



Physical Education

SPORTS PREMIUM ACTION PLAN

September 2026 – August 2027

From September 2013, schools have been held to account for how they spend their additional 'ring fenced' funding.

Ofsted have strengthened the coverage of PE and sport within the Inspectors' handbook and supporting guidance so that both schools and inspectors know how sport and PE are assessed as part of the school's overall provision. Schools are required to include details of their provision of PE on their website alongside details of their broader curriculum, so that parents can compare sports provision between schools, both within and beyond the school day.

In accordance to the guidelines established by the Department of Education, schools should allocate Sports Premium funding to make additional and sustainable improvements to the quality of PE, and as such should:

1. Develop or add to the PE and sport activities that your school already offers.
2. Make improvements now that will benefit pupils joining the school in future years.

The key five indicators where improvements are to be seen within the evaluation of the Sports Premium Funding are:

1. The engagement of all pupils in regular physical activity, aiming for 30 minutes a day within school time.
2. The profile of PE and sport is raised across the school as a tool for school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. A broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

The National Curriculum aims for all children are able to:

- be physically active, working towards a target of 60 minutes activity during and after the school day (excluding general play times)
- excel in a broad range of activities.
- engage in competition and lead healthy lifestyles.

<u>Key achievements from 2025/26:</u>	<u>Development targets for 2026/27:</u>
• GetSet4PE is embedded across the school, strengthening curriculum progression, assessment and staff confidence. • Pupils have improved physical literacy, fitness, stamina, confidence and engagement through progressive planning and active opportunities. • Extra-curricular clubs, dance and alternative sports have broadened participation and sporting experiences. • Participation in OCT, SGO and Hanley Schools competitions and festivals has increased, including improved participation by girls. • Extended swimming provision has improved water confidence and progress towards National Curriculum outcomes. • Team-teaching, Bee Active CPD and GetSet4PE training have strengthened staff confidence, assessment and inclusive practice. • Partnerships with Bee Active, Angela Beardmore School of Dance, the SGO and Orchard Academy Trust have broadened provision.	• Embed PE vocabulary and retrieval so pupils retain and confidently apply subject-specific terminology. • Establish termly intra-school competitions across all year groups. • Maximise access to external competition through SGO, local-school and partner links, within available staffing capacity. • Improve swimming outcomes, particularly the proportion of pupils able to swim 25 metres confidently and proficiently. • Strengthen staff development through team-teaching, peer observation, CPD and sharing inclusive practice. • Embed a sustainable active break and lunchtime model, developing pupil leadership and independence. • Strengthen pathways into local sports clubs and community opportunities. • Maintain and develop inclusive PE for pupils with SEND. • Plan sustainable PE provision, equipment replacement and sporting opportunities as PE and Sport Premium funding ends in January 2027. • Continue to raise the profile of PE and work towards the Silver School Games Mark.

Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.

Key indicator 1 – All pupils engage in regular physical activity, aiming for 60 minutes a day within school time.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	How will this be monitored?	Intended impact / sustainability and review points:
Maintain and further improve pupils' core strength, fitness, stamina and physical literacy through regular activity.	Audit PE equipment each term and replace essential items. Continue GetSet4PE progressive planning and high-activity lessons. Ensure equipment is accessible and supports inclusive participation.	Funding: £550 GetSet4PE Prioritise essential replacement equipment through PE/school budget after January 2027.	MH to monitor PE lessons, equipment use, pupil voice and participation. Report key findings to KT/LT through line management meetings.	Pupils sustain high levels of participation and show continued development in fitness, stamina, confidence and movement skills. Equipment remains safe and fit for purpose. Establish a sustainable annual replacement cycle beyond Sports Premium funding.
Embed progressive PE teaching, retrieval and active warm-ups so pupils build securely on prior learning.	Continue fast-paced strength and fitness warm-ups. Build regular retrieval of prior skills and key vocabulary into GetSet4PE units and assemblies. Share effective practice across year groups.	Funding: £550 GetSet4PE subscription / curriculum resources subject to annual budget approval.	Lesson drop-ins, planning scrutiny, pupil voice and GetSet4PE assessment. MH to report to KT/LT.	Pupils recall prior learning and vocabulary more confidently, apply skills across units and remain highly active in lessons. Approaches become routine and sustainable within normal curriculum practice.
Increase active play and pupil leadership at break and lunchtime.	Embed the Bee Active Tuesday model. Pupils repeat activities through the week with staff supervision. Develop Sports Leaders gradually to organise inclusive activities such as skipping, balance and movement challenges.	Funding: £0 Use existing equipment where possible; replacement through school PE budget.	MH to monitor participation, Sports Leader confidence, inclusion and pupil feedback each term.	More pupils are active at break and lunchtime and can independently access familiar activities. Sports Leaders develop confidence and responsibility. The model is simple enough to continue with school staffing and resources.

Key indicator 2 - The profile of PE and sport is raised across the school as a tool for school improvement.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	How will this be monitored?	Intended impact / sustainability and review points:
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Ensure pupils confidently retain and use subject-specific PE vocabulary linked to skills, tactics, health and performance.	Introduce consistent vocabulary prompts and retrieval strategies across PE units. Revisit key terms regularly and include vocabulary in pupil voice, displays and lesson questioning. Continue celebrating achievements through assemblies, Class Dojo and the school website.	£0 / existing curriculum resources	Planning scrutiny, pupil voice, lesson drop-ins and PE Peer Subject Review. MH to report to KT/LT.	Pupils increasingly retain vocabulary over time and apply it accurately when explaining skills, tactics and learning. Consistent retrieval strategies become embedded across year groups.
Broaden cultural capital and strengthen pathways into sport beyond school.	Use pupil voice to shape clubs and alternative sports. Maintain dance and specialist opportunities where sustainable. Through the new PE initiative, strengthen links with local clubs and community organisations and signpost families to accessible pathways.	Funding: LSC £1887.84 Cost of resources: £300 Dance After-school Club: £1280 External coaching/clubs to be commissioned within available budget and partnership opportunities.	Track club attendance, participation by groups, pupil voice and engagement in community sport. Celebrate participation through school communication channels.	A broad range of pupils access extra-curricular sport and can identify opportunities to continue activity outside school. Partnerships reduce reliance on Sports Premium and support longer-term participation.
Improve swimming proficiency and increase the proportion of pupils meeting all three National Curriculum swimming outcomes.	Continue additional swimming time where financially sustainable. Track pupils closely and target support for water confidence, technique, stamina and self-rescue. Prioritise pupils not yet able to swim 25 metres confidently and proficiently.	Funding: £10,200 Swimming provision to be reviewed in light of Sports Premium ending January 2027.	MH and Years 3, 4 and 5 staff to review attainment each block/term. Report National Curriculum outcomes and identify pupils requiring targeted support.	Increase from the 2025/26 baseline of 20% swimming 25m, 43% using a range of strokes and 75% performing safe self-rescue. Review affordability and identify the most sustainable model for future provision.

Key indicator 3 - Increased confidence, knowledge and skills of all staff in teaching PE and sport.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	How will this be monitored?	Intended impact / sustainability and review points:
Strengthen staff confidence and consistency in delivering progressive, vocabulary-rich and inclusive PE.	Use Autumn 1 staff meetings and CPD to share curriculum updates and effective practice. Provide targeted team-teaching, peer observation and PE Lead support, particularly for new staff or identified development needs.	Funding: LSC £10,247.84 Use in-house expertise and existing resources wherever possible; external CPD subject to budget.	CPD logs, staff voice, pupil voice, lesson drop-ins and PE Peer Subject Review. MH to report to KT/LT.	Staff demonstrate increased confidence and consistent expectations for progression, vocabulary, activity levels and inclusion. Internal sharing of practice supports sustainability beyond external funding.
Use GetSet4PE assessment consistently to identify progress, gaps, support and challenge.	Continue assessment at agreed points in each unit. Use information to adapt planning, identify pupils requiring support or greater challenge and moderate expectations through staff discussion.	Funding: £550 GetSet4PE subscription subject to annual budget approval.	Lesson drop-ins, pupil voice, PE Deep Dive/Peer Subject Review and sampling of GetSet4PE assessment records.	Assessment remains purposeful and manageable. Teachers use it to make responsive teaching decisions and pupils can discuss their progress and next steps. Annual review determines the most sustainable assessment model.
Develop inclusive PE practice so pupils with SEND can participate independently, confidently and successfully.	Share practical adaptations for activities, equipment, grouping and instruction. Use staff meetings, targeted mentoring and team-teaching to address identified needs. Review equipment and resources for accessibility.	Funding: £0 Prioritise low-cost adaptations and existing resources; targeted purchases where needed.	Staff voice, pupil voice, lesson observations and PE Peer Subject Review, with specific consideration of SEND participation and progress.	Pupils with SEND participate more independently and make appropriate progress. Staff can explain and apply suitable adaptations consistently. Effective approaches are shared and embedded in routine practice.

Key indicator 4 – Offer all pupils a broader experience of a range of sports and activities.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	How will this be monitored?	Intended impact / sustainability and review points:

Sustain a broad and inclusive range of traditional and alternative sports, building cooperation, confidence and lifelong healthy habits.	Maintain a varied club programme informed by pupil voice. Continue links with Bee Active, dance providers, SGO, Orchard Academy Trust and local clubs where sustainable. Expand OCT festivals and use the school field effectively. Create clear pathways to community sport.	Funding: £300 Minibus, coaching, club and resource costs to be prioritised within available school budget/partnership funding.	MH to monitor club participation, breadth of activities, participation by pupil groups, competition/festival attendance and pupil feedback. Report to KT/LT.	Pupils continue to experience a broad range of sports and activities and participation remains inclusive. Provision is reviewed for value, uptake and sustainability, with partnerships used to extend opportunities after Sports Premium ends.
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Key indicator 5 - Increase participation in competitive sport.				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	How will this be monitored?	Intended impact / sustainability and review points:
Increase inclusive participation in competitive sport through intra-school, inter-school and festival opportunities, while continuing to raise aspirations.	Establish termly intra-school competitions across all year groups. Prioritise external competitions with SGO, OCT and Hanley Schools within staffing capacity. Continue Sports Day and the sponsored Fun Run. Promote girls' participation and celebrate teams and achievements through school communication. Continue work towards the Silver School Games Mark.	Funding: £100 Transport/supply/entry costs to be prioritised within available budget; explore volunteer and partnership support.	MH to maintain participation records by year group and pupil group, including girls and pupils with SEND. KT/LT to review competition access and progress towards the Silver School Games Mark.	All year groups access regular competitive opportunities. Participation is increasingly inclusive and pupils develop teamwork, resilience and sportsmanship. A sustainable competition calendar is established and progress towards Silver School Games Mark is reviewed termly.
Academic Year: September 2026 - August 2027 Total fund forecast: TBC as soon as PE Sports funding is awarded. Potentially £8000 Planned spend: £22,577.84 Note: plan assumes PE and Sport Premium funding ends in January 2027, as identified in the 2025/26 evaluation; expenditure after this point will require school-budget, partnership or alternative-funding decisions.				