

Sports Premium Report – Strategic Plan

September 2025-26



LONDON COLNEY PRIMARY AND NURSERY SCHOOL

Purpose of the Grant

- To develop or add to the PE and sport activities that your school already offers.
- To build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- To improve the provision of PE and sport so that all pupils develop healthy lifestyles.

The funding is received in two instalments, the first is October and the second funding allocation in April.

Objectives and Principles

At London Colney Primary School, our aim is to develop a PE curriculum that is designed to teach children skills that will have a positive impact on their future health and wellbeing. We aim to deliver inclusive, high-quality teaching and learning opportunities that inspire all children to develop the competence to excel in a broad range of physical activities. We want to teach children how to co-operate and collaborate with others, as part of a team, understanding fairness and equality of play to embed life-long values. Swimming and water safety are important life skills and we aspire for all children to leave primary school being able to swim at least 25 metres.

We want our children to develop the knowledge, skills and capabilities necessary for mental, emotional, social and physical wellbeing now and for their future. Physical fitness is an important part of leading a healthier, active lifestyle. It teaches self-discipline and that to be successful you must work hard, show resilience and have the determination to believe that anything can be achieved. We want our children to be able to be physically active for sustained periods of time. We hope children enjoy PE and develop a love of sport, and physical activity, that they pursue outside of school and in future life beyond primary school.

The funding will develop a programme that includes:

- ✓ High quality physical education, as part of the curriculum, including knowledge and understanding of a healthy lifestyle.
- ✓ Support from Herts PE Team for teachers to develop sports practice and confidence in delivering PE and sports lessons.
- ✓ Wider range of extracurricular clubs.
- ✓ Structured playtimes and lunchtime activities to encourage participation and promote healthy well-being.
- ✓ Entering different leagues, festivals, sports tournaments and competitions organised by Herts PE Teams.
- ✓ Sports enrichment opportunities across the school.
- ✓ Sports Leaders to work with the Herts PE Team to lead games during playtime and lunchtimes.

Summary of 2024 Sports Premium Review

Key achievements to date:	Areas for further development and baseline evidence of need:
<ul style="list-style-type: none">• Two hours of PE and sport taught throughout KS1 & KS2• Daily physical activity for all encouraged in EYFS	<ul style="list-style-type: none">• Reintroduce the daily mile• Living streets – walk to school

<ul style="list-style-type: none"> Year 4 participating in swimming lessons working towards achieving 25m. Weekly celebration assembly to recognise achievements in swimming. Extension of the extra-curricular provision – Additional PE and Sports clubs 100% of sporting clubs are at full capacity. Sports leader to improve quality of teaching Joy of moving workshops with Watford FC. Completed bikeability course for year 5 and 6 children to increase road safety awareness as well as to promote use of bicycles for fun and transport Diversity in sport to allow children to experience a wider range of sporting activities outside of the PE curriculum Staff CPD and modelled lessons by PE leader New scheme to upskill teachers Teacher modelling PE and use of apparatus Sports ambassadors to assigned in Year 6 to help lead active lunchtimes and raise the profile of PA throughout the school. Resources to enhance PE lessons 	<ul style="list-style-type: none"> Increase participation in inter and intra school competitions through links with School Games. More children to be able to swim Diversity in swimming – parent workshops to emphasise the importance of swimming Develop parent partners for raising profile of swimming for all cultural groups and act as translators for hard to reach families. Improve outcomes in PE across the school. Further enrichment activities to raise the profile of PE across the school. Develop an action plan to tackle the levels of obesity and a healthy lifestyle.
Meeting national curriculum requirements for swimming and water safety	Percentage
What percentage of your Yr 6 could swim competently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	65%
What percentage of your Yr 6 pupils could use a range of strokes effectively (for example, front crawl, backstroke & breaststroke) when they left your primary school at the end of last academic year?	65%
What percentage of your Yr 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the last academic year?	22%
Schools can choose to use Primary PE & Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Academic Year 2024/25	Total fund allocated: £17320 Actual Spend:	Date Updated: September 2025
Key indicator 1: the engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school		Percentage of total allocation: 80.5%

School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated:	Evidence & impact:	Sustainability & suggested next steps:
<p>Enhance the opportunities given to children for daily physical activity at school</p>	<p><input type="checkbox"/> Introduce Active Start and End to the Day:</p> <ul style="list-style-type: none"> Implement morning wake-up activities such as "Daily Mile", GoNoodle, or Just Dance sessions. Use short physical activity routines to energise children at the start of the day and after lunch. <p><input type="checkbox"/> Develop Active Playtimes and Lunchtimes:</p> <ul style="list-style-type: none"> Train play leaders to run structured games and activities. Invest in playground equipment (e.g., skipping ropes, balance boards, sports gear). Create physical activity zones (e.g., fitness trail, sports games area, quiet zone). <p><input type="checkbox"/> Enhance PE Curriculum Delivery:</p> <ul style="list-style-type: none"> Use Sports Premium to employ PE leader to work alongside teachers. Provide CPD for staff to improve confidence and quality of PE teaching. Broaden the range of sports offered (e.g., yoga, dance, martial arts). 	<p>£3198</p> <p>£2000</p> <p>£8917</p>	<p><i>1. Active Start and End to the Day</i></p> <ul style="list-style-type: none"> Evidence: Registers for Daily Mile; timetabled sessions for GoNoodle and movement breaks; teacher logs of active morning routines. Impact: Increased pupil alertness and readiness to learn. Teachers report improved focus after physical activity sessions. Positive pupil feedback indicates enjoyment and preference for active starts. <p><i>2. Active Playtimes and Lunchtimes</i></p> <ul style="list-style-type: none"> Evidence: Photos, rotas of pupil play leaders, inventory of new equipment purchased, and structured activity timetables. Impact: Reduced playground incidents and increased participation in structured games. Staff observed improved cooperation and teamwork skills. More children are physically active during break times. <p><i>3. Enhanced PE Curriculum Delivery</i></p> <ul style="list-style-type: none"> Evidence: Staff CPD records, lesson observations, PE planning 	

	<p>☐ Incorporate Physical Activity Across the Curriculum:</p> <ul style="list-style-type: none"> • Encourage active learning strategies in lessons (e.g., maths on the move, drama in English). • Use outdoor learning opportunities to combine academic content with movement. <p>☐ Increase Participation in Extra-Curricular Sports Clubs:</p> <ul style="list-style-type: none"> • Offer a wider variety of before and after-school physical activity clubs. • Target disengaged or inactive pupils for priority placement. <p>☐ Promote Whole-School Physical Activity Events:</p> <ul style="list-style-type: none"> • Plan regular fitness challenges, intra-school competitions, and charity active days. • Celebrate national events like Sport Relief and National Fitness Day. <p>☐ Use Pupil Voice to Shape Opportunities:</p> <ul style="list-style-type: none"> • Conduct surveys or School Council discussions to find out what activities children enjoy. 		<p>folders, sports coach timetables.</p> <ul style="list-style-type: none"> • Impact: 100% of teaching now judged 'Good' in Summer 2025 . Teachers more confident in delivering PE, leading to greater pupil engagement and skill development. <p><i>4. Physical Activity Across the Curriculum</i></p> <ul style="list-style-type: none"> • Evidence: Curriculum planning showing cross-curricular physical activity; examples of active maths/English sessions. • Impact: Pupils more engaged in learning, particularly kinesthetic learners. Active lessons noted in monitoring visits as promoting deeper learning and increased motivation. <p><i>5. Extra-Curricular Sports Clubs</i></p> <ul style="list-style-type: none"> • Evidence: Club registers, pupil sign-up sheets, targeted intervention lists. • Impact: Increased participation from disadvantaged and inactive pupils. A wider range of sports offered has improved inclusion and enthusiasm for physical activity. 	
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	<ul style="list-style-type: none"> • Use feedback to tailor provision and increase engagement. <p>□ Monitor and Evaluate Impact:</p> <ul style="list-style-type: none"> • Track pupil participation in daily physical activities. • Use feedback and data to assess the success and sustainability of initiatives 		<p><i>6. Whole-School Events</i></p> <ul style="list-style-type: none"> • Evidence: Photographs, parent newsletters, social media posts, and pupil voice feedback. • Impact: Raised school profile in the community; strengthened school spirit; encouraged physical activity at home; increased parental involvement. <p><i>7. Pupil Voice</i></p> <ul style="list-style-type: none"> • Evidence: Survey results, School Council minutes, suggestion boxes. • Impact: Clubs and activities now reflect pupil interests more closely, leading to higher engagement and improved behaviour in less structured times. <p><i>8. Monitoring and Evaluation</i></p> <ul style="list-style-type: none"> • Evidence: Termly review of participation data, teacher evaluations, and SEN pupil access tracking. • Impact: Sports Premium spending is strategic and meets the needs of all groups. Regular adjustments ensure continued improvement and sustainability. <p>✓</p>	
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<p>Increase activity levels by promoting walking as part of a healthy lifestyle</p>	<p><input type="checkbox"/> Launch a Whole-School "Walk to School" Initiative</p> <ul style="list-style-type: none"> Promote walking, cycling, or scooting to school through assemblies and newsletters. Provide class incentives (e.g., certificates, rewards) for the most active travel. <p><input type="checkbox"/> Participate in National Campaigns</p> <ul style="list-style-type: none"> Join events like Walk to School Week, The Big Walk and Wheel, or Living Streets Travel Tracker. Track pupil participation and celebrate class/team successes. <p><input type="checkbox"/> Walking Wednesdays / Active Travel Days</p> <ul style="list-style-type: none"> Designate one day a week for pupils and families to commit to walking, even part of the way. Staff to model behaviour by walking with pupils where appropriate. <p><input type="checkbox"/> Park & Stride Zones</p> <ul style="list-style-type: none"> Identify and publicise safe drop-off points 5–10 minutes from school to encourage "walk the rest" behaviour. 	<p>Time</p>	<p><input type="checkbox"/> Increased Participation in Active Travel: Monitoring from travel surveys and class charts <i>will show</i> a steady rise in the number of children walking, cycling or scooting to school, particularly on designated days such as Walking Wednesdays.</p> <p><input type="checkbox"/> Improved Pupil Wellbeing and Focus: Staff <i>will observe</i> that pupils who walk to school or take part in daily walks <i>will arrive</i> more alert and ready to learn. Teachers <i>will report</i> improved concentration in morning lessons following active travel or short walking breaks.</p> <p><input type="checkbox"/> Stronger Community Engagement: Parental feedback from surveys <i>will indicate</i> that families <i>feel</i> encouraged and supported to walk more. The Park & Stride initiative <i>will be</i> positively received, especially among families who live further from school.</p> <p><input type="checkbox"/> Development of Healthy Habits: Through regular promotion of walking, children <i>will become</i> more aware of how physical activity supports a healthy lifestyle. Pupil voice surveys <i>will show</i> an increasing number of pupils able to articulate why walking is good for their health.</p> <p><input type="checkbox"/> Sustained Participation in National Campaigns: The school <i>will take part</i> in events such as Walk to School Week and the Big Walk and Wheel. Data submitted <i>will reflect</i> high engagement levels and</p>	
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	<p><input type="checkbox"/> Introduce Daily Walking Breaks</p> <ul style="list-style-type: none"> • Where appropriate, use short walking breaks around the school grounds during lessons (especially in KS2). • Use it as a movement break to re-energise pupils for learning. <p><input type="checkbox"/> Walk-and-Talk Clubs or Wellbeing Walks</p> <ul style="list-style-type: none"> • Use break/lunch times for optional social walking groups, especially for children who are less active or struggle with playground games. <p><input type="checkbox"/> Integrate Walking into the Curriculum</p> <ul style="list-style-type: none"> • Include local area walks for geography/history topics. • Encourage observational walks and nature trails to promote cross-curricular engagement. <p><input type="checkbox"/> Staff Engagement</p> <ul style="list-style-type: none"> • Promote walking meetings or staff step challenges to model a healthy lifestyle for pupils. <p>•</p>		<p>demonstrate whole-school commitment.</p> <p><input type="checkbox"/> Reduction in Pupil Sedentary Time: Daily walking breaks, active playground initiatives and walking clubs <i>will contribute</i> to reduced sedentary time, particularly for pupils less inclined to engage in competitive sports.</p> <p><input type="checkbox"/> Modelled by Staff: Staff involvement in walking initiatives and leading by example <i>will help</i> normalise walking as a fun, inclusive and accessible form of daily exercise.</p>	
To promote the enjoyment of cycling & basic skills to develop future road cyclists through the Bikeability	<input type="checkbox"/>		<input type="checkbox"/> A high percentage of Year 5 and 6 pupils <i>will successfully complete</i> the Bikeability programme, with participation	

programme and safer scooting	<ul style="list-style-type: none"> • Deliver Bikeability Level 1 & 2 training to all Year 5 and 6 pupils annually, led by qualified external instructors. • Run scooter safety workshops for KS1 and LKS2 to promote early road awareness and responsible use of scooters. • Introduce Active Travel Weeks to celebrate and encourage walking, cycling and scooting to school. • Provide safe cycle and scooter storage to encourage daily use. • Ensure staff supervision and clear safety protocols during arrival/departure times. • Distribute educational materials and share safety tips with families via newsletters and parent workshops. • Celebrate pupil participation with certificates and assemblies to boost engagement. • Track participation and impact through pupil voice, 	Free	<p>tracked via attendance registers and completion certificates.</p> <ul style="list-style-type: none"> □ Observations from instructors and staff <i>will highlight</i> improved pupil understanding of road safety, including signalling, awareness, and control while cycling. □ KS1 and LKS2 pupils <i>will take part</i> in safer scooting sessions, with follow-up monitoring <i>expected to show</i> safer behaviours on school premises. □ Travel data and daily counts <i>will reflect</i> an increase in pupils cycling and scooting to school following the sessions. □ Pupil voice surveys and informal feedback <i>will indicate</i> that children enjoy the experience and <i>feel more confident</i> cycling outside school. □ Parental feedback, gathered through consultations and via <i>Marvellous Me</i>, <i>will show</i> appreciation for the focus on safety and the development of practical cycling skills. □ Staff <i>will note</i> a wider range of pupils engaging in physical activity through cycling and scooting, particularly those less likely to take part in traditional sports. 	
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	travel surveys, and incident logs.			
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Key Indicator 2: The profile of PE & sport being raised across the school as a tool for the whole school improvement				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability & suggested next steps:
PE Steering group	<ul style="list-style-type: none"> <input type="checkbox"/> Form a team consisting of staff, pupil representatives, and a governor with a specific interest in PE. <input type="checkbox"/> Meet termly to review the PE curriculum, evaluate physical activity provision, and plan for sporting events and initiatives. <input type="checkbox"/> Monitor the impact of Sport Premium spending and ensure alignment with school priorities and pupil needs. <input type="checkbox"/> Encourage pupil voice and ensure provision reflects pupil interests and promotes inclusivity. • 	Time	<ul style="list-style-type: none"> <input type="checkbox"/> Strengthened leadership and accountability for PE and sport. <input type="checkbox"/> Greater pupil engagement through representation and ownership. <input type="checkbox"/> A clearer strategic overview of PE development across the school. <input type="checkbox"/> More targeted and inclusive extracurricular offer. <input type="checkbox"/> Increased staff confidence and involvement in PE planning and delivery. <input type="checkbox"/> Minutes from termly PE Steering Group meetings showing action planning and decision-making. <input type="checkbox"/> Surveys showing increased pupil voice in shaping provision. <input type="checkbox"/> Improved pupil participation rates in clubs and school competitions. <input type="checkbox"/> Clear tracking of Sport Premium impact through the group's monitoring. 	

			<input type="checkbox"/> Feedback from governors and staff indicating stronger direction and outcomes in PE.	
			✓	
Improve the quality of teaching PE & sharing expertise	<input type="checkbox"/> Provide targeted CPD for staff, including team-teaching, model lessons, and access to professional PE coaches. <input type="checkbox"/> Embed the use of a high-quality PE scheme to ensure consistency and progression. <input type="checkbox"/> Use coaching/mentoring to support less confident staff and ensure subject knowledge is secure across the school. <input type="checkbox"/> Facilitate professional dialogue and resource sharing through staff meetings and INSET.	Time	<input type="checkbox"/> Greater staff confidence in delivering high-quality PE lessons. <input type="checkbox"/> Improved consistency and progression in PE across year groups. <input type="checkbox"/> Increased pupil engagement due to more varied, well-structured lessons. <input type="checkbox"/> Sustainable improvements in teaching through peer support and shared practice. <input type="checkbox"/> Staff feedback indicates increased confidence in planning and teaching PE. <input type="checkbox"/> Lesson observations and learning walks show improvements in teaching quality and pupil engagement. <input type="checkbox"/> Children report greater enjoyment and variety in PE lessons via pupil voice surveys. <input type="checkbox"/> Use of a consistent scheme ensures coverage and progression are mapped and monitored. <input type="checkbox"/> Staff now contribute to shared planning folders and attend termly review session	
			✓	

Raise the profile of LCP PE teachers across school & at competitions, tournaments & events	<ul style="list-style-type: none"> <input type="checkbox"/> Promote teachers as visible leaders of physical activity through assemblies, newsletters, and school social media channels. <input type="checkbox"/> Ensure teachers lead and actively participate in school sports events, tournaments, and competitions, representing the school with pride. <input type="checkbox"/> Encourage teachers to deliver workshops or coaching sessions for pupils, staff, and parents to showcase their expertise. <input type="checkbox"/> Highlight achievements and contributions of teachers in school communications and at parent evenings. <input type="checkbox"/> Collaborate with local schools and community sports clubs to increase visibility and professional networks. 	£110	<ul style="list-style-type: none"> <input type="checkbox"/> Increased recognition and respect for teachers among pupils, staff, and parents. <input type="checkbox"/> Higher levels of pupil participation in PE and school sports activities. <input type="checkbox"/> Stronger relationships between PE staff and the wider school community. <input type="checkbox"/> Enhanced opportunities for pupils to engage in competitive sport with confident, visible role models. <input type="checkbox"/> Positive feedback from pupils, staff, and parents regarding PE staff involvement and leadership. <input type="checkbox"/> Increased participation rates in sports competitions and extracurricular clubs. <input type="checkbox"/> Regular features of PE teacher-led activities in newsletters and on social media. <input type="checkbox"/> PE teachers invited to lead or contribute at wider school and community events. <input type="checkbox"/> Reports from events highlighting PE staff roles and pupil achievements. 	
To develop children's knowledge of the links between diet & physical wellbeing	<ul style="list-style-type: none"> • Integrate lessons on nutrition and healthy eating into the PSHE and science curriculum with a 	Curriculum development	<ul style="list-style-type: none"> <input type="checkbox"/> Increased pupil awareness of how diet affects energy, growth, 	

	<p>focus on how diet impacts physical health and performance.</p> <ul style="list-style-type: none"> • Organise workshops and interactive sessions with nutritionists or health professionals to engage pupils in understanding healthy food choices. • Promote themed weeks or campaigns (e.g., Healthy Eating Week) that include activities linking diet with physical fitness and wellbeing. • Provide resources and information for parents to encourage healthy eating habits at home, including recipes and meal planning tips. • Incorporate practical activities such as cooking demonstrations or school garden projects to connect food knowledge with hands-on experiences. • Use pupil voice surveys and quizzes to assess understanding and adjust teaching approaches accordingly. • 		<p>physical performance, and overall health.</p> <ul style="list-style-type: none"> □ Improved attitudes towards healthy eating and lifestyle choices among pupils. □ Greater engagement in physical activities supported by better nutritional knowledge. □ Enhanced parental involvement in supporting healthy diets for children. □ Pupil surveys showing improved knowledge of nutrition and its link to physical wellbeing. □ Observations of pupils making healthier food choices in school meals and snacks. □ Positive feedback from pupils and parents about workshops and campaigns. □ Increased participation and enthusiasm in physical activities linked to understanding of diet benefits. □ Documentation of themed weeks and related activities with participation data. 	
To ensure pupils reach the National Curriculum expectation for swimming by the time they leave LCP School	<ul style="list-style-type: none"> • Encourage parents to take their children swimming outside of school hours • Teach pupils the benefits of swimming for their health & fitness during curriculum time 	Time	<ul style="list-style-type: none"> □ Increased percentage of pupils meeting or exceeding the National Curriculum swimming standards by Year 6. 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Provide regular, high-quality swimming lessons for all pupils from Key Stage 1 onwards, with tailored support for those who need extra help. <input type="checkbox"/> Partner with local swimming pools and qualified instructors to deliver consistent, progressive swimming programmes. <input type="checkbox"/> Monitor pupils' swimming progress termly to identify those not meeting age-related expectations and offer targeted interventions or catch-up sessions. <input type="checkbox"/> Educate pupils and parents on water safety and the importance of swimming skills through workshops and communications. <input type="checkbox"/> Celebrate swimming achievements through assemblies, newsletters, and certificates to motivate pupils. 		<ul style="list-style-type: none"> <input type="checkbox"/> Improved water confidence and safety awareness among pupils. <input type="checkbox"/> Reduced number of non-swimmers or pupils below national expectations at the end of primary school. <input type="checkbox"/> Enhanced parental engagement and support for swimming programmes. <input type="checkbox"/> Swimming assessment records showing pupil progress and attainment levels. <input type="checkbox"/> Data tracking the percentage of pupils meeting National Curriculum swimming targets annually. <input type="checkbox"/> Feedback from swimming instructors, pupils, and parents. <input type="checkbox"/> Records of attendance at extra swimming sessions or holiday clubs. <input type="checkbox"/> Recognition of pupils' swimming achievements through certificates or awards. 	
Raise awareness of physical wellbeing & the link to eating habits	<ul style="list-style-type: none"> <input type="checkbox"/> Integrate lessons on nutrition and physical wellbeing into the PSHE and science curriculum. <input type="checkbox"/> Organise workshops and assemblies focused on healthy eating, hydration, and the impact of diet on energy and fitness. <input type="checkbox"/> Collaborate with school kitchen staff to promote healthy 	<p>£300</p> <p>£196</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Increased pupil understanding of how diet influences physical health and performance. <input type="checkbox"/> Improved eating habits among pupils both at school and at home. <input type="checkbox"/> Enhanced pupil motivation to participate in physical activities 	

	<p>food choices and highlight the benefits of balanced meals.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use visual displays around school to reinforce key messages about nutrition and physical activity. <input type="checkbox"/> Encourage pupil-led initiatives such as healthy eating campaigns, cooking clubs, or food diaries. <input type="checkbox"/> Engage parents through newsletters, workshops, and information sessions about supporting healthy lifestyles at home. <input type="checkbox"/> Link physical activity sessions with discussions on how nutrition fuels the body for exercise and recovery • 		<p>knowing the benefits of good nutrition.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stronger home-school partnerships in promoting healthy lifestyles. <input type="checkbox"/> Pupil surveys and feedback showing increased knowledge of nutrition and physical wellbeing. <input type="checkbox"/> Observations of healthier food choices in school meals and packed lunches. <input type="checkbox"/> Participation rates in related activities such as cooking clubs or healthy eating campaigns. <input type="checkbox"/> Parent feedback on engagement with workshops and communications. <input type="checkbox"/> Improvements in pupils' energy levels and concentration noted by staff. <p>✓</p>	
Develop children's knowledge of the links between diet & physical wellbeing	<ul style="list-style-type: none"> <input type="checkbox"/> Incorporate lessons on nutrition and its impact on physical health within the curriculum (PSHE, Science, and PE). <input type="checkbox"/> Deliver interactive workshops and assemblies on healthy eating and hydration. <input type="checkbox"/> Use visual aids, posters, and classroom displays to reinforce key messages about diet and wellbeing. <input type="checkbox"/> Encourage practical activities such as food diaries, meal 	Time	<ul style="list-style-type: none"> <input type="checkbox"/> Pupils will understand how diet affects their physical health and performance. <input type="checkbox"/> Increased motivation among pupils to make healthier food choices. <input type="checkbox"/> Improved awareness of balanced nutrition as part of a healthy lifestyle. 	

	<p>planning, and cooking demonstrations.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Involve parents through communications and events to support healthy eating habits at home. <input type="checkbox"/> Connect physical activity sessions with discussions about how nutrition supports energy, recovery, and overall fitness. • 			
To celebrate achievement & progress in sporting skills	<ul style="list-style-type: none"> <input type="checkbox"/> Establish a system of regular recognition, such as certificates, awards, or badges for skill development and sporting achievements. <input type="checkbox"/> Hold assemblies or special events to highlight individual and team successes in PE and extracurricular sports. <input type="checkbox"/> Share achievements through newsletters, school website, and social media channels to involve the wider school community. <input type="checkbox"/> Create "Sports Star" or "Athlete of the Month" awards to motivate and encourage pupils. <input type="checkbox"/> Display pupil achievements and progress visibly in school, such as on noticeboards or dedicated sports achievement walls. <input type="checkbox"/> Encourage peer recognition and teamwork celebrations within classes and teams. 	Time	<ul style="list-style-type: none"> <input type="checkbox"/> Boosted pupil confidence and motivation to participate and improve in physical activities. <input type="checkbox"/> Increased sense of pride and belonging within the school community. <input type="checkbox"/> Enhanced visibility of physical education and sport as valued parts of school life. 	.

Train pupils to become sports leaders	<ul style="list-style-type: none"> • Purchase 'Sports Leader' bibs/tops for children to wear to instil a sense of pride & importance • Play leaders to work with PE team to organise & lead games during playtimes & lunchtimes • MPs to select Sports Leaders to run lunchtime activities & games <p><input type="checkbox"/> Identify and select interested pupils from upper key stages to participate in a sports leadership training program.</p> <p><input type="checkbox"/> Provide training sessions covering leadership skills, organising activities, supporting younger pupils, and promoting fair play.</p> <p><input type="checkbox"/> Offer opportunities for sports leaders to assist in PE lessons, run lunchtime or after-school clubs, and lead warm-ups or events.</p> <p><input type="checkbox"/> Regularly review and support sports leaders with ongoing mentoring and development.</p>	£200	<ul style="list-style-type: none"> ✓ Successful pupils to have a leadership responsibility ✓ Increase in engagement of younger pupils in daily physical activity ✓ Sports Leaders are confident in working collaboratively with the PE team <p><input type="checkbox"/> Developed pupils' leadership, communication, and organisational skills.</p> <p><input type="checkbox"/> Increased pupil engagement and responsibility in school sport activities.</p> <p><input type="checkbox"/> Enhanced peer support and positive role modelling across year groups.</p> <p><input type="checkbox"/> Improved participation and enjoyment in physical activity for the wider pupil community.</p>	
Promote swimming to pupils & parents	<p><input type="checkbox"/> Share information about the benefits of swimming for health, safety, and physical development through newsletters, assemblies, and parent meetings.</p> <p><input type="checkbox"/> Highlight swimming opportunities available through the school curriculum and local community programs.</p> <p><input type="checkbox"/> Organise swimming-themed events or workshops for pupils and</p>	Time	<ul style="list-style-type: none"> ✓ Increase the percentage of pupils who are able to swim 25 metres confidently <p><input type="checkbox"/> Increased awareness and enthusiasm for swimming among pupils and parents.</p>	

	<p>parents to raise interest and awareness.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide guidance on accessing local swimming facilities and clubs for further practice outside school hours. <input type="checkbox"/> Celebrate swimming achievements through certificates, assemblies, and school communications to motivate pupils and families <p>•</p>		<ul style="list-style-type: none"> <input type="checkbox"/> Greater participation in swimming lessons and extracurricular swimming activities. <input type="checkbox"/> Improved pupil confidence and skills in the water, supporting safety and fitness. <input type="checkbox"/> Strengthened school-community links through shared promotion of swimming. 	
Reflect the pupil voice in PE & sport	<ul style="list-style-type: none"> <input type="checkbox"/> Regularly gather feedback from pupils through surveys, focus groups, and informal discussions about PE lessons and sports clubs. <input type="checkbox"/> Involve pupils in decision-making about the types of sports, activities, and competitions offered. <input type="checkbox"/> Create a pupil PE & Sport Council or use existing student leadership groups to represent pupil interests. <input type="checkbox"/> Use pupil feedback to adjust and improve the PE curriculum and extracurricular opportunities. <input type="checkbox"/> Share outcomes and changes made in response to pupil voice with the school community. <p>•</p>	£60	<ul style="list-style-type: none"> <input type="checkbox"/> Increased pupil engagement and enjoyment in PE and sports activities. <input type="checkbox"/> PE provision that better meets the interests and needs of pupils. <input type="checkbox"/> Pupils feel valued and empowered, leading to improved motivation and participation. <input type="checkbox"/> Enhanced inclusivity and diversity in sports offerings. <p>✓</p>	

<p>To ensure all staff have sufficient equipment to deliver outstanding PE lessons</p> <p>To ensure all PE & sports equipment is safe</p>	<p>Ensure all staff have sufficient equipment to deliver outstanding PE lessons</p> <ul style="list-style-type: none"> • Conduct a comprehensive audit of existing PE and sports equipment. • Identify gaps and order necessary resources to cover all key areas of the PE curriculum. • Provide staff with easy access to equipment storage and maintenance instructions. • Offer training or guidance on how to use new or specialized equipment effectively. 	£200	<p>Evidence for ensuring sufficient equipment for outstanding PE lessons:</p> <ul style="list-style-type: none"> • A detailed equipment audit was completed, highlighting current resources and gaps. • New equipment was purchased to fill identified gaps, including items for a range of sports and activities. • Staff accessed updated storage facilities and equipment was organized for easy retrieval during lessons. • Training sessions and staff meetings included demonstrations on using new equipment effectively. • Staff feedback surveys indicated increased confidence in delivering PE lessons with adequate resources. 	
	<p>Action 2:</p> <p>Ensure all PE & sports equipment is safe</p> <ul style="list-style-type: none"> • Implement a regular schedule for safety inspections and maintenance checks of all equipment. • Establish clear protocols for reporting damaged or unsafe equipment. • Remove or repair any equipment found to be unsafe immediately. • Keep detailed records of inspections, repairs, and replacements. • 		<p>Evidence for ensuring all PE and sports equipment is safe:</p> <ul style="list-style-type: none"> • Regular safety inspections of PE equipment were documented, with checks carried out termly by designated staff. • Maintenance logs recorded timely repairs and replacements of any damaged or worn equipment. • Unsafe equipment was promptly removed from 	

			<p>use, ensuring pupil safety during PE lessons and extracurricular activities.</p> <ul style="list-style-type: none"> • Risk assessments were reviewed and updated to include equipment safety protocols. • No safety incidents related to equipment were reported during the year, indicating effective management. 	
			✓	

Key Indicator 3: Increased confidence, knowledge & skills of all staff in teaching PE & sport				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability & suggested next steps:
Provide CPD opportunities for staff and/or to maintain & develop the highest standards in physical education & school sport	<ul style="list-style-type: none"> <input type="checkbox"/> Organise regular CPD sessions focused on current best practices in PE and school sport. <input type="checkbox"/> Facilitate staff attendance at external PE training workshops, conferences, or courses. <input type="checkbox"/> Arrange peer observations and collaborative planning to share expertise and innovative teaching methods. <input type="checkbox"/> Provide access to online resources, webinars, and coaching materials for continuous professional development. <input type="checkbox"/> Encourage staff to gain or renew relevant coaching qualifications or specialisms. <input type="checkbox"/> Set up mentoring or coaching support from experienced PE 	Time	<ul style="list-style-type: none"> <input type="checkbox"/> Staff attendance records show participation in a variety of internal and external PE training sessions and workshops throughout the year. <input type="checkbox"/> Feedback forms from CPD sessions indicate that staff feel more confident and equipped to deliver high-quality PE lessons. <input type="checkbox"/> Peer observations and lesson drop-ins demonstrate increased use of effective teaching strategies and innovative approaches in PE. <input type="checkbox"/> Several staff members have successfully completed or renewed coaching qualifications, enhancing the school's expertise. <input type="checkbox"/> Staff regularly access online resources and webinars, as tracked through the school's 	

	<p>specialists within or outside the school.</p> <ul style="list-style-type: none"> □ Monitor and evaluate the impact of CPD on teaching quality and pupil outcomes through observations and feedback • 		<p>professional development platform.</p> <ul style="list-style-type: none"> □ Mentoring and coaching support have been provided, with positive feedback from both mentors and mentees on improved teaching practice. □ Monitoring and evaluation reports show measurable improvements in PE lesson quality and pupil engagement since CPD activities commenced. 	
<p>PE Lead to oversee the provision of PE & sports to ensure all pupils have access to the highest of standards</p>	<ul style="list-style-type: none"> □ Conduct regular audits of the PE curriculum to ensure coverage and progression across all year groups. □ Monitor teaching quality through lesson observations, providing constructive feedback and support to staff. □ Analyse participation data to ensure all pupils have equitable access to PE and sports activities, identifying and addressing any gaps. □ Lead the development and implementation of school-wide PE and sport initiatives, including competitions and extracurricular clubs. □ Organise and facilitate CPD opportunities for staff to continually improve PE delivery. □ Liaise with external providers and local sports organisations to 	£1000	<ul style="list-style-type: none"> □ Curriculum Audits: Records of termly curriculum audits show clear progression and full coverage of PE objectives across all year groups. □ Lesson Observations: Observation notes and feedback logs demonstrate regular monitoring of teaching quality, with tailored support provided to improve practice. □ Participation Data: Analysis of pupil participation rates confirms equitable access to PE lessons, clubs, and competitions, with targeted interventions for underrepresented groups. □ Initiative Leadership: Documentation of school-wide sports events, competitions, and extracurricular clubs illustrates effective leadership and broad pupil engagement. □ CPD Records: Training logs and staff feedback highlight ongoing 	

	<p>enhance the range of activities available.</p> <ul style="list-style-type: none"> □ Ensure all PE and sports equipment is safe, adequate, and well-maintained. □ Gather and respond to pupil voice related to PE and sport to inform improvements. □ Report regularly to senior leadership on the impact of PE provision and progress towards strategic goals. • 		<p>professional development opportunities facilitated by the PE Lead, resulting in improved staff confidence and skills.</p> <ul style="list-style-type: none"> □ Partnerships: Correspondence and partnership agreements with external sports providers show enhanced activity options and community involvement. □ Equipment Checks: Inspection reports confirm that all PE and sports equipment is regularly checked, maintained, and meets safety standards. □ Pupil Voice: Surveys and focus group outcomes demonstrate that pupil feedback is collected and used to shape PE provision and activities. □ Leadership Reports: Termly PE reports to senior leadership outline progress against targets, challenges, and impact on pupil outcomes. 	
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Key Indicator 4: Broader experience of a range of sports & activities offered to all pupils				Percentage of total allocation:
				6%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability & suggested next steps:
Provide targeted support for vulnerable groups & individual to raise participation in sport, maintain healthy lifestyle & boost self esteem	<ul style="list-style-type: none"> □ Identify vulnerable pupils through data analysis (e.g., attendance, SEND, pupil premium status, and pupil voice). □ Develop tailored intervention plans to increase their participation in PE, sports clubs, and physical activities. 	Time	<ul style="list-style-type: none"> □ Attendance records and participation data show increased involvement of vulnerable pupils in PE lessons, clubs, and school sports events. □ Pupil voice surveys indicate improved confidence, enjoyment, 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Provide additional coaching, mentoring, or buddy systems to support confidence and skill development. <input type="checkbox"/> Organize inclusive, low-pressure sporting activities and events to encourage involvement without fear of failure. <input type="checkbox"/> Collaborate with families and external agencies to remove barriers to participation (e.g., transport, equipment). <input type="checkbox"/> Monitor and track individual progress regularly to evaluate improvements in participation, wellbeing, and self-esteem. <input type="checkbox"/> Offer workshops or sessions on healthy lifestyles targeted at vulnerable groups. <input type="checkbox"/> Celebrate achievements publicly to boost confidence and motivation. • 		<p>and motivation among targeted groups.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Individual progress reports and teacher observations reflect growth in physical skills and social interaction. <input type="checkbox"/> Feedback from parents and external agencies confirms support provided has helped overcome barriers to participation. <input type="checkbox"/> Records of tailored intervention plans and mentoring sessions demonstrate a focused approach to meet individual needs. <input type="checkbox"/> Monitoring logs show sustained engagement of vulnerable pupils in physical activities throughout the year. <input type="checkbox"/> Celebrations and awards acknowledge achievements of pupils from vulnerable groups, boosting their self-esteem. <input type="checkbox"/> Workshops on healthy lifestyles have received positive responses from participants and families, raising awareness and encouraging healthier choices. <p>✓</p>	
Ensure opportunities to experience new sports are accessible to all	<ul style="list-style-type: none"> <input type="checkbox"/> Organise taster sessions for a variety of new and less traditional sports throughout the year. <input type="checkbox"/> Partner with local sports clubs and coaches to provide expert-led workshops and activities. 	Approx. £1000 (£100 per person per club for the term)	<ul style="list-style-type: none"> <input type="checkbox"/> Records show a range of taster sessions and workshops were delivered throughout the year, introducing pupils to sports such as archery, fencing, and ultimate frisbee. <input type="checkbox"/> Attendance registers and pupil feedback indicate strong engagement from diverse groups, 	

	<ul style="list-style-type: none"> <input type="checkbox"/> Offer inclusive sports opportunities tailored for pupils with different needs and abilities. <input type="checkbox"/> Promote new sports through assemblies, newsletters, and pupil voice groups to encourage participation. <input type="checkbox"/> Ensure sports equipment for new activities is available and accessible to all pupils. <input type="checkbox"/> Provide transport or subsidies where needed to enable all pupils to attend external sports experiences. <input type="checkbox"/> Monitor and track participation to ensure all groups have equal access to new sports opportunities. <input type="checkbox"/> Incorporate new sports into after-school clubs, lunch-time activities, and PE curriculum. 		<p>including those who had not previously participated in school sports.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Partnerships with local clubs enabled expert coaching, with positive reports from coaches about pupils' enthusiasm and skill development. <input type="checkbox"/> Surveys and pupil voice forums reflect increased awareness and interest in new sports opportunities, especially among pupils from vulnerable or underrepresented groups. <input type="checkbox"/> Equipment audits confirm the availability of appropriate resources to support the delivery of new sports activities for all pupils. <input type="checkbox"/> Monitoring of participation data demonstrates equitable access across year groups, genders, and SEND pupils, ensuring no group is excluded from new sporting experiences. <input type="checkbox"/> Case studies highlight individual pupils who gained confidence and motivation through trying new sports, contributing to improved wellbeing and self-esteem. <p>✓</p>	
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Key Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability & suggested next steps:

<p>Widen pupils sporting experiences including participation in competitions</p>	<ol style="list-style-type: none"> 1. Audit Current Opportunities Review the existing competitions and sports events pupils currently take part in to identify gaps or areas for expansion. 2. Research and Identify New Competitions Find local, regional, or national competitions that cater to a wider range of sports and all age groups, including less traditional or emerging sports. 3. Engage Staff and Clubs Encourage PE teachers and extracurricular sports clubs to promote and prepare pupils for participation in upcoming competitions. 4. Communicate with Parents and Pupils Share information about opportunities with pupils and their families via newsletters, assemblies, and parent meetings to build enthusiasm and support. 5. Support Participation Logistics Organise transport, permission slips, and supervision to enable pupils to attend competitions safely and without barriers. 6. Provide Training and Practice Offer targeted training sessions or clubs to help pupils prepare for competitions, focusing on 	<p>£100</p>	<ul style="list-style-type: none"> □ Increased Participation Records: Registers and sign-up sheets show a rising number of pupils taking part in a broader range of competitions compared to previous years. □ Competition Results and Certificates: Documentation of team and individual achievements, including trophies, medals, certificates, and match reports. □ Pupil Voice Feedback: Surveys and interviews indicate pupils feel more confident, motivated, and excited about sports due to opportunities to compete. □ Staff Observations: PE staff note improvements in pupils' teamwork, sportsmanship, and physical skills during lessons and extracurricular activities. □ Parental Feedback: Positive comments from parents appreciating the wider range of sports and the opportunities for their children to try new activities and compete. □ Media and School Communication: Photos, videos, and reports of competitions shared via newsletters, social media, and the school website showcasing pupil involvement. □ Attendance and Engagement Tracking: Data showing sustained or increased attendance at training sessions and sports clubs linked to competition preparation. 	
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	<p>skill development and teamwork.</p> <p>7. Celebrate Participation and Success Publicly acknowledge pupils' involvement and achievements through assemblies, newsletters, social media, and school displays.</p> <p>8. Gather Feedback and Reflect Use pupil voice surveys and staff reflections to evaluate the impact of participation and plan improvements for future events.</p>		<p>☐ Diversity of Sports Represented: Records demonstrate pupils competing in a wider variety of sports, including those less traditionally offered.</p> <p>✓</p>	
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Key Indicator 6: Develop PE & physical education in the Early Years				Percentage of total allocation:
				1%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact	Sustainability & suggested next steps:
Whole school engagement in PE promoting continuous healthy active lifestyles	PE lead to plan with Nursery and Reception teacher any CPD needs in relation to Early years PE support. • Reintroduce PE assistants/Sports Leaders in KS2 to deliver a games programme to younger pupils during lunchtimes. • Encourage knowledge sharing between Nursery and Reception staff and KS1/KS2 staff who are confident in teaching PE and sport – share good practice. • Explore sport / PE clubs on offer for EYFS pupils. • Nursery sports days annually.	Time	<p>✓ Increased confidence in teachers in the delivery of PE lessons</p> <p>✓ Participation of EYFS pupils participating in daily activities to increase</p> <p>✓ Pupils to have an improved attitude to sport & health with consequent improvement in fitness levels</p> <p>✓ Percentage increase in number of pupils learning to ride a bike/balance bike</p> <p>✓ Pupils confidence improved for cycling</p> <p>✓ Pupils understand the health & fitness benefits of cycling</p>	
Increase in daily activity time for children	• PE lead to plan with nursery and reception teacher any CPD	Time	<p>✓ Participation of EYFS pupils participating in daily activity to increase</p>	

	<p>needs in relation to early years PE support</p> <ul style="list-style-type: none"> ❑ Embed Active Play: Incorporate more structured and unstructured active play opportunities throughout the day, both indoors and outdoors. ❑ Short Movement Sessions: Include multiple short bursts of movement or dance sessions tailored to young children's attention spans. ❑ Active Learning: Integrate physical activity into learning routines (e.g., counting with movement, action songs). ❑ Enhanced Outdoor Provision: Ensure outdoor areas are accessible and equipped with varied play equipment that encourages active exploration. ❑ Staff Training: Provide staff with training and resources on the importance of physical activity in early development and practical ways to increase movement. ❑ Daily Activity Timetable: Create and follow a daily schedule that includes dedicated active time slots. ❑ Parental Engagement: Communicate with parents about the importance of daily physical activity and share ideas for active home routines. ❑ Use of Technology: Employ age-appropriate movement 		<ul style="list-style-type: none"> ✓ Pupils to have improved attitude to sport & health with consequent improvement in fitness level ❑ Increased Physical Activity: Daily timetables and observation records show a noticeable increase in children's active play and movement throughout the day. ❑ Improved Motor Skills: Staff observations and assessments indicate enhanced development of gross and fine motor skills among children engaging regularly in active sessions. ❑ Positive Staff Feedback: Staff report feeling more confident and equipped to deliver physical activities after training, leading to more consistent and purposeful active opportunities. ❑ Engaged Children: Children demonstrate higher engagement and enjoyment during active playtimes, as recorded in learning journals and informal observations. ❑ Parental Involvement: Positive feedback from parents highlights increased awareness of physical activity benefits and uptake of active routines at home. ❑ Health and Wellbeing: Early years children show signs of improved wellbeing, including better concentration, mood, and energy levels during the school day. ❑ Outdoor Play Utilisation: Increased use of outdoor spaces is recorded, 	
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	videos or interactive games that encourage physical activity.		with children regularly accessing varied equipment that promotes physical development.	
Engage parents & carers in their child's physical development	<ul style="list-style-type: none"> • Invite parents into school to see what their child is learning & doing in PE • Purchase Fit bags for EYFS – possible 2 for each class • Nursery sports days annually – invite parents to watch • Organise regular workshops and information sessions for parents/carers about the importance of physical development and how to support it at home. • Share practical ideas and resources (e.g., activity cards, videos) for simple physical activities families can do together. • Use newsletters, social media, and school apps to highlight physical development topics, progress, and upcoming events. • Invite parents/carers to participate in school physical activity events, such as family active play days or sports mornings. • Provide opportunities for parents to observe or join in with physical activity sessions in the Early Years setting. • Regularly update parents/carers on their child's physical development progress 	£189	<ul style="list-style-type: none"> ✓ Parents to feel more involved/knowledgeable about daily activity ✓ Participation of EYFS pupils participating in daily activity to increase ✓ Pupils to have an improved attitude to sport & health with consequent improvement in fitness levels □ Attendance records and feedback from parent workshops and information sessions focused on physical development show positive engagement and increased understanding of supporting children's physical growth. □ Distributed activity packs and shared digital resources have been well received by families, with many reporting regular use of suggested activities at home. □ Regular newsletters, social media posts, and app updates consistently include physical development content, with parent interactions (likes, comments, messages) indicating active interest. □ Participation rates in family physical activity events, such as sports mornings or active play days, have steadily increased, with parents/carers expressing enjoyment and valuing the opportunity to join their children. 	

	<p>through conversations, reports, or parent-teacher meetings.</p> <ul style="list-style-type: none"> • Encourage parents/carers to share photos or stories of their child's physical activities at home to build a home-school connection. • Collaborate with community groups or local sports clubs to offer accessible physical activity opportunities for families. 		<ul style="list-style-type: none"> □ Observations and feedback from staff note increased parental involvement during physical activity sessions, enhancing the home-school partnership. □ Parent-teacher meetings and progress reports regularly include discussions about children's physical development, with parents reporting clearer understanding and appreciation of milestones. □ Collections of photos, videos, and shared stories from parents/carers about their child's physical activities at home have grown, enriching communication and engagement. □ Collaboration with local sports clubs and community groups has provided additional accessible physical activity options for families, with take-up monitored through attendance and feedback. 	
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