

# PE and Sports Premium Funding Planned Spend 2025/6



Commissioned by



Department  
for Education

Created by



## Review of last year 2024/2025

Activity/Action	Impact	Comments
Provide daily lunchtime and after-school sports provision, ensuring all year groups have access to a broad range of free clubs.	<p><b>Impact</b> All pupils, with particular attention to least active and pupil premium children.</p> <p><b>Key Indicator:</b> 1 – The engagement of all pupils in regular physical activity. 4 – Broader experience of a range of sports and activities offered to all pupils</p>	Regular and varied opportunities will promote long-term participation in physical activity. Clubs tailored to pupils’ interests will increase engagement. Monitoring and adjusting provision based on pupil voice will sustain high uptake. Skills learned will support lifelong healthy habits.
Train Year 5 Play Leaders to lead structured games and activities during breaks.	<p><b>Impact:</b> Year 5 pupils (leadership skills); all pupils (increased activity levels).</p> <p><b>Key Indicator:</b> 1 – The engagement of all pupils in regular physical activity. 2 – The profile of PE and sport is raised across the school.</p>	Peer-led play will continue to foster active break times without requiring additional staff. Ongoing monitoring ensures continuity. Training becomes part of the Y5 curriculum annually.
Organise and monitor access to sport clubs for all ages and abilities, including adapted games for SEND pupils.	<p><b>Impact:</b> All children, including those with additional needs or low confidence in sport.</p> <p><b>Key Indicator:</b> 4 – Broader experience of a range of sports and activities offered to all pupils</p>	<p><b>Sustainability &amp; Impact:</b> Pupil voice and interest-led clubs ensure relevance and enjoyment. Coaches and teachers will adapt planning yearly. Regular review meetings ensure inclusivity and engagement</p>

Facilitate participation in inter-school competitions across the year.	All pupils, particularly those who excel in PE and enjoy competitive sports.	Strengthens school pride and teamwork. Builds confidence and motivation. Annual calendar and local networks will ensure competitions continue.
Use a Sports Coach to provide CPD for all staff, including ECTs, through modelling, team teaching, and planning support.	All teaching staff, particularly less confident practitioners.	Staff become more confident and autonomous in delivering high-quality PE. CPD support rotates termly, and all staff have access to long-term planning resources (PE Hub). New ECT

## Allocations for 2025/2026 and planned spend

<b>Total Estimated Allocation</b>	<b>£19,380</b>
Lunch and Playtime Activities (increasing physical activity and targeted Support for Less Active Pupils)	Lunchtime clubs with Sports Coach = £4,534
PE Curriculum and Sport	PE Hub Subscription = £318.50
Staff Development	Staff Development with Sports Coach = £9,067
Broader Sporting Experiences	External agency providing a range of extra-curricular activities = £1,561.50  Sports Coach After School Clubs and Training Sessions = £3,400

Raising the Profile of PE and Sport	Celebration materials / transport to events: £200
Additional Staff Hours (Outside Core Duties)	Overtime for staff for sporting events = £300

## Intended Actions for 2025/2026

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<b>Lunch and Playtime Activities</b>	
<p><b>Key Indicators:</b></p> <p>1 – The engagement of all pupils in regular physical activity</p> <p>4 – Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> <li>Provide daily lunchtime provision with structured activities led by trained Play Leaders (Y5).</li> <li>Encourage participation from least active and pupil premium children through inclusive and engaging activities.</li> </ul>	<ul style="list-style-type: none"> <li>Train Y5 Play Leaders in Autumn 1 to lead playground activities.</li> <li>Sports coach leads and monitors lunchtime clubs across all year groups.</li> <li>Monitor participation and adapt activities based on pupil voice interviews.</li> <li>Clubs and activities are adapted termly based on pupil voice interviews and engagement data.</li> <li>PE champion monitors equitable access to equipment and club opportunities across all year groups.</li> <li>PE champion and sports coach to monitor play leaders and club engagement across the year.</li> <li>Deploy new equipment to enhance lunchtime and club activities, ensuring more pupils can participate simultaneously.</li> </ul>

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<b>PE Curriculum and Sport</b>	
<p><b>Key Indicators:</b> 3 – Increased confidence, knowledge and skills of all staff in teaching PE</p> <ul style="list-style-type: none"> <li>• Improve the quality of PE teaching across EYFS, KS1, and KS2.</li> <li>• Ensure all staff have access to high-quality planning resources.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports coach to provide CPD and planning support to teachers, especially ECTs.</li> <li>• PE champion to liaise with staff to tailor CPD delivery.</li> <li>• Teachers use PE Hub to plan sequential lessons with embedded vocabulary and assessment opportunities.</li> </ul>

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<b>Staff Development</b>	
<p><b>Key Indicators:</b> 3 – Increased confidence, knowledge and skills of all staff in teaching PE</p> <ul style="list-style-type: none"> <li>• Enhance staff confidence and competence in delivering PE lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports coach to model lessons and provide team teaching support.</li> <li>• All staff to receive CPD for at least half a term.</li> <li>• Termly reviews to ensure CPD meets staff needs.</li> <li>• Termly CPD reviews to ensure targeted support for staff development.</li> </ul>

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<b>Broader Sporting Experiences</b>	
<p><b>Key Indicators:</b>            4 – Broader experience of a range of sports and activities offered to all pupils            5 – Increased participation in competitive sport</p> <ul style="list-style-type: none"> <li>• Offer a wide range of after-school clubs and sporting experiences.</li> <li>• Develop pupils’ life skills such as independence, resilience, curiosity, and challenge through sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise active learning days and inter-school competitions.</li> <li>• Establish partnerships with external sports providers to diversify club offerings and competition access.</li> <li>• Monitor club participation and adapt offerings based on pupil interests.</li> <li>• Organise an annual Active Learning Day where pupils experience a new sport.</li> <li>• Embed life skills into PE lessons and after-school clubs through targeted coaching and reflection activities.</li> </ul>

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<b>Raising the Profile of PE and Sport</b>	
<p><b>Key Indicators:</b>            2 – The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <ul style="list-style-type: none"> <li>• Celebrate sporting achievements and promote PE across the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Share achievements in assemblies and on display boards.</li> <li>• Use celebration materials and transport to events to increase visibility.</li> </ul>

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
Additional Staff Hours	
<p><b>Key Indicators:</b> 5 – Increased participation in competitive sport</p> <ul style="list-style-type: none"> <li>• Support coaches' involvement in sporting events outside core duties.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide overtime for coaches attending and supporting sporting events.</li> </ul>

## Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What <b>evidence</b> do you have or expect to have?
<p><b>Lunch and Playtime Activities</b></p> <ul style="list-style-type: none"> <li>Increased physical activity through daily lunchtime and after-school provision. <i>Measured by: Participation registers and pupil voice feedback.</i></li> <li>Inclusive access to sport for all ages and abilities, including least active and pupil premium children. <i>Measured by: Monitoring of club attendance by demographic and adapted games logs.</i></li> <li>Activities remain relevant and engaging, ensuring sustained participation across all demographics. <i>Measured by: Termly pupil voice reports and participation tracking.</i></li> <li>Increased engagement and equitable access to physical activity. <i>Measured by: Equipment usage logs and pupil feedback.</i></li> </ul> <p><b>PE Curriculum and Sport</b></p> <ul style="list-style-type: none"> <li>Improved quality of PE teaching across EYFS, KS1, and KS2. <i>Measured by: Lesson observations, planning reviews, and staff feedback.</i></li> <li>Staff use PE Hub for consistent and progressive lesson planning. <i>Measured by: PE Hub usage reports and planning samples.</i></li> </ul> <p><b>Staff Development</b></p> <ul style="list-style-type: none"> <li>Staff confidence and competence in delivering PE lessons increases. <i>Measured by: CPD logs, staff self-assessment surveys, and lesson observations.</i></li> <li>Ongoing CPD embedded through coaching and termly reviews.</li> </ul>	<ul style="list-style-type: none"> <li>Participation registers for clubs and lunchtime activities.</li> <li>Pupil voice surveys and staff observations.</li>   <li>Lesson plans and PE Hub usage reports.</li> <li>Staff feedback and planning reviews.</li>   <li>CPD logs and staff surveys.</li> <li>Lesson observations and feedback forms.</li> </ul>

*Measured by: CPD review meetings and feedback forms.*

### **Broader Sporting Experiences**

- Pupils access a wide range of sports and competitions.

*Measured by: Event calendars, participation records, and pupil feedback.*

- External links and active learning days promote engagement.

*Measured by: Feedback from pupils, staff, and external providers.*

- Pupils demonstrate improved life skills through sport, contributing to personal development and readiness for wider school and life challenges.

*Measured by: Staff observations, pupil self-assessments, and feedback from competitions.*

### **Raising the Profile of PE and Sport**

- Sporting achievements celebrated across the school.

*Measured by: Assembly logs, display boards, and social media/newsletter mentions.*

- PE and sport valued as part of school culture.

*Measured by: Increased pupil interest and engagement in clubs and competitions.*

### **Additional Staff Hours**

- Staff support for events outside core duties enhances provision.

*Measured by: Overtime records and event logs.*

- Sustainable staffing for competitions and clubs.

*Measured by: Staff feedback and consistent event delivery.*

- Event calendars and participation records.
- Feedback from pupils and external providers.

- Assembly logs and display boards.
- Increased pupil interest and engagement.

- Overtime records and event logs.
- Staff feedback and attendance sheets.
- Increased pupil interest and engagement.

## Actual impact/sustainability and supporting evidence

What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?