



## 2025-26 Primary PE and Sports Premium - Action Plan

PE and Sports Premium funding is allocated annually by the Department for Education and must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2025 to 2026 academic year, to encourage the development of healthy, active lifestyles.

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| Academic Year: | Total fund allocated: | Date Updated:- |
| 2025-26        | £19,600               | Autumn 2025    |

| <b>Key Indicator 1</b> -The engagement of <u>all</u> pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school |   |  |   | Percentage of total allocation:<br><br><span style="font-size: 1.2em; color: red; font-weight: bold;">87%</span> |
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| School focus  | Key actions   | Timescale  | Evidence and impact   | Sustainability and next steps  |
| Improve the health and fitness of children and encourage participation and enjoyment  | <b>Lunch time sessions run by qualified Sports Coach and Play Co-ordinator to support engagement in physical activity. These sessions are tailored to current cohorts and Sports Coach targets key children. Focus on</b> | -Lunchtime activities and FOC after school clubs offered all year round. | These are tried and tested strategies resulting in more active lunchtime play, and ‘more children moving more’. Research and in-school findings evidence behaviour improves and |  |

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| <p>of a range of physical activities in addition to PE sessions</p> | <p>football, gross motor skills and team building.<br/> Additional member of staff recruited Autumn 25 to promote active play at lunchtimes, and to work alongside our play coordinator whose impact is evident at lunchtimes.</p> <p>- The lunchtime offer has been adapted to support children with complex needs to be active outside and to promote their physical wellbeing and gross motor skills.</p> <p>-Forest After School Club and weekly afterschool sports clubs, including Balanceability, with varying foci over the year and delivered consistently by qualified sports coach</p> <p>-Outdoor track and trim trail to be used by all children once, daily during lesson time to provide movement break within the curriculum.</p> <p>-Outdoor track and trim trail open to all children during morning and lunchtime play and sustained by staff</p> | <p>-Outdoor track available all day, every day</p> <p>-Trim trail to be used daily alongside track and at lunchtimes</p> | <p>child voice is positive-backed up by evidence from staff on duty.</p> <p>After school clubs well attended and an established waiting list to ensure that all who want to attend do get to across the year. PP children are given priority.</p> <p>Outdoor track continues to ensure physical activity is sustained as well as improving self-regulation and the concept of exercising for pleasure.</p> <p>Active maths used to target key children to improve</p> |  |
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|  | - Decking and outdoor classroom to be well resourced and in line with current learning and use maximised to promote active learning |                  | their level of physical activity as well as their problem solving skills.<br><br>All children are active for 60 minutes or more per day                         |  |
| <b>Key Indicator 2</b> -The profile of PE and sport is raised across the school as a tool for whole-school improvement |   |                  |   | Percentage of total allocation:<br><b>2.5%</b> |
| <b>School focus</b>  | <b>Key actions</b>  | <b>Timescale</b> | <b>Evidence and impact</b>  | <b>Sustainability and next steps</b>           |
| Impact of movement on wellbeing and being 'ready to learn'   | <ul style="list-style-type: none"> <li>- Sensory diet CPD</li> <li>- TIASS recap</li> </ul>   | Spring term      | Individualised offer for target group of children, but whole school approach evidence movement breaks, planned active tasks and use of de-escalation techniques |  |
| <b>Key Indicator 3</b> - Increased confidence, knowledge and skills of all staff in teaching PE and sport              |   |                  |   | Percentage of total allocation:<br><b>2.5%</b> |
| <b>School focus</b>  | <b>Key actions</b>  | <b>Timescale</b> | <b>Evidence and impact</b>  | <b>Sustainability and next steps</b>           |

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| Continuous improvement cycle of upskilling teaching staff and lunchtime supervisors to maximise progress in PE | <p><b>PE Conference attended by Sports Coach and member of SLT and key points cascaded to whole team to improve provision</b></p> <p><b>PE Hub material purchased and embedded across the school. 3yr subscription taken up. This targets the feedback from Ofsted around sequential learning within the curriculum.</b></p> | Summer                 | <p>Pedagogy within the teaching of PE is clearer- planning and progression will evidence sequential learning (in line with rest of the curriculum). Staff are more confident about why they teach what they do, when they do and how they do. These decisions are linked to fine and gross motor skills needed in the rest of the curriculum.</p> |  |
|  | <p><b>Sports Coach to build in capacity to team-teach with teachers to improve key areas identified in audit via a rolling programme.</b></p>  | Spring and Summer 2026 | <p>Twilight session led by SG/HD Spring 2024- impact to be seen in subsequent practice and professional dialogue</p>  |  |

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| <p><b>Key Indicator 4-</b> A broader experience of a range of sports and activities offered to all pupils</p> | <p>Percentage of total allocation:<br/><b>8%</b></p> |
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| School focus  | Key actions | Timescale | Evidence and impact | Sustainability and next steps                        |
|---|-------------|-----------|---------------------|--|
| <p>Challenge Academy will return to focus on the school value of resilience as Y2 begin their transition to the Junior school in Summer 2026. Specific sport and area of physical development will be confirmed in Spring 2026 depending on progress and interests of the cohort and the Challenge Academy offer.</p> <p>A wider range of lunchtime resources purchased to expose children to a wider range of physical challenge and to encourage movement at lunchtimes.</p> <p>Tennis lessons for Y2 and visit to Kings Norton Tennis Club for lesson with Matt- pro player</p>  |             |           |                     |  |
| <p><b>Key indicator 5- increased participation in competitive sport</b></p>   |             |           |                     | <p>Percentage of total allocation:<br/><b>0%</b></p> |
| <p>Due to the age of infant children, competition will be provided mainly by focusing on improving an individual's own performance, staff CPD around small team games, by signposting to competitive sporting opportunities in the local community and ensuring Sports Day and other intra school events have a competitive element. This will be evidenced in lesson observations, Learning Walks and pupil feedback. Staff will talk about their own competitive pursuits and hold a designated assembly to showcase their skills and successes from football medals to marathons to netball tournaments to 'Coach to 5k'.</p> <p>KS1 football tournament hosted in Spring 2 by us and in Summer 2026 by a local school- these tournaments are now embedded in our offer (see KP1 4).</p> |             |           |                     |  |