

2025 – 2026 Outlined below are the 5 key indicators that the DfE expect the funding to support additional or sustainable improvements to the quality of PE and sport that we currently offer: Budget £18,230 – Total Spend £18,230					
(1) Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed.	(2) Increasing engagement of all pupils in regular physical activity and sporting activities.	(3) Raising the profile of PE and sport across the school, to support whole school improvement.	(4) Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls.	(5) Increasing participation in competitive sport.	
Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action	
Continue participation in the School Sport Partnership to provide pupils and staff with access to high-quality training, competitions, festivals, and enrichment opportunities that support the development of PE and school sport.	Teaching staff, Pupils, PE Lead	All 5 key indicators. 1- Staff have had the opportunity to access CPD provided by the School Sport Partnership (SSP), enhancing the quality of PE teaching and increasing staff confidence in delivering the curriculum. 2- Pupils' participation in physical activity increased through a range of in-school and extracurricular events, supporting the Chief Medical Officers' recommendation of 60 active minutes each day (30 minutes during the school day and 30 minutes beyond school). 3- Links between PE and the wider sporting environment were strengthened through initiatives connected to major sporting events, such as the World Cup, alongside live sessions featuring sporting role models. Leadership training opportunities were also provided, enabling young leaders to organise and lead purposeful physical activities during unstructured times. 4- Pupils participated in a broad range of alternative sports festivals, including inclusive events designed to increase participation among targeted groups, including girls, disadvantaged pupils, and pupils with SEND. 5- Pupils were given opportunities to represent the school in competitive sporting events against other schools across a variety of sports. Clear pathways to participation in local sports clubs were also promoted, encouraging continued engagement in physical activity beyond school.	Children have accessed: A sensory walk, Early Years/KS1 multi-skills, tag rugby, KS2 cross country, Santa dash, Inclusive sport for SEND children Panathlon, KS1 family football, Pupil premium dodgeball, Hockey, Cricket skills KS1, Eco festival including cycling Staff have accessed: P.E Lead meetings, school games mark sessions and P.E sport premium sessions. PE lead has also attended the AfPE conference safe practice training. Improved progression in the teaching of P.E and curriculum mapping through Bespoke sessions. Grant and funding application support. Initiatives implemented throughout the year have contributed to an increase in pupils' daily active minutes. The school will continue to invest in the partnership, ensuring that the PE Lead accesses relevant training and professional development opportunities. Ongoing CPD will be provided to staff to further develop their confidence and competence in delivering high-quality PE lessons.	£2338.70	

			Staff will be consulted to identify professional development needs, enabling the school to work collaboratively with the School Sport Partnership (SSP) to deliver targeted and effective CPD opportunities.		
Harriers in the community: Develop the provision offered through Harriers in the Community and after-school clubs to increase opportunities for pupil participation, engagement, and enrichment.	All teaching staff, pupils	1- Harriers have worked with staff from Years 1-6 to support high quality teaching of multi skills and invasion games. 2- All children have taken part in extra physical education sessions throughout the year in addition to their normal P.E sessions. 3- They have brought players with them to help raise the profile and importance of P.E and the children were able to ask relevant questions. Sessions have been linked to current sporting events. 4- A Penalty shootout has been organised and every child has been invited to take part regardless of gender/SEN need/Disadvantaged learners. 5- Through after school clubs across the year, 128 children have had the chance to receive high quality coaching and Years 5/6 have been able to compete in the Harriers football tournaments throughout the year.	Staff feedback indicates that the support provided has enhanced their confidence in delivering high-quality teaching and adapting lessons to meet the diverse needs of all learners. With some staff moving to different year groups next academic year, a continued focus will be placed on providing appropriate support and professional development to ensure they are confident in delivering high-quality teaching across their new age range. Harriers after school clubs will continue to provide high quality coaching and this will enable the new Y5/6 to compete in the tournaments provided by Harriers. 128 children over the year have taken part in both KS1 and KS2 afterschool sessions.	£1800	
Invest in active travel equipment and initiatives to encourage pupils to adopt healthier, more active journeys to and from school.	Ensure that this opportunity is accessible to all pupils and their parents/carers, promoting inclusive participation and engagement.	2- Active travel increases pupils' daily physical activity by encouraging regular walking, cycling or scooting to and from school. This helps pupils achieve the recommended 60 active minutes each day and promotes healthy, active lifestyles beyond PE lessons. It provides an accessible opportunity for all pupils to be physically active every day, regardless of sporting ability. 3- Promoting active travel reinforces the school's commitment to health, wellbeing and physical activity as part of everyday school life. Whole-school initiatives such as Walk to School Week, cycle or scooter challenges, and active travel rewards help create a culture where being active is valued,	The school has promoted active travel through participation in Walk to School Week and by introducing opportunities for pupils and their families to borrow bicycles, scooters and helmets. To support this initiative, the school purchased 10 bicycles and 12 scooters, helping to reduce barriers to participation and encourage more active journeys to and from school. These developments have increased awareness of the benefits of active travel and established resources that can be used by families over time, creating a sustainable approach to increasing daily physical activity. The school will continue	£1119.11	

		supporting attendance, readiness to learn, and pupils' overall wellbeing. To further inspire pupils, the school organised a visit from a GB mountain biker, providing children with the opportunity to learn from an elite athlete and encouraging them to engage in cycling and other physical activities. 4- Active travel broadens opportunities for physical activity beyond traditional PE and competitive sport. Walking, cycling and scooting are inclusive activities that can be accessed by both boys and girls and pupils of varying abilities. By reducing barriers to participation and encouraging all pupils to be active, active travel supports equality of access and promotes lifelong healthy habits.	to embed and develop this initiative during the autumn term to maximise participation and encourage long-term healthy travel habits.	
A range of after-school sports clubs have been delivered by staff with expertise or specialist training, supported by appropriate equipment to ensure high-quality provision.	Teaching assistants, external coaches and all pupils	1- Staff confidence in delivering a wide range of sports has increased, enabling a greater number of pupils to access high-quality extracurricular clubs. 2- The expanded extracurricular offer provided pupils with increased opportunities to participate in both established and new sports, contributing to higher levels of physical activity beyond the school day. 3- A range of after-school sports clubs has been delivered by trained staff, supported by appropriate equipment to ensure high-quality provision. This has raised the profile of PE and sport by increasing participation and promoting an active school culture. 4- Through participation in a diverse range of activities, pupils developed their knowledge, skills and understanding of a variety of new and alternative sports. 5- Extracurricular sporting opportunities enabled pupils to compete both individually and as part of a team, developing their confidence, teamwork and competitive skills.	Clubs offered: Multiskills EY/KS1 Gymnastics/ Yoga KS2, Boxercise/Fitness/Cardio KS2, Gymnastics EY/KS1, Alternative sports KS2, Dodgeball Upper KS2, Indoor Athletics KS2, Ball skills/Games EY/KS1, Cricket EY/KS1, Tri-Golf KS2, Tennis KS2, Agility and Multiskills EY/KS1, Football EY/KS1 and KS2, Competitive Football Upper KS2. Gather feedback from pupils and adults to inform future club provision, ensuring opportunities remain responsive to interests and continue to maximise engagement and participation. Engagement figures: Aut 1- 76 children 39% PP 26% SEN Aut 2- 51 children 29% PP 31% SEN Spr 1- 68 children 26% PP 31% SEN Spr 2- 76 children 24% PP 32% SEN Sum 1- 87 children 33% PP 19% SEN Sum 2- 80 children 26% PP 14% SEN	£1848.60 staffing costs £488.90 in new equipment/training

Inclusive equipment has been purchased to support pupils with SEND, alongside offered CPD for staff to enhance confidence and ensure PE lessons are accessible and inclusive for all learners.	NEST children/ staff, all children and staff in full mainstream setting who need adaptations to access high quality PE	1- CPD has been offered to staff to increase confidence and develop skills in delivering accessible and inclusive PE lessons for all pupils. 2- Inclusive equipment has been purchased to remove barriers to participation and enable pupils with SEND to engage more fully in physical activity and sporting opportunities. 3- A focus on inclusive PE provision has promoted the value of participation for all pupils and strengthened the profile of PE as an accessible and enjoyable part of school life. 4- Inclusive equipment and adapted approaches have enabled pupils with SEND to access a wider range of sporting activities and experiences. 5- Inclusive approaches and appropriate equipment have supported more pupils to participate confidently in sporting opportunities, including team and competitive activities.	The purchase of inclusive equipment and delivery of staff CPD has increased staff confidence in adapting PE lessons to meet the needs of all pupils. This has reduced barriers to participation and enabled pupils with SEND to engage more fully in physical activity, develop their skills and build confidence in PE. As a result, SEN pupils are increasingly able to access mainstream PE lessons through appropriate adaptations, with four pupils from NEST now able to participate alongside their peers. The impact of this approach is sustainable as the equipment provides a long-term resource that can be used across future lessons and activities, while staff have developed the knowledge and confidence to continue delivering inclusive PE provision. This has strengthened the school's ability to ensure all pupils have meaningful opportunities to participate, regardless of need or ability.	£968.92
Provide opportunities for all current KS1 pupils to develop their cycling skills and confidence, with additional support for those who have not yet successfully learned to ride a bike safely.	24 children	1- The children involved had not learnt to ride a bike so we gave them the opportunity to learn a new skill which could increase their physical activity outside of school and to promote active travel to and from school. 2- We were able to offer this as an extra to the current P.E curriculum in order to broaden their experiences. Children took part in extra physical activities in addition to their current provision. 3- Learning to ride focuses on core gross motor skills, balance and posture which are key areas for children in order to increase their stamina, particularly in writing. This will have an impact throughout the whole school curriculum. They have also been signposted towards local links and bike parks to further their ability and enjoyment. 4- The Balanceability programme has broadened pupils' experiences by developing	The school partnered with Burlish Bike Trail to provide an 8-week Balanceability programme for KS1 pupils. By the end of the course, 19 out of 24 pupils had developed the skills and confidence to ride a bike independently. 5 children will continue again next year. The school will continue to work with Burlish Bike Trail in the next academic year to sustain this opportunity. Developing these fundamental movements and cycling skills is a vital part of pupils' physical development, providing core skills that are transferable across the curriculum and support lifelong participation in physical activity.	£980

		cycling skills, confidence and independence, providing an inclusive opportunity for all pupils to engage in physical activity.		5- Developing cycling skills has increased pupils' confidence and created pathways for future participation in cycling events, challenges and competitive opportunities.		
Provide opportunities for all current Upper KS2 pupils to develop their cycling skills, confidence and road safety awareness, with additional support for those who have not successfully learned to ride a bike safely.	20 children	2- Pupils who had not yet learned to ride a bike were given the opportunity to develop this essential skill, increasing their confidence to be physically active beyond school and encouraging active travel opportunities. 3- Learning to ride develops core gross motor skills, balance and coordination, which support wider physical development and contribute to pupils' confidence and participation across the curriculum. Pupils were also signposted to local cycling opportunities and bike parks to continue developing their skills and enjoyment. 4- The Learn to Ride programme provided an additional opportunity beyond the PE curriculum, broadening pupils' experiences and ensuring KS2 pupils who had not previously accessed cycling could develop confidence, independence and enjoyment in a new physical activity. 5- Developing cycling skills has increased pupils' confidence and created pathways for future participation in cycling events, challenges and other sporting opportunities.		5- Pupils who had not yet learned to ride a bike were given the opportunity to develop this essential skill, increasing their confidence to be physically active beyond school and encouraging active travel opportunities. 3- Learning to ride develops core gross motor skills, balance and coordination, which support wider physical development and contribute to pupils' confidence and participation across the curriculum. Pupils were also signposted to local cycling opportunities and bike parks to continue developing their skills and enjoyment. 4- The Learn to Ride programme provided an additional opportunity beyond the PE curriculum, broadening pupils' experiences and ensuring KS2 pupils who had not previously accessed cycling could develop confidence, independence and enjoyment in a new physical activity. 5- Developing cycling skills has increased pupils' confidence and created pathways for future participation in cycling events, challenges and other sporting opportunities.	£360	The school partnered with Burlish Bike Trail to provide an 2 day Learn to Ride programme for KS2 pupils who had not yet developed the skills and confidence to ride a bike independently. By the end of the course, pupils had made significant progress in their cycling ability, developing confidence, balance and independence. 20 children out of 20 could ride a bike independently. Some Year 4 children accessed the programme too as they learnt to ride quickly. The school will continue to work with Burlish Bike Trail in the next academic year to sustain this opportunity and ensure pupils who have not yet accessed cycling can develop these essential skills. Learning to ride a bike is a vital part of pupils' physical development, providing transferable skills that support confidence, coordination and lifelong participation in physical activity.
Provide additional swimming opportunities for Year 6 pupils who have not yet met the expected swimming standard, enabling them to develop water confidence, essential swimming skills	50 children and swimming staff	1- Swimming staff can use targeted support and focused sessions to address individual needs, ensuring pupils receive effective teaching to develop their swimming skills and confidence. 2- Additional swimming opportunities remove barriers to participation, enabling more pupils to engage in physical activity and develop an essential lifelong skill. 3- Prioritising swimming highlights the importance of physical education, water safety and personal wellbeing as key aspects of pupils' wider development. This is		1- Swimming staff can use targeted support and focused sessions to address individual needs, ensuring pupils receive effective teaching to develop their swimming skills and confidence. 2- Additional swimming opportunities remove barriers to participation, enabling more pupils to engage in physical activity and develop an essential lifelong skill. 3- Prioritising swimming highlights the importance of physical education, water safety and personal wellbeing as key aspects of pupils' wider development. This is	£2823	50 children attended the top up swimming from Year 6 and by the end 39 (80%) were able to swim 25m. 37 (76%) were able to perform a range of strokes and 46 (94%) could perform self-rescue. The school will continue to offer targeted swimming support in the next academic year, ensuring pupils who have not yet developed the required swimming skills have ongoing opportunities to build confidence, water safety awareness and independence.

and safety awareness.		particularly important as we are based in an area which is surrounded by water. 4- Targeted swimming provision provides pupils with additional opportunities to develop water confidence, swimming skills and safety awareness beyond their existing PE curriculum. 5- Developing swimming confidence and competence enables pupils to access further swimming opportunities, including clubs, events and competitive pathways.		
Provide transport to enable pupils to attend competitive events and engagement festivals, removing barriers to participation and increasing access to a wider range of sporting opportunities.	All staff and pupils	1- Staff attending festivals have opportunities to observe activities, gain new ideas and discuss approaches with event leaders. This supports the development of staff confidence and provides inspiration for activities that can be adapted and used within PE lessons. 2- Pupils participating in events increase their opportunities for physical activity and demonstrate high levels of enthusiasm and engagement when representing the school. 3- Participation in events promotes the value of PE and sport across the school, providing pupils with opportunities to celebrate achievement, represent their school and develop a sense of pride and belonging. 4- Pupils access a diverse range of events, including SEND, pupil premium and alternative sporting opportunities. This enables them to experience new activities, develop physical literacy and be signposted to local clubs to encourage continued participation. 5- Pupils are provided with opportunities to take part in competitive activities against themselves and other schools. These experiences develop resilience, confidence, teamwork and a sense of achievement.	Many pupils have been able to access SSP festivals and sporting events through the provision of transport. Without this support, pupils would be unable to attend and benefit from these opportunities. 209 children have attended vents or received bespoke training for roles within school this academic year. The school will continue to maintain links with the local coach provider to ensure sustainable transport arrangements are in place, enabling all pupils to have equal access to sporting and competitive opportunities.	£1480

Purchase prizes and rewards for PE events and competitions to recognise pupils' participation, celebrate achievement and encourage engagement in sporting opportunities.	All children are eligible to enter competitions	2- Prizes and recognition provide motivation for pupils to participate in PE events and activities, encouraging greater engagement and enthusiasm for events linked to Physical activity. 3- Celebrating achievements in PE and sport raises the profile of physical activity across the school and reinforces the value placed on participation, effort and success. 4- Rewards encourage pupils to take part in a wider range of sporting opportunities and celebrate involvement across different activities and events that don't always require physical movement. 5- Prizes and recognition encourage pupils to engage in competitions, celebrate success and develop positive attitudes towards competitive sport.	Over 50% of pupils across the school participated in a competition to design a medal for the Winter Olympics, helping to raise the profile of sport and celebrate sporting events. Stickers, medals and other rewards were awarded throughout the year and during Sports Day and year to recognise participation, achievement and engagement in a range of sporting activities.	£80
Purchase a range of fiction and non-fiction books linked to PE and sport to promote pupils' understanding of sporting themes, inspire interest in physical activity, and strengthen links between sport and the wider curriculum.	All children can access and borrow these books.	1- PE and sport-related books provide staff with additional resources and ideas to support discussions, planning and links between PE and wider learning. 2- Sport-themed books help inspire pupils, increase their interest in physical activity and encourage positive attitudes towards sport and healthy lifestyles. 3- The books raise the profile of PE and sport by celebrating athletes, sporting achievements and the wider values of sport across the school community. 4- A wider range of sporting stories, role models and activities are introduced through reading, broadening pupils' understanding and appreciation of different sports. 5- Books highlighting sporting achievements and role models help develop pupils' aspirations and encourage engagement in competitive and extracurricular sporting opportunities.	The purchase of PE and sport-related fiction and non-fiction books has supported the school's reading priority by engaging reluctant and disengaged readers through high-interest sporting content. The range of age-appropriate and dyslexia-friendly texts has increased accessibility, enabling more pupils to enjoy reading and develop their confidence, including those who may previously have found accessing books challenging. These resources provide a sustainable link between PE, sport and literacy, as they will continue to be used across the school to promote reading, celebrate sporting role models and support pupils' wider learning.	£613

The school worked with Doodlebug to deliver mindfulness and mental health and wellbeing sessions for pupils and staff, including CPD for all staff.	All KS2 children and CPD for all staff.	1- The Doodlebug CPD developed staff understanding and confidence in supporting pupils' mental health, wellbeing and emotional regulation, helping staff create a positive environment for learning and physical activity. 2- Supporting pupils' wellbeing and confidence helps remove barriers to participation, enabling more pupils to engage positively in physical activity and sporting opportunities. 3- Doodlebug sessions promoted the importance of wellbeing, resilience and healthy lifestyles, strengthening the link between physical activity, mental health and whole-school improvement. 4- Developing pupils' confidence, self-awareness and emotional regulation will support their ability to access and enjoy a wider range of physical activities. 5- Improved confidence, resilience and emotional wellbeing support pupils to take part in competitive activities and develop positive attitudes towards challenge and teamwork.	Pupils engaged positively with the Doodlebug sessions, including those who are typically less engaged, with every child participating and developing strategies to support resilience, positive mental health and wellbeing. This has been particularly valuable in strengthening resilience across the school. Staff have also gained new approaches and strategies to support pupils' emotional regulation and wellbeing, which can continue to be used within everyday school life.	£575
Provide targeted interventions for identified pupils to support their physical development, confidence and engagement in physical activity.	A PE coach delivered targeted Smart Moves interventions for identified pupils across KS1 and KS2, developing core physical skills, improving confidence and removing barriers to participation in PE and wider sporting activities.	2- Children with lower levels of physical activity or less developed motor skills have received additional physical activity opportunities alongside their core two hours of PE, helping to improve confidence, physical ability and narrow the gap with their peers. 3- Smart Moves supports whole-school improvement by developing physical skills that can be transferred across the curriculum, supporting areas such as coordination, concentration and confidence. 4- Targeted Smart Moves sessions provide identified pupils with additional opportunities to develop fundamental movement skills, enabling greater access and participation in a wider range of physical activities. 5- Developing pupils' confidence, coordination and physical literacy through Smart Moves supports their ability to participate more successfully in sporting activities and	Pupils identified as having underdeveloped motor skills or lower levels of physical activity participated in the Smart Moves programme. All pupils involved made progress in their physical development, confidence and engagement with physical activity. The programme will continue next academic year, with new pupils identified alongside continued support for those who still require further intervention to develop their skills and confidence.	£924.30

Split-gender PE sessions for Year 6 pupils have been introduced to increase engagement and confidence, enabling pupils to participate fully, develop their skills and access high-quality physical activity opportunities.	All Year 6 children and staff	competitive opportunities alongside their peers. 1- Split-gender PE sessions enable staff to identify and respond to the specific needs of pupils, supporting effective teaching and improving engagement. 2- The approach supports increased participation by creating a more comfortable and inclusive environment where pupils feel confident to take part. 3- Providing tailored PE opportunities demonstrates the school's commitment to ensuring all pupils are engaged, confident and successful in physical activity. 4- Split-gender sessions provide pupils with opportunities to explore and develop skills across a range of activities in an environment that supports participation for all. 5- Improved confidence and skill development enable pupils to participate more positively in competitive activities and sporting opportunities.	Pupil voice for Year 6 children: Girls: We are all very happy with the switch of just girls for PE. All pupils agreed with the above comment We feel more comfortable and more confident during the lessons. We don't feel afraid to join in and get involved. It's nice to be with my friends from the other year 6 group as well. It feels less competitive and more about participation Feel more focused and less distractions For the more competitive pupils they miss competing against the boys. Boys: Again, all agreed that they prefer the split of boys and girls. They felt they had less distractions. They felt they could be more competitive in all activities. The purchase of high-quality and alternative sports equipment has enabled pupils to experience a wider range of activities and develop new skills. This has increased engagement, confidence and enjoyment, while ensuring all pupils have opportunities to participate in different sports and physical activities. These resources provide long-term value as they can continue to be used across PE lessons, enrichment opportunities and extracurricular activities, supporting the delivery of a broad and balanced	£1722.47
New PE equipment has been purchased to support a broad and balanced curriculum, enrichment opportunities and safe participation. All equipment has been checked by an external provider to	All children and staff have access to the equipment.	1- High-quality, appropriate equipment supports staff in delivering effective PE lessons and a wider range of activities with confidence. 2- Access to safe and suitable equipment increases opportunities for pupils to participate actively in PE lessons, clubs and enrichment activities. 3- Investment in PE resources demonstrates the school's commitment to providing high-quality physical activity opportunities and promoting the importance of sport. 4- New equipment enables the delivery of a broader and more balanced PE curriculum, alongside a wider range of enrichment and extracurricular opportunities.		

ensure it is safe and suitable for use.	5- Improved access to appropriate equipment supports pupils in developing skills and confidence needed to participate in competitive sporting opportunities.	curriculum.	
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