

PE and Sport Funding Plan 2025 - 2026: Total Funding Allocated: £19,530

Key Indicators as set out by DfE	School Objective	Cost	Planned IMPACT on pupils Actual IMPACT on pupils (rag rated - commentary of actual)	Sustainability/ Next Steps
<p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>By the end of September, deliver a compulsory, practical training session specifically for all lunchtime supervisors and other interested support staff. The training will focus on safe equipment management, setting up simple inclusive games (e.g., small-sided games, skipping, target practice), and using positive encouragement to manage play.</p> <p>By the end of Autumn term, the PE Lead will create a visual, laminated 'Playground Game Bank' handbook (featuring 10 simple, non-competitive games) and conduct two follow-up 'on-the-spot' mentoring sessions during lunchtimes for supervisors. This resource will be kept in the staff room and near playground equipment.</p> <p>Continue to buy into PE and Sport SLA - to further develop staff expertise, provide CPD and coaching.</p>	<p>Overtime costs for 2 X 2 hours of CPD over the year: £726.89</p> <p>PE lead release time to create, order resources, provide on the spot coaching/ mentoring over the year over lunchtimes £2292.47</p> <p>Cost of SLA: £2,224</p>	<p>Increased Staff Confidence and Quality of Play: Staff will report increased confidence in leading playground activities (measured by a simple post-training survey). This will result in a more structured, engaging, and safer lunchtime environment, reducing incidents by further over the academic year.</p> <p>Sustainable Skill Application and Consistency: Providing accessible, ready-to-use resources empowers staff and ensures the training translates into daily practice. The follow-up mentoring ensures skills are maintained, resulting in a more consistent and varied offering of activities throughout the week, benefiting all pupils regardless of the day or supervisor on duty</p>	

<p>Key Indicator 2: Increasing engagement of all pupils in regular physical activity and sport</p>	<p>Audit, purchase, and organise appropriate small equipment (e.g., skipping ropes, beanbags, cones) and demarcate clear distinct activity zones in the playground (e.g., skill practice, quiet games, target games). Concurrently, train 10 identified "Play Leaders" (older pupils) and all lunchtime supervisors on leading structured activities and positive play management.</p> <p>Introduce and fully implement a daily, rotating activity rota for all key stages during both morning break and lunchtime. This rota will ensure that diverse activities are offered across the zones and that all trained Play Leaders have a scheduled role to fulfill.</p> <p>Conduct a three-week monitoring period using simple observation tools (e.g., playground maps/tally charts) to evaluate the usage of the activity zones, the confidence of Play Leaders, and staff engagement. Use this data to host a feedback session and make at least two improvements to the rota or equipment provision for the</p>	<p>Resources costs - towards purchase of small equipment. £2,000</p> <p>Play leader training - TBC quote requested from 3 organisations</p>	<p>Structured and Safe Activity: The dedicated zones and trained staff/pupils will increase the average number of active pupils during unstructured time. The positive role models (Play Leaders) will reduce low-level behavior incidents reported during break and lunch, creating a safer and more engaging play environment.</p> <p>Consistency and Variety: Providing a daily, timetabled variety will ensure that physical activity is embedded as a routine, non-negotiable part of the school day. This consistency will lead to an estimated 15-minute increase in moderate-to-vigorous physical activity (MVPA) for every pupil daily, significantly contributing toward the recommended 60 active minutes.</p> <p>Sustainable Improvement and Ownership: Establishing a monitoring system ensures the initiative is sustainable and effective. By involving staff and pupils in the review process, the school gains collective ownership of the active play culture, guaranteeing the ongoing relevance and high quality of the active play provision beyond the initial implementation phase.</p>	
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	Summer Term.			
<p>Key Indicator 3: Raising the profile of PE and sport across the school, to support whole school improvements</p>	<p>By the end of September, the PE Lead, in collaboration with the SENCO and Inclusion Lead, will identify specific target groups (e.g., Year 3-4 pupils with low self-esteem, or KS2 pupils with emotional difficulties). They will then design two bespoke 8-week movement programs focused on non-competitive, cooperative activities to run during Autumn 2.</p> <p>By the start of Autumn 2 term, coach one key staff member to co-deliver the chosen programs alongside the PE Lead/ pastoral lead. This training will focus on the social, emotional, and mental health (SEMH) objectives of the program, rather than just the physical outcomes.</p> <p>By the end of the Academic Year, review the impact of the two interventions by collecting and analysing attendance data, behaviour logs (specifically 'behaviour for learning' incidents), and post-intervention pupil self-assessment data for all participating pupils. Present a</p>	<p>Adult time to deliver movement programme:</p> <p>Cost of lunchtime coaches/ sessions to deliver</p> <p>Cost of boxing coach 3 X per year £1,800 for different targeted groups of pupils.</p>	<p>Targeted Engagement and Baseline Data: The deliberate identification of groups ensures funding addresses specific, evidenced needs. Establishing programs based on therapeutic goals (not athletic ability) will result in an increased uptake and completion rate among the invited cohort, and successful collection of baseline data (e.g., self-esteem scores, attendance rates) to measure progress.</p> <p>Enhanced Quality and Sustainability: Pairing physical activity expertise with SEMH knowledge ensures the interventions are delivered with high fidelity and maximize the therapeutic effect. This action embeds new skills into the support staff team, ensuring the program is sustainable and can be run in subsequent years without relying solely on the PE Lead/ pastoral lead.</p> <p>Measurable Whole-School Improvement: Providing quantified evidence of improved non-academic outcomes validates the use of the Sport Premium funds for whole-school priorities, thereby elevating the value and perceived importance of physical activity across the school.</p>	

	<p>one-page summary to the Senior Leadership Team (SLT) detailing the outcomes and making a case for the continuation of successful programs.</p> <p>Continue with additional swimming lessons to ensure more pupils can swim at least 25metres before they leave our school</p> <p>Continue to fund the travel expenses so that pupils can access swimming lessons throughout Y4 as part of curriculum.</p>	<p>Targeted top up swimming £2750</p> <p>Cost of coaches every week, two journeys: £8,150</p>		
<p>Key Indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>By the end of the Autumn Term, compile a list of local sport, physical activity, and leisure providers (covering a diverse range of activities, e.g., traditional sports, dance, martial arts, adventure clubs).</p> <p>By the end of Spring 1, secure commitments from a minimum of 5 distinct community providers to deliver either a whole-school assembly, a classroom talk, or a parent information session.</p> <p>By the end of Spring 2, arrange and successfully</p>	<p>PE leadership time</p>	<p>Increased Knowledge of Local Opportunities: The school staff, especially the PE lead, will have a centralised, up-to-date resource, enabling them to confidently and accurately signpost pupils expressing an interest in a new sport to a suitable, accessible community club.</p> <p>Heightened Pupil Awareness and Inspiration: The face-to-face interaction will increase student awareness of local clubs by at least 30% (measured via pupil survey). This visibility will inspire pupils who don't currently participate in out-of-school activities to try a new sport or hobby.</p> <p>Increased Participation and Transition:</p>	<p>Added to website: 24/10/25 LINK HERE</p>

	<p>deliver at least 3 'taster' or 'introductory' physical activity sessions for targeted year groups (e.g., KS1, LKS2, UKS2) delivered by the new community partners.</p> <p>By the end of the summer term, establish a dedicated, regularly updated 'Community Sport and Activity' page on the school website and a physical noticeboard in a high-traffic area (e.g., reception/hall)</p>		<p>This direct experience will lead to a measurable increase in sustained out-of-school participation. Specifically, the aim is to see more pupils who participate in the taster sessions register for the community club's regular training or membership within the following half-term.</p> <p>Improved Parent and Community Engagement: Parents will have easy, 24/7 access to activity information, breaking down a key barrier to participation (lack of knowledge). This will ensure that the pathway to community sport is clear, reducing the reliance on children carrying home paper leaflets.</p>	
<p>Key Indicator 5: Increase participation in competitive sport.</p>	<p>By the end of Autumn 1, complete an audit of all competitions entered in the previous academic year, categorizing participation data by sex, SEND status, Pupil Premium (PP) status, and Key Stage. Identify a minimum of three significant gaps in provision (e.g., lack of competition for specific year groups or SEND pupils)</p> <p>By the end of November 2025 design and finalise a comprehensive Annual Competition Calendar. The calendar must clearly detail the competition type (e.g., intra-school, inter-school,</p>	<p>PE lead release time</p> <p>PE lead release time</p>	<p>Equity and Targeted Provision: Data-driven decision-making will ensure the Sport Premium targets underrepresented groups.</p> <p>The identification of gaps will lead to the creation of at least two new, targeted inclusive competition pathways within the current academic year, boosting participation among specific groups.</p> <p>Clarity and Strategic Planning: School staff and pupils will have a single, accessible resource, ensuring all teachers are aware of events, leading to more timely and effective preparation and team selection. The clarity on target groups will remove unconscious bias in selection, ensuring all pupils understand the</p>	

	<p>virtual), the target group/criteria for participation (e.g., Year 5/6 girls, KS2 SEND), and the date.</p> <p>By the end of Autumn term, publish the finalised calendar across three key school communication platforms (e.g., school website, parent newsletter, and physical display board). A specific communication will be sent home to parents detailing the new inclusive opportunities and selection criteria.</p> <p>By the end of the Academic Year, successfully implement and record participation data for the three new inclusive competition opportunities identified in Objective 1 (e.g., a multi-skills festival for KS1, a boccia competition for SEND pupils, and a girls' football tournament).</p>	<p>Cost to enter inter/ intra sport competitions as per calendar £500</p>	<p>pathways available to them.</p> <p>Increased Transparency and Parental Engagement: The clear, proactive communication will ensure parents of targeted groups (e.g., SEND, PP) are aware of opportunities, encouraging them to support their child's participation. This transparency will aim to reduce barriers and increase the total number of pupils engaged in competitive sport by 5-10% overall.</p> <p>Sustained Inclusive Participation: The successful introduction of new events will create a legacy of equitable competition. This will result in a minimum of 30 pupils who previously had zero competitive engagement being active participants, thereby contributing to positive changes in their physical and mental well-being.</p>	
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