



PE and Sports Premium Funding Planned Spend 2026/7



Department
for Education



Review of last year 2025/2026 – see also the school website for evaluation of spend from 2025-2026

Our Primary PE and Sport Premium funding is used to improve the quality of PE, increase participation in physical activity and provide wider sporting opportunities for all pupils.

We aim to develop confident, active children who understand the importance of health, teamwork and lifelong participation in sport.

Activity/Action	Impact	Comments
Provide daily lunchtime activities and a wide range of free after-school clubs for all year groups, including Play Leaders and opportunities for pupils of all ages and abilities.	Key Indicator 2: Engagement of all pupils in regular physical activity and sport. Increased participation in physical activity through lunchtime and after-school opportunities, improving health, fitness and wellbeing. The school provided 304 sports-club places across six half terms.	Clubs are planned around pupil interests and participation is monitored through registers and pupil voice. Free provision removes financial barriers and supports sustained engagement.
Employ a Sports Coach to support PE teaching, lead activities, run clubs and provide staff development across EYFS, Key Stage 1 and Key Stage 2.	Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport. 100% of teachers received CPD and support to improve confidence, subject knowledge and delivery of PE. Staff are better equipped to plan and deliver progressive PE lessons.	Ongoing coaching and CPD will ensure improvements remain sustainable and PE teaching continues to develop.
Increase participation for less active pupils, including disadvantaged pupils and pupils with SEND. Provide inclusive activities and adapted games.	Key Indicator 2: Engagement of all pupils in regular physical activity and sport. Participation data demonstrates inclusive access, with disadvantaged pupils frequently representing more than half of participants and pupils with SEND consistently accessing sporting opportunities.	Pupil voice and participation data are reviewed to identify barriers. This will be strengthened by tracking SEND, disadvantage and poor attendance groups.
Provide opportunities for pupils to take part in intra-school and inter-	Key Indicator 5: Increased participation in competitive sport.	A planned competition calendar and links with local sporting networks will

school competitions, applying skills learnt in PE lessons and clubs.	234 spaces were provided for pupils to take part in inter-school competitions. Pupils developed teamwork, resilience, sportsmanship, confidence and pride when representing the school.	continue to provide opportunities for pupils to compete.
Provide a broad range of sporting experiences including football, dodgeball, rugby, basketball, multi-sports, archery, netball, athletics and rounders.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils. Pupils experienced a wider variety of activities, helping them discover new interests, develop skills and increase enjoyment of physical activity.	Activities are reviewed through pupil voice to ensure provision reflects children's interests.
Improve PE curriculum delivery through teacher support, planning resources and professional development.	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement. Teachers deliver more effective PE lessons with improved progression, consistency and assessment. Pupils make stronger progress and enjoy PE experiences.	Staff confidence and PE development will continue to be monitored through CPD, discussions and lesson observations.
Provide new and improved sports equipment to increase opportunities for children to participate in activities.	Key Indicator 2: Engagement of all pupils in regular physical activity and sport. Improved access to equipment enables more pupils to participate at the same time, increasing activity levels and engagement.	Equipment will be maintained and used to support a broad range of sporting opportunities.

Key Impact Evidence

- 100% of teachers received PE CPD.
- 304 sports-club places were provided across six half terms.
- 234 opportunities were provided for pupils to participate in inter-school competitions.
- Participation monitoring shows strong inclusion for disadvantaged pupils and pupils with SEND.

Swimming Impact Data 2025-2026

Swimming outcomes for the current Year 6 cohort demonstrate progress towards meeting National Curriculum swimming and water safety expectations:

Measure	Outcome
Pupils able to swim competently, confidently and proficiently over 25 metres	65%
Pupils able to use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	57%
Pupils able to perform safe self-rescue in different water-based situations	57%

Swimming data provides evidence of pupil attainment in water safety and supports evaluation of the impact of PE and sport provision.

Allocations for 2026/2027 and planned spend

At St Michael's CE Primary School, we recognise the vital role that physical activity, PE and sport play in supporting children's physical health, wellbeing, confidence and wider personal development.

We acknowledge the changes to national arrangements for PE and Sport Premium funding. Despite these changes, we have made a clear decision to protect our sporting provision and maintain the opportunities available to our pupils. We believe this is particularly important within the context of our school and the community we serve.

St Michael's serves a diverse community with significant levels of disadvantage and additional need. Many of our pupils may experience financial, social, communication or additional-needs barriers that can limit their opportunities to participate in sport and physical activity outside school. Our provision is therefore about much more than increasing participation in sport; it is an important part of our wider commitment to inclusion, wellbeing, belonging and personal development.

We are determined that a child's background, additional needs or family circumstances should not determine the opportunities available to them. For this reason, we continue to provide a broad range of sporting opportunities free of charge, prioritise access for pupils who may otherwise experience barriers to participation, and make appropriate adaptations to ensure activities are genuinely inclusive.

We have deliberately chosen not to allow changes in funding to reduce the breadth or quality of our provision. We continue to invest in high-quality PE, staff development, sports coaching, lunchtime and after-school activities, competitive sport and opportunities for children to experience a wide range of activities.

Our aim is for every child to have the opportunity to be active, experience success and discover activities they enjoy. Through PE and sport, pupils develop not only physical skills and fitness but also confidence, resilience, teamwork, communication and positive relationships. These experiences can be particularly valuable for pupils who may have fewer opportunities beyond school. This is reflected in our existing evaluation of the impact of sports enrichment on pupils' confidence, relationships, belonging and physical wellbeing.

As a school, we remain committed to sustaining this provision because we believe our children need and deserve these opportunities. PE and sport will continue to be an important part of how we support pupils to be healthy, confident, included and ready to flourish both within school and beyond.

Item	Confirmed Amount	Strategy Notes
Signed sports coaching service agreement 38 weeks; four-day pattern; lunchtime clubs, PE lessons, after-school clubs and competition support and PE Hub Subscription.	£8,000 (Sports Premium) - £9,000 (school budget) -	To support sustainable PE and sport improvement. To protect provision beyond the Premium allocation.

Intended Actions for 2026/2027

Plans for 2026/2027	How are we going to action and achieve these plans?
Intent	Implementation
Lunch and Playtime Activities	
Key Indicators: 1 – The engagement of all pupils in regular physical activity 4 – Broader experience of a range of sports and activities offered to all pupils • Provide daily structured lunchtime activity, including Play Leaders and four coach-led lunchtime clubs each week. • Target less active pupils, pupils with SEND, disadvantaged pupils and children with poor attendance through inclusive and adapted activities.	• Train Y5 Play Leaders in Autumn 1 to lead playground activities. • Sports coach to deliver four lunchtime clubs each week and monitor participation. • PE champion, SENCO and attendance lead to identify pupils who would benefit from targeted invitations. • Adapt activities for pupils with SEND and review participation termly using registers and pupil voice.

Plans for 2026/2027	How are we going to action and achieve these plans?
Intent	Implementation
PE Curriculum and Sport	
Key Indicators: 3 – Increased confidence, knowledge and skills of all staff in teaching PE - Improve the quality and consistency of PE teaching across EYFS, KS1 and KS2. - Use PE Hub planning and coach expertise to support staff development.	- Sports coach to model lessons, team teach and provide planning support, with a particular focus on the 2 ECTs and 3 SCITT trainees. - ECTs and SCITT trainees to develop confidence in lesson structure, assessment, behaviour management and adapting PE for pupils with SEND. - Teachers use PE Hub to plan sequential lessons with clear vocabulary and assessment opportunities.

Plans for 2026/2027	How are we going to action and achieve these plans?
Intent	Implementation
Raising the Profile of PE and Sport	
Key Indicators: 2 – The profile of PE and sport is raised across the school as a tool for whole school improvement Celebrate sporting achievements and promote PE across the school.	- Share achievements in assemblies and on display boards. - Use celebration materials and transport to events to increase visibility.

Plans for 2026/2027	How are we going to action and achieve these plans?
Intent	Implementation
Staff Development	
Key Indicators: 3 – Increased confidence, knowledge and skills of all staff in teaching PE Develop staff confidence and competence in PE, with targeted professional development for the 2 ECTs and 3 SCITT trainees.	- Sports coach to model lessons and provide team-teaching support. 2 ECTs and 3 SCITT trainees to receive planned coaching, observation and feedback during the year. - Termly review of CPD needs, including adapting PE effectively for pupils with SEND.

Plans for 2026/2027	How are we going to action and achieve these plans?
Intent	Implementation
Broader Sporting Experiences	
Key Indicators: 4 – Broader experience of a range of sports and activities offered to all pupils 5 – Increased participation in competitive sport - Offer two coach-led after-school clubs each week and a broad range of sporting experiences. - Increase access to clubs and competition for pupils with SEND and use sport to re-engage identified pupils with poor attendance.	- Sports coach to deliver two after-school clubs each week and support selection for tournaments, games and competitions. - Provide SEND-focused or adapted club opportunities and make appropriate adaptations within mainstream clubs. - Plan inclusive/SEND competition opportunities alongside the wider inter-school competition calendar. - Use club and competition registers to monitor SEND participation and targeted engagement of pupils with poor attendance.

Plans for 2026/2027	How are we going to action and achieve these plans?
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Key Indicators: 2 – The profile of PE and sport is raised across the school as a tool for whole school improvement Celebrate sporting achievements and promote PE across the school.	- Share achievements in assemblies and on display boards. - Use celebration materials and transport to events to increase visibility.

Plans for 2026/2027	How are we going to action and achieve these plans?
Intent	Implementation
Additional Staff Hours	
Key Indicators: 5 – Increased participation in competitive sport Support coaches' involvement in sporting events outside core duties.	Provide overtime for coaches attending and supporting sporting events.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Lunch and Playtime Activities Increase participation, particularly for pupils with SEND, disadvantaged pupils, less active pupils and identified children with poor attendance. Measured by: lunchtime/club registers, attendance information and pupil voice. PE Curriculum and Sport Improve the quality and consistency of PE teaching using PE Hub and coach support. Measured by: planning, lesson observations and staff feedback. Staff Development 2 ECTs and 3 SCITT trainees develop confidence in teaching and adapting PE. Measured by: coaching records, feedback and observations. Broader Sporting Experiences Increase access to clubs and competition, including adapted/SEND opportunities. Use sport to support engagement of identified pupils with poor attendance.	Participation registers, including SEND and targeted attendance groups. Pupil voice and staff observations. Lesson plans, PE Hub usage and observations. CPD/coaching records for 2 ECTs and 3 SCITT trainees. Observation and feedback notes. Competition calendar and participation records, including SEND/inclusive events. Club registers and targeted attendance tracking. Assembly logs and displays.

Measured by: club and competition registers and pupil feedback.

Raising the Profile of PE and Sport

Celebrate participation and achievement across the school.

Measured by: assemblies, displays and participation data.