spend 2 ½ terms swimming.

The high quality, more engaged swimming being delivered by teachers at Nuffield has enabled this positive progress to be made. For example, even the children who would be defined as non-swimmers at the start of the school year, ended the year being able to swim in the larger pool. This has meant that the Year 3 children have already started their swimming lessons in the summer term. In September, we will review the swimming data for the current Year 4 children to determine if any of them would benefit from top-up swimming lessons as Sports Premium funding can be used for this activity.

In order to support children in Years 3 and 4 with their understanding of water safety, a member of staff from Nuffield ran two sessions in school to discuss key water safety messages and the shared responsibility we all have in keeping ourselves and others safe around water. This was part of the national Drowning Prevention Week.

Further achievements and activities in 2026

Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport



To support class teachers in the provision of effective PE provision across the school, we have continued to invest in a number of areas.

- Membership of the Complete PE scheme (an interactive primary Physical Education resource designed to support the implementation of a high-quality Physical Education curriculum).
- Class Teachers across Key Stage 1 and 2 have continued to observe and teach alongside specialist PE coaches (Apex) to develop their teaching skills, particularly in sports such as athletics, gymnastics, hand and ball skills and netball.
- Watford Football Club's Community Sports and Education Trust has again delivered its Joy of Moving programme – alongside classroom teachers – but this year to children in Year 3. The practical sessions were based around fundamental movement skills, decision making and problem-solving techniques using football, handball and dodgeball as vehicles for learning. The theory sessions educated the children around living a balanced, healthy and active lifestyle.
- The PE Lead attended the Hertfordshire PE conference in January 2026 and subsequently shared resources, activities and ideas with staff.
- The exchange of good practice and ideas has also been supported through the PE Lead participating in PE Coordinator meetings for the St Albans and Harpenden Schools Sports Partnership, PE Lead meetings for schools in St Albans and attending the AGMs for sports such as athletics, football and netball.

Key indicator 2: The engagement of all pupils in regular physical activity.

Daily Mile and Sports Day

The Daily Mile remains a core part of school life with each class allocated a dedicated time slot every day to complete their running challenges. The school has taken part in one-off challenges such as the Santa Dash in December 2025 and during Theme Week. The Year 4 children took on an extra special Daily Mile challenge in May 2026. With the aim of improving their health and fitness, they tried to run as many as possible Daily Mile laps during one week. The whole class did amazingly – five children completed enough laps to have run a half marathon and then incredibly three children ran a marathon each during the week. Furthermore, in May 2026 our EYFS children successfully ran 5 miles over 5 days to help raise money for the EYFS outdoor areas in the school. The determination and resilience of these younger children was truly inspiring, and they approached the challenge with great enthusiasm each day.

Unfortunately, the weather (both wet and hot) interfered with holding the EYFS and KS1 and 2 Sports Days during the summer term. Whilst the two days were delayed, we



still ran the carousel activities for the KS1 and KS2 Sports Day on Wednesday 8th July and then the track based running activities for KS1 and KS2 took place on Wednesday 15th July. The KS1 and KS2 carousel activities were watched by at least 100 parents and carers, and the running activities by around 120 parents. The EYFS Sports Day was held on Friday 17th July and attended by around 70 parents and carers.

Bikeability

Bikeability training takes place every other year involving children from Year 5 and 6 who would like to practise their cycling and road safety skills. In February 2026, 45 out of a possible 59 children (76%) from Years 5 and 6 took part in Bikeability training provided by Hertfordshire Cycling. Of these children, 43/45 (96%) achieved the Level 2 qualification, which meant they demonstrated skills including: recognising potential dangers ahead; signalling intentions to other road users; riding on a road with traffic; the basics of the highway code; and clear decision making linked to road safety.

Dance for Rights

During the summer term children in Years 4, 5 and 6 participated in the nationwide Dance for Rights initiative ran by the Royal Ballet and Opera. Schools championed the UN Convention on the Rights of the Child in their dance, inspired by Crystal Pite's choreography 'Covenant' to explore themes of identity and hope. All classes participated in two preparatory lessons and then a live lesson on Tuesday 7th July where they brought together the different dance skills that they had been practising in a nationwide performance alongside other UK primary and secondary schools.

Key indicator 3: The profile of PESSPA¹ being raised across the school as a tool for whole school improvement.

In June 2026, the school achieved the Schools Games Platinum Mark Award for the 2025/26 academic year. The School Games Mark is a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community, and we are delighted to have been recognised for our success. The school has progressed up to the next level of Platinum as it has achieved the Gold School Games Mark for three years in a row.

During the year we have continued to review our PE curriculum and the structure of our PE curriculum map. Any changes that have been made are linked to external activities that children are taking part in, the school calendar (timing, weather and availability of the school hall), use of external providers, and interests of the staff and children. We have used Celebration Assemblies to raise the profile of sport by recognising the achievements and participation of children in teams and

¹ Physical Education, School Sport and Physical Activity (PESSPA)



competitions, and used Sharing Assemblies to showcase the different skills and sports children across Years 1 to 6 are engaged in. Sports focused newsletters have been sent out of the school community and sports achievements have also been included in the regular updates sent out by the head teachers.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

During this year the sports on offer after school cover children from Reception up to Year 6, and include athletics, basketball, cricket, dance, dodgeball, fencing, football, gymnastics, multi-sports, netball and rounders. By being member of the St Albans and Harpenden Schools Sports Partnership and through support of the School Games, selected children have participated in events to build their skills, confidence and enthusiasm towards sport. This has included:

- Football skills and training for Year 4 children at St Columba's College.
- Tri-golf training and skills for Year 4 children at Batchwood Golf and Sports Centre.
- A multi-sports festival for Year 4 children at Oaklands College.
- Basketball training and skills for Year 5 girls at Oaklands College.
- A tennis festival for Year 3 children at Batchwood Golf and Sports Centre

Key indicator 5: Increased participation in competitive sport

This year we have continued to enter teams and participated in the local cross-country, football and netball leagues in St Albans. For football this has involved running both boys and girls football teams. We also again entered a team into the St Albans primary schools cricket league.

Children have also taken part in a number of one-off events and tournaments, which have been run by the St Albans School Sports Partnership. As a result of some volunteers stepping down from organising events, the Camp School PE Subject Lead along with other local primary school PE Leads have now taken over responsibility for ensuring events like District Sports and netball tournaments take place annually.

The events and tournaments that Camp children have taken part in year has included:

- Running and athletics
 - Indoor Sports hall athletics competition for Year 6
 - District Sports (track and field events) for Years 3 to 6
 - Hertfordshire Cross Country Championships for Year 6 children.
- Football



- Year 5 and Year 6 mini-football tournaments
- Year 5 and 6 girl's mini-football tournament
- Football Cup (knock-out) competitions for boys and girls
- St Albans football trials for 4 and 5 children – entered both boys and girls to the trials.
- Netball
 - Year 6 netball tournament for small schools in St Albans
 - Year 5 netball development tournament
 - Year 4 'high fives' netball tournament
 - Friendly netball matches for Year 3, 4 and 5 players.
- Other sports
 - Speedstacking competition for Year 3 children
 - Basketball competition for Year 6 children.

Based on the sporting leagues, events and tournaments that the school has participated in across indicators four and five, the table below shows that 83% (100/120) of children in KS2 have represented the school in at least one external sporting activity during 2025/26.

Age group	Participation (number of children)	
	2025	2026
Year 3	16/30 (53%)	19/31 (61%)
Year 4	28/30 (93%)	26/30 (81%)
Year 5	22/30 (73%)	26/29 (90%)
Year 6	25/30 (83%)	29/30 (97%)
Overall KS2 Participation rate	91/118 (77%)	100/120 (83%)

Looking ahead to 2026/27

Changing landscape for PE

The Government announced in May 2026 that Sports Premium funding will end in July 2026². From Spring 2027, it is due to be replaced by the new PE and School Sport Partnerships Network – a mix of national support, local partnerships, online training, on-

² <https://www.gov.uk/government/news/1bn-boost-to-pe-and-school-sport-to-end-fitness-postcode-lottery>



demand resources and more targeted help where needed. For 2026/27, primary schools are expected to receive a transitional PE and Sport Premium allocation, around one term's funding (around £8,000³) under the current model, but usable across the full academic year.

In terms of the proposed changes, as yet there is a lack of clarity concerning:

- What will the universal offer actually include?
- How will schools be able to access local support and when?
- What funding will be available to help schools access the support?
- What will the offer be to primary schools given the new partnerships network will cover both primary and secondary schools?

The Government also recently announced that schools will be inspected on their enrichment offer under Ofsted's updated inspection framework from September 2026. Schools will be expected to ensure that every child has access to activities across five categories, including sport and physical activities⁴.

Current financial commitments

As a school we have already made a number of small financial commitments for 2026/27 including: (1) Complete PE online curriculum; (2) participation in local leagues (football, netball, St Albans Sports Association etc.); (3) St Albans Sports Partnership subscription to enable children to take part in a range of activities and events including SEND opportunities; (4) in school support for targeted children by The Happy Human project.

Given the changing landscape and funding for PE, from September some of the issues that as a school we will need to consider include:

- How best to spend the remaining transitional funding for 2026/27?
- How to respond to and take advantage of the new partnerships model?
- What are the essentials that the school needs to have in place to help deliver the school curriculum and active play times?
- What fundraising / contributions from parents the school may need to request in order to run enrichment days like theme week?
- Staffing availability to support / take children to events where the expectation is for staff to help run the event?

³ <https://news.service.education.gov.uk/ph75/send/u7j-84hj9>

⁴ The other enrichment categories are: civic engagement; arts and culture; nature and the outdoors; life skills.



Sport Premium Expenditure: August 2025 to July 2026

Category	Specific Area	Total (£)
CPD	External CPD	438
	CPD to deliver swimming and water safety lessons	890
	Internal CPD	1437
	Inter-school CPD	0
	Online CPD	0
	External Coaches CPD	2,785
	External courses	0
	Internal Learning & Development	0
	Online training	0
	Total CPD Spend	5,550
Internal Activities	Internal sports competitions	3,804
	Top-up swimming and water safety (internal provision)	0
	Active travel initiatives	0
	Equipment and resources (internal use)	1,518
	Internal membership fees	48
	Internal educational platforms	125
	School-based extra-curricular clubs	5,100
	Total Internal Spend	10,595
External Activities	External inter-school sports competitions	250
	Activities by SGOs	524
	Equipment and resources (external use)	132
	External coaching staff	0
	Other external activities	499
	Total External Spend	1,406
	Total Funding Received	17,780
Overall Totals	Total PE & Sport Premium Spend	17,550
	Total Remaining	230



Swimming data

Meeting National Curriculum requirements for swimming and water safety.

Question	Stats:	Further context relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	73%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	73%	Some children can use a range of strokes effectively, but only for a distance of 10-20 metres (not at least 25 metres)
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	73%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes	The weekly swimming sessions are delivered by an external provider, but school staff have attended swimming sessions to understand the progress of pupils and what skills are being taught. The external provider has also visited the school to deliver water safety sessions to children in Years 3 and 4.



Report signed off by

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	Rob Wootton
Governor:	Olivia Helm
Date:	