

Sports premium 2025-26

The following is a guide to how the money will be spent this year and the intended impact:

Coaching

Intent – Last year, the coaching had a very positive impact on the staff who benefited from it. The aim is to use some of the sports premium again this year to support teachers who did not receive any coaching and especially to support an ECT.

<u>Implementation</u>	<u>Impact</u>	<u>Sustainability and Next Steps</u>
<p>□ Targeted Coaching Sessions: Provide bespoke coaching sessions for teachers who have not yet received support, including the ECT. These sessions will focus on key areas such as lesson planning, assessment in PE, and effective delivery of physical activities.</p> <p>□ Mentoring and Peer Observation: Pair the ECT and other supported staff with experienced PE coaches or subject leads for ongoing mentoring. Facilitate peer observations to encourage reflective practice and sharing of effective teaching strategies.</p> <p>□ Use of Expert Coaches: Engage highly skilled external coaches to deliver sessions and model best practice. This aligns with best practice guidance to reinforce initial training with expert follow-on support.</p> <p>□ Regular Progress Monitoring: Implement a system to monitor teacher confidence and competence in PE delivery through surveys, lesson observations, and pupil feedback.</p> <p>□ Professional Development Workshops: Hold termly workshops focusing on specific PE skills, assessment techniques, and inclusive practises, ensuring all staff improve their knowledge and skills.</p> <p>□ Resources and Equipment: Provide access to up-to-date teaching resources and equipment to support coaching objectives and facilitate active learning.</p>	<p>□ Increased Teacher Confidence: Aim for at least a 75% increase in teacher confidence scores (measured via pre- and post-coaching surveys) among teachers receiving coaching, including the ECT.</p> <p>□ Improved Quality of PE Lessons: By the end of the year, 90% of PE lessons observed should meet or exceed school expectations for effective teaching and pupil engagement.</p> <p>□ Higher Pupil Engagement and Progress: Expect a 20% increase in pupil participation and progress in PE activities linked to improved teaching practises.</p> <p>□ Enhanced Inclusion: Ensure coaching includes strategies to support SEND pupils, aiming for 100% of staff to report increased confidence in delivering inclusive PE lessons.</p> <p>□ Positive Feedback from Staff and Pupils: Collect qualitative feedback showing improved enjoyment and enthusiasm for PE among pupils and increased job satisfaction among staff.</p>	<p>□ Embed Coaching Culture: Develop a sustainable coaching model by training internal staff to become PE coaches/mentors, reducing reliance on external providers over time.</p> <p>□ Ongoing Support for ECTs and New Staff: Include PE coaching as a standard part of induction for all new teachers, ensuring continuous professional development.</p> <p>□ Peer Collaboration: Establish a PE staff working group to share best practice, resources, and support ongoing professional growth.</p> <p>□ Review and Adapt: Use monitoring data to refine coaching delivery and address emerging needs. Adapt the coaching programme annually to align with whole-school priorities and pupil needs.</p> <p>□ Funding Strategy: Plan future use of Sports Premium funding to maintain and expand coaching support, ensuring long-term impact on teaching quality and pupil outcomes.</p>

Sporting after school clubs

Intended impact - The aim will be to make sure all children in KS2 have the opportunity to take part in an after-school club this year.

<u>Implementation</u>	<u>Impact</u>	<u>Sustainability and Next Steps</u>
<ul style="list-style-type: none"> □ Offer a broad range of after-school sporting clubs targeting all KS2 pupils, including popular team sports (football, netball, basketball), individual activities (athletics, gymnastics), and inclusive options (dance, yoga). □ Schedule clubs at varied times to accommodate different family circumstances and reduce barriers to attendance. □ Promote clubs actively through newsletters, assemblies, and pupil voice to ensure all pupils and parents are aware of opportunities. □ Ensure equity of access by monitoring attendance data to identify underrepresented groups (e.g., girls, pupils with SEND, disadvantaged pupils) and tailor club offers or provide targeted encouragement. □ Engage qualified coaches and experienced staff to deliver high-quality sessions that support skill development aligned with the PE curriculum. □ Provide equipment and resources necessary to run diverse clubs safely and effectively. □ Train lunchtime supervisors and older pupils as sports leaders to support clubs and encourage participation. □ Link clubs to curriculum topics and events, e.g., preparing for inter-school competitions or school sports day. □ Regularly review attendance and feedback to adapt club offerings and address any barriers. 	<ul style="list-style-type: none"> □ Target at least 75% regular attendance (attending 75% or more of sessions) among enrolled pupils. □ Increase participation rates among underrepresented groups by at least 20% compared to the previous year. □ Pupils demonstrate improved physical skills and confidence, evidenced through teacher assessments and pupil self-reports. □ Positive impact on overall pupil well-being and engagement, reported in pupil and parent surveys. □ Increase in pupils taking on leadership roles in clubs, aiming for at least 10% of KS2 pupils acting as sports leaders or peer mentors. □ Enhanced links between clubs and curriculum shown by pupils making connections between skills learned in clubs and PE lessons. □ Contribution to whole-school physical activity targets, supporting the 30 minutes of daily activity. 	<ul style="list-style-type: none"> □ Embed after-school clubs as a core part of the school's PE provision, with ongoing funding allocated from Sports Premium. □ Develop a sports leadership programme for older pupils to sustain club support and encourage peer mentoring. □ Strengthen partnerships with local sports clubs and community organisations to provide additional expertise and pathways beyond school. □ Continue to monitor attendance data closely to address barriers early and maintain inclusivity. □ Train teaching and support staff regularly to maintain high-quality delivery and expand club offerings. □ Use pupil and parent feedback to refine clubs, ensuring they remain attractive and accessible. □ Promote success and participation widely within the school community to raise the profile of PE and sport. □ Plan for cross-curricular links to enrich the sporting experience, e.g., involving English or computing in reporting or analysing sports data. □ Review and update equipment and resources annually to maintain safety and engagement.

Little bikers

Intended Impact - This had a very positive impact last year and will be introduced again for children in EYFS.

<u>Implementation</u>	<u>Impact</u>	<u>Sustainability and Next Steps</u>
<p>□ Delivery: Partner with a specialist cycling instructor to deliver a structured Little Bikers programme for EYFS pupils, focusing on balance, coordination, and basic bike handling skills.</p> <p>□ Frequency: Sessions to run weekly over a 10-week block during the autumn and spring terms.</p> <p>□ Resources: Use balance bikes and safety equipment provided through Sports Premium funding.</p> <p>□ Staff Involvement: EYFS staff to participate in sessions alongside pupils to build confidence and enable integration of cycling skills into daily physical activities.</p> <p>□ Parental Engagement: Organise a 'Bike Day' event where parents can observe and engage with their children's progress, encouraging cycling as a family activity.</p> <p>□ Inclusion: Adapt sessions to meet the needs of all pupils, including those with SEND, ensuring accessible equipment and differentiated support.</p>	<p>□ Physical Development: Expect at least 80% of EYFS pupils to show improved gross motor skills related to balance and coordination by the end of the programme, as measured through teacher assessments and pre/post session observations.</p> <p>□ Confidence and Engagement: Aim for 90% of participants to demonstrate increased confidence in using bikes and willingness to engage in physical activity outdoors.</p> <p>□ Long-term Activity Habits: Increase the number of EYFS pupils who regularly cycle outside of school by 25%, as reported by parent questionnaires.</p> <p>□ Early Risk Awareness: Pupils develop an understanding of basic cycling safety and road awareness appropriate for their age.</p> <p>□ Staff Skills: EYFS staff report increased confidence in supporting physical development through cycling activities, with 100% of staff involved receiving CPD linked to Little Bikers.</p>	<p>□ Embedding Practice: EYFS staff to integrate balance and bike skills into daily outdoor provision, using the equipment regularly beyond the programme weeks.</p> <p>□ Equipment Maintenance: Allocate budget for ongoing maintenance and replacement of bikes and safety gear to ensure continuous access.</p> <p>□ Wider Curriculum Links: Use cycling themes to support cross-curricular learning, such as maths (counting pedals, distances) and personal development (risk management).</p> <p>□ Progression Pathway: Develop a clear transition plan for pupils to progress from balance bikes to pedal bikes in KS1, linking with wider school cycling initiatives.</p> <p>□ Parent and Community Links: Establish a 'bike library' or loan scheme to encourage cycling at home and in the community, supported by local cycling groups or councils.</p> <p>□ Review and Adaptation: Conduct an annual review of the Little Bikers programme impact, adjusting session content and delivery based on pupil outcomes, staff feedback, and new best practice.</p>

Transport to sporting events

Intended Impact - To attend a wide variety of competitions, we need to use transport to get children to events that are not walkable. This will enable as many children as possible to represent school in a variety of competitions.

<u>Implementation</u>	<u>Impact</u>	<u>Sustainability and Next Steps</u>
<p>□ Organise Reliable Transport Options: Arrange regular, safe, and reliable transport (e.g., minibuses, coaches, or hired vehicles) for pupils to attend a wide range of sporting competitions beyond walking distance.</p> <p>□ Schedule and Coordination: Develop a coordinated calendar of events with transport booked in advance to ensure no pupil misses out due to logistical issues.</p> <p>□ Inclusion and Accessibility: Ensure transport provision is inclusive, enabling pupils with SEND or physical disabilities to attend events with appropriate support.</p> <p>□ Parental and Community Engagement: Communicate transport plans with parents and carers well in advance to encourage pupil participation and manage permissions effectively.</p> <p>□ Cost Management: Use Sports Premium funding efficiently to subsidise transport costs, prioritising events that offer the broadest participation opportunities.</p> <p>□ Partnerships: Explore partnerships with local schools or community groups to share transport resources, reducing costs and increasing access.</p>	<p>□ Increased Participation: Aim for at least a 30% increase in the number of pupils attending external sporting competitions compared to the previous year.</p> <p>□ Broader Representation: Ensure a diverse range of pupils participate, including those from disadvantaged backgrounds and pupils with SEND, targeting 100% inclusion of interested pupils who require transport.</p> <p>□ Enhanced School Profile: Improved attendance at competitive events raises the profile of PE and sport across the school, contributing to a positive culture of physical activity.</p> <p>□ Pupil Feedback: Gather feedback showing that at least 85% of participating pupils feel supported and motivated to represent the school due to accessible transport.</p> <p>□ Curriculum Link: Pupils can apply skills learned in PE lessons in real competitions, reinforcing curriculum intent and progression.</p>	<p>□ Review and Refine Transport Arrangements: Conduct termly reviews of transport effectiveness and pupil attendance data to identify and address any barriers.</p> <p>□ Build Long-term Partnerships: Develop ongoing agreements with local transport providers and neighbouring schools to secure cost-effective, reliable transport for future years.</p> <p>□ Extend Opportunities: Use successful transport models to explore additional events, including festivals, tournaments, and inclusive sports events.</p> <p>□ Embed in School Culture: Promote the value of attending competitions through assemblies, newsletters, and social media to maintain high pupil enthusiasm and parental support.</p> <p>□ Monitor Funding Impact: Ensure that transport spending continues to align with Sports Premium key indicators and is audited annually to demonstrate value for money and impact.</p>

PE passport - (software used to plan PE)

Intended Impact - By buying this software, it has enabled staff to have detailed planning to support their teaching of PE and has been used in conjunction with the coaching. This will continue next year.

<u>Implementation</u>	<u>Impact</u>	<u>Sustainability and Next Steps</u>
<p>▢ Integration with coaching: PE Passport is actively used alongside coaching sessions to provide consistent lesson plans and progression tracking.</p> <p>▢ Staff training: All teaching staff have received training on how to use PE Passport effectively, ensuring confidence in lesson delivery and assessment</p> <p>▢ Curriculum coverage: The software supports a broad and balanced PE curriculum, ensuring all key skills and activities are planned and delivered systematically.</p> <p>▢ Planning and assessment: Teachers use the software to prepare lessons, adapt plans for different ability levels, and record pupil progress.</p> <p>▢ Monitoring: PE leads regularly review planning and pupil data within PE Passport to identify gaps or areas for development.</p> <p>▢ Inclusion: Plans are adapted using PE Passport to meet the needs of all pupils, including those with SEND and less confident learners.</p>	<p>▢ Improved teaching quality: 90% of staff report increased confidence in delivering PE lessons due to detailed planning and resources provided by PE Passport.</p> <p>▢ Pupil progress: By the end of the year, 80% of pupils achieve age-related expectations in PE skills progression as tracked through the software.</p> <p>▢ Engagement: Increased pupil engagement in PE lessons, with a 15% rise in positive behaviour and participation rates noted during lessons.</p> <p>▢ Data-driven interventions: Targeted support provided to 10% of pupils identified through progress tracking as needing additional help, leading to measurable improvements.</p> <p>▢ Curriculum consistency: All year groups have full curriculum coverage, ensuring no gaps in learning or missed fundamental skills.</p> <p>▢ Staff collaboration: Regular sharing of best practice and planning ideas facilitated through PE Passport leads to a more cohesive approach across the school.</p>	<p>▢ Ongoing staff development: Continue CPD sessions each term to update staff on new features and best practice in using PE Passport.</p> <p>▢ Further integration: Use PE Passport data to inform whole-school physical activity initiatives and link PE learning with other subjects.</p> <p>▢ Review and update: Annually review the software's effectiveness and ensure it continues to meet the school's evolving curriculum needs.</p> <p>▢ Extend use: Encourage use of PE Passport for extra-curricular clubs and events to maintain consistency in skill development beyond lessons.</p> <p>▢ Parental engagement: Share pupil progress reports generated from PE Passport with parents to increase awareness and support for physical development at home.</p> <p>▢ Funding: Allocate Sports Premium funding to maintain subscription and explore complementary resources or equipment that align with PE Passport planning.</p>

Sports equipment

Intended Impact - Necessary to support lunchtime and after school club sports.

<u>Implementation</u>	<u>Impact</u>	<u>Sustainability and Next Steps</u>
<p>□ Audit and Procurement: Conduct a comprehensive audit of existing sports equipment to identify gaps and wear and tear. Purchase high-quality, inclusive, and age-appropriate equipment tailored to support a wide range of sports activities during lunchtimes and after-school clubs.</p> <p>□ Inclusive Provision: Ensure equipment includes adaptations for pupils with SEND, such as larger balls, softer balls, or specialised equipment to enable full participation.</p> <p>□ Equipment Accessibility: Organise equipment storage and distribution systems that allow easy access for lunchtime supervisors, coaches, and pupil leaders to facilitate smooth and timely activity sessions.</p> <p>□ Staff and Pupil Training: Train lunchtime supervisors and after-school club staff on the correct use and management of equipment, including safety protocols. Empower pupil leaders with responsibility for setting up and maintaining equipment, promoting leadership and ownership.</p> <p>□ Variety and Progression: Provide equipment that supports a broad range of sports and activities aligned with the PE curriculum sequence, encouraging skill progression and catering to different interests and abilities.</p>	<p>□ Increased Participation: Aim for at least a 20% increase in pupil participation in lunchtime and after-school sports clubs within 12 months, supported by accessible and engaging equipment.</p> <p>□ Improved Skill Development: Monitor pupil progress through observations and feedback, targeting a 15% improvement in proficiency in key motor skills and sport-specific techniques linked to the curriculum.</p> <p>□ Enhanced Inclusion: Ensure 100% of pupils, including those with SEND, have access to appropriate equipment to participate fully in physical activities during lunch and after school, reducing barriers to engagement.</p> <p>□ Positive Behaviour and Well-being: Track reductions in lunchtime behavioural incidents by 10% as pupils engage more positively through structured, equipment-supported activities. Collect pupil wellbeing surveys showing increased enjoyment and confidence in physical activity.</p> <p>□ Pupil Leadership: At least 10% of pupils actively involved as sports leaders managing equipment and organising activities, fostering responsibility and leadership skills.</p>	<p>□ Ongoing Equipment Review: Implement a termly review process to assess equipment condition and usage, ensuring timely replacement and upgrades to maintain safety and engagement levels.</p> <p>□ Budget Planning: Allocate a portion of the Sports Premium budget annually to sustain equipment quality and expand the range of activities offered.</p> <p>□ Capacity Building: Continue training new lunchtime supervisors, staff, and pupil leaders each academic year to maintain high standards of equipment use and activity delivery.</p> <p>□ Cross-Curricular Links and Community Engagement: Explore opportunities to link equipment use with other subjects (e.g., maths for scoring and statistics) and community sports clubs to further enhance pupils' physical activity and sports participation pathways.</p> <p>□ Celebration and Recognition: Develop a recognition system celebrating participation and leadership in lunchtime and after-school sports, reinforcing the value of physical activity and sustained engagement.</p>

Active learning

Intended Impact- Intended to allow classes to go on trips supporting outdoor learning.

Implementation	Impact	Sustainability and Next Steps
<p>□ Planning and Delivery of Outdoor Learning Trips: Organise regular outdoor learning trips linked directly to the PE curriculum and other subjects such as science and geography. These trips will include activities like orienteering, nature walks, team sports, and physical challenges that reinforce classroom learning.</p> <p>□ Partnerships with Local Outdoor Education Providers: Collaborate with local outdoor centres, sports clubs, and environmental organisations to deliver high-quality, curriculum-linked experiences.</p> <p>□ Inclusive Access: Ensure trips are accessible to all pupils, including those with SEND, by providing appropriate adaptations, transport, and staffing support.</p> <p>□ Staff Training: Provide CPD for staff on outdoor learning pedagogy, risk assessment, and how to integrate physical activity meaningfully into outdoor trips.</p> <p>□ Parental Engagement: Communicate with parents about the benefits of outdoor learning trips to encourage full participation and support.</p> <p>□ Use of Sports Premium Funding: Allocate funding to cover transport costs, specialist instructors, equipment hire, and training for staff.</p>	<p>□ Increased Physical Activity: Aim for at least 90% of pupils participating in outdoor learning trips each term, contributing to the government's recommendation of 30 minutes of physical activity during the school day.</p> <p>□ Enhanced Engagement and Learning: Monitor pupil engagement and enthusiasm for PE and related subjects through surveys and teacher observations, targeting a 10% increase in positive pupil feedback about PE and outdoor activities by the end of the academic year.</p> <p>□ Improved Skills and Confidence: Pupils demonstrate improved physical skills (e.g., coordination, stamina) and greater confidence in outdoor settings, measured through teacher assessments and pupil self-evaluations.</p> <p>□ Inclusion and Access: Ensure 100% of pupils with SEND have tailored access to outdoor learning trips with appropriate support, promoting inclusivity and equal opportunities.</p> <p>□ Broader Curriculum Links: Evidence that outdoor trips enhance cross-curricular learning, for example, pupils applying maths skills in navigation or science knowledge in environmental observation. This can be tracked through teacher feedback and pupil work samples.</p>	<p>□ Embed Outdoor Learning in Curriculum Planning: Ensure outdoor learning trips become a regular, planned part of the PE and wider curriculum offer rather than one-off events. This will involve ongoing liaison between PE leads and curriculum coordinators.</p> <p>□ Develop Pupil Leadership: Train older pupils as outdoor activity leaders or 'Sports Ambassadors' to support younger pupils on trips, fostering leadership skills and sustainable peer support.</p> <p>□ Continuous Staff Development: Maintain regular CPD sessions focused on outdoor learning skills and inclusive practice to build staff confidence and expertise over time.</p> <p>□ Review and Adapt Trips Annually: Use pupil and staff feedback to refine trip content, ensuring relevance and engagement, and to identify any barriers to participation early.</p> <p>□ Strengthen Community Links: Build long-term partnerships with local providers and sports clubs to support a diverse range of outdoor activities and ensure cost-effective delivery.</p> <p>□ Funding Strategy: Plan to sustain funding beyond the Sports Premium through school budget allocation, fundraising, and community sponsorship, ensuring trips remain affordable and accessible.</p>