



# Primary Physical Education and Sport Funding Action Plan Forest Park Primary Academy



## What is the PE and Sports Premium Funding?

The government is providing funding of over £450 million per annum for academic years 2013-2020 to provide new, substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children. The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The vision for the Primary PE and Sport Premium: **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport

The funding has been provided to ensure impact against the following **OBJECTIVE**:

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

### **Primary PE and sports premium key indicators of improvement:**

**Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

**Key Indicator 2: Engagement of all pupils in regular physical activity.**

**Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.**

**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.**

**Key Indicator 5: Increased participation in competitive sport.**

Amount of Grant Received – Year 2024 - 2025: £16300 + £10 per pupil = £

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria & Evidence record
<p><b>Staff CPD to improve the quality of teaching and learning in PE</b></p> <p>Audit PE equipment and purchase any new and additional items needed to deliver PE curriculum effectively.</p> <p>To monitor PE lessons and staff confidence and ability to teach PE and plan further support and training as needed</p> <p>To develop skills of new PE lead to effectively lead subject</p> <p><b>Links to:</b>  <a href="#">Key Indicator 1</a>  <a href="#">Key Indicator 3</a>  <a href="#">Key Indicator 2</a>  <a href="#">Key Indicator 4</a>  <a href="#">Key Indicator 5</a></p>		<p>Audit development needs of staff by sending email questionnaires and having personal discussions about activities in PE and staff confidence levels. Monitor staff are teaching high quality lessons that pupils enjoy and in which they make good progress.</p> <p>The renewal of AFPE membership ensures that the subject leader remains current with best practices and updates in the field. This membership is utilised to support and disseminate best practices among staff, as well as to update the Long Term Plan and medium-term plans accordingly.</p> <p>Procure new equipment post-audit to enhance teaching, learning and lesson delivery in PE, aiming to provide students with upgraded resources for a dynamic and effective physical education curriculum (Reception to Y6).</p> <p><b>PE CPD package needs planned for the year based on this information:</b></p> <p><b>PE lead package:</b></p> <ul style="list-style-type: none"> <li>- <b>PE network meetings:</b> <a href="#">Virtual PE Networks: 16<sup>th</sup> Oct, 28<sup>th</sup> Jan and one in person at Seabridge Primary 29th April 2025.</a></li> <li>- <b>PE conference:</b> <a href="#">11<sup>th</sup> June 2025 and 2026 TBC</a></li> <li>- <b>1-1 sessions:</b> 11th July 2025 Moddershall Oaks and 2025 TBC</li> </ul> <p>Staff and children in Years 4, 5, and 6 will complete a six-week high-quality outdoor education unit delivered by Bee Active. This will</p>	<p>LM</p> <p>LM</p> <p>LM fo all staff</p> <p>LM</p> <p>Staff in Y4,5 and 6</p>	<p>Termly</p> <p>Yearly</p> <p>Yearly</p> <p>Termly network meetings/ updates.</p> <p>Autumn 6 week block</p>	<p>£183.00</p> <p>£5114.23 Equipment costs</p> <p>PE package: £1990.00 Subject leader package</p> <p>£2430.00</p>	<p>Staff at our school are increasingly confident and proficient in delivering high-quality PE lessons, supported by their familiarity with the new curriculum and effective planning and assessment systems. This has resulted in more enjoyable lessons for pupils, where they make significant progress.</p> <p>We have observed a notable increase in the number of pupils meeting or exceeding national curriculum expectations in PE, underscoring their determination to acquire these skills. For students unable to participate physically, we provide a variety of tasks and roles to actively engage them in the learning process.</p> <p>Recent investments in new equipment have enhanced access to high-quality resources, fostering pupil engagement, practice and physical skill development. We maintain a range of equipment for adaptive teaching, ensuring flexibility as needed. Our streamlined storage solutions facilitate quick access to materials, optimising lesson efficiency and maximising active learning time for all pupils.</p> <p><b>Evidence:</b> Observations demonstrate improved engagement and use of new equipment during PE lessons. Updated planning documents reflect integration of new equipment and strategies learned through</p>

		<p>support and increase staff confidence enabling them to become more capable in delivering high-quality PE lessons the following year.</p> <p>Outdoor Education training - EM/LI</p>	EM/LI		£350.00	<p>CPD. Feedback from students indicates increased enjoyment and participation due to improved resources. Observations during learning walks highlight the effective use of new equipment to enhance learning outcomes. Positive feedback from staff on the impact of new equipment and CPD on teaching effectiveness and pupil engagement. Data from swimming tracker and KS2 results show enhanced attainment and progress in PE due to improved resources and teaching practices.</p> <p><b>Sustainability:</b> Staff continue to build upon their knowledge and confidence to consistently deliver high-quality PE lessons. The recognition and reward of the PE curriculum's quality and broader opportunities are maintained. Resources acquired are consistently utilised to enhance students' knowledge and comprehension. These ongoing improvements ensure a lasting legacy for future years, fostering changed attitudes and perceptions toward the impact of PE, ultimately leading to enhanced outcomes and opportunities for all students in the school.</p>
<p><b>PE Curriculum Developments</b></p> <p>To review current PE curriculum overview to meet needs of pupils.</p> <p><b>Links to:</b>  <a href="#">Key Indicator 1</a>  <a href="#">Key Indicator 3</a>  <a href="#">Key Indicator 4</a></p>		<p>To initiate new units, aspirational books will be purchased linking to key sporting athletes. New overview of sporting athletes to be created and shared with all staff. Continually updated.</p> <p>To monitor that AIR resources and the vocabulary progression document is embedded consistently across the school.</p> <p>PE equipment monitored and new equipment ordered for the year if required.</p> <p>Subject release time for monitoring once per term/drop ins/team teaching. Pupil voice conducted once a term.</p>	LM for all staff	One off purchase	£185.55	<p>The PE curriculum has undergone a recent review to ensure it offers a diverse range of activities, providing students with comprehensive learning experiences. Clear pathways for pupil progression have been established, with all staff feeling confident in their delivery methods to maximise student engagement. Feedback from pupils indicates high enjoyment of PE, where they are developing a wide array of physical and social skills. Ample equipment and resources are readily accessible, enabling students to be</p>

		Develop a 'sports team' within school to ensure there is capacity to deliver a strong PE, sport and health offer to pupils. Aspiration to recruit a member of staff to join the PE team.				consistently challenged and supported in their learning.
<p><b>Swimming</b></p> <p>To improve the number of pupils meeting end of key stage swimming requirements.</p> <p>To improve pupils knowledge and confidence around water safety.</p> <p>To excite, engage and motivate pupils in swimming and water based activities</p> <p><b>Key Indicator 1</b>  <b>Key Indicator 3</b>  <b>Key Indicator 2</b>  <b>Key Indicator 4</b>  <b>Key Indicator 5</b></p>		<p>Review current swimming provision and data on number of pupils meeting end of KS2 requirements.</p> <p>Consider ways to improve figures through:</p> <ul style="list-style-type: none"> <li>- Resources</li> <li>- Organise booster sessions for any Y5/6 pupils needing additional sessions.</li> <li>- Link with local leisure centres to pay for booster session slots for pupils needing it.</li> <li>- Organise a pop up pool for Y2-6 enrichment days ( 1 day a week for 6 weeks).</li> </ul> <p>Look at ways to develop the 3rd element of NC requirements around improving pupils' understanding of water safety and to perform safe self-rescue in different water-based situations.</p> <p>Hold a parent workshop and whole school assembly for the pupils to share and highlight the importance of swimming as a life skill. This will raise the profile of swimming across the school and encourage children to partake out of school.</p> <p>Make swimming information booklets to send out with pupils to prepare them for KS2 swimming lessons.</p> <p>Continue to follow swimming guidance/scheme at Jubilee in line with the swimming charter school - awarding the certificates in celebration assemblies to continue to raise the profile surrounding the importance of swimming.</p>	LM	On going	<p>Summer term</p> <p>Pop up pool: £5000.00 Inc rental/energy costs</p>	<p>There will be an increased number of pupils meeting national curriculum swimming requirements.</p> <p>Pupils are able to swim a minimum of 25m with many people able to swim further than this. They have developed their stroke technique and most importantly pupils understand how to be safe around water and basic survival techniques if they get into trouble.</p> <p><b><u>Evidence</u></b></p> <p>Evidence includes swimming data obtained from the provider, observations of lessons, feedback from pupils and input from parents.</p> <p><b><u>Sustainability</u></b></p> <p>Pupils will have acquired essential skills from PE and swimming to ensure their safety, promoting an active and healthy lifestyle. They will recognize the importance of swimming for personal safety around water. Additionally, many students find swimming enjoyable and express a desire to continue practising it.</p>

<p><b>ICT in PE</b></p> <p>To use ICT within PE lessons effectively</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b></p>		<p>Introduce the use of ICT within PE lessons by using the screen in the hall and/ or I pads in lessons (where appropriate) so that pupils benefit from visual aids in their PE lessons.</p>	LM	On going		<p>Resources and visual aids make expectations clear for pupils and enables modelling so that pupils make better progress and have a clearer understanding.</p>
<p><b>Health and safety in PE</b></p> <p>To update all health and safety related paperwork for PE in line with changes from the Safe practice in PE and schools sport book 2024.</p> <p>To ensure all members of staff and pupils are aware of and following health and safety in PE guidance.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b></p>	<p>Health and safety audit and guidance</p> <p>Safe practice in PE and schools sport update</p> <p>Staff survey</p> <p>Pupil voice</p>	<p>Attend a health and safety briefing course –to get updated with changes to safe practice in PE and school sport. <a href="#">Health and Safety Update: With a new health and safety book launched for 2024.</a></p> <p><a href="#">Course: Wednesday 16th October 2024 9.30-12.00</a> <a href="#">12.00-3pm</a></p> <p>To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed in the afternoon.</p> <p>To share any key changes and information to the rest of the staff. To explore ways in which they can pass on information to pupils within lessons and make them more health and safety aware and able to manage risk.</p> <p>To look at how information is communicated with parents around safety in PE. Update newsletter and websites.</p>			<p>16.10.24 Course included in the PE package above. Autumn term</p>	<p>Staff are all updated on the latest health and safety in PE information. They are aware of school PE policy and risk assessments and actively contribute to these and follow guidance in lessons. This results in pupils accessing safe, well planned lessons that they can gain the most from. Pupils are actively taught safety pointers and can speak knowledgeably about these. They consider their own risk and take action to make changes if needed.</p> <p><b>Evidence:</b> Lesson observations, lesson planning and evaluations, health and safety documentation.</p> <p><b>Sustainability:</b> Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe.</p>
<p><b>Lunchtime and Emotional health and wellbeing</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical</p>	<p>Government obesity strategy: (30 mins active in school 30 mins at home)</p> <p>Data on behaviour and attendance.</p>	<p><b>Lunchtimes</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills.</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes.</p> <p>Speak to support staff to identify strengths, weaknesses and opportunities to improve lunchtimes.</p>	LM/ All staff	On going	Autumn-Summer	<p>The development of physical activities on offer at lunchtimes has increased overall activity levels at lunchtimes and has enabled pupils to gain a range of skills and benefits including improved physical health and skills development, enhanced social skills and emotional wellbeing.</p> <p><b>Evidence:</b> Lunchtime observations, pupil voice, staff feedback.</p>

<p>skills, develop independent learning, social and leadership skills,</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate this.</p> <p>Improve pupils physical activity levels through structured lunchtimes and active learning within lessons</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b> <b>Key Indicator 2</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>First aid incident reports</p>	<p>Organise boxes of equipment to make it easy for children to practise key fundamental movement skills and to ensure equipment is easily accessible for staff.</p> <p><b>Health and wellbeing - PSHE links</b> Continue to develop opportunities to promote both pupils physical and emotional health and well-being in school;</p> <p>PSHE lead (HS and LM) to attend health and wellbeing network meetings, share ideas with rest of the staff and action ideas through planned activities:</p> <p><b>Three virtual network meetings:</b> 14<sup>th</sup> November 2024 (Achieving 60 active minutes in your school day), 4<sup>th</sup> March (Supporting an inclusive school environment) 2<sup>nd</sup> July 2025 (PSHE and PE links across your whole curriculum).</p>	<p>LM/ HS</p>		<p>Price for 3 network meetings included in the PE package above.</p>	<p><b>Sustainability</b> Opportunities available at lunchtimes will continue and we will look at other ways to enhance, grow and continue to improve this valuable time available for pupils.</p> <p>As a result of emotional health and wellbeing initiatives pupils are more aware of their emotions, how to express these and how to deal with different situations that occur. Pupils actively practise strategies that support their wellbeing such as being physically active, being more mindful and connecting with others</p> <p><b>Sustainability</b> Pupils will be able to use strategies for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and ability to deal with challenging situations.</p>
<p><b>To increase opportunities for pupils to compete and perform,</b></p> <p>Take pupils to competition and festival opportunities outside of school.</p> <p>Go for school games marks award with SGO</p>	<p>- Audit of areas to develop from working through games mark criteria.</p>	<p><b>Competition</b></p> <p>Liaise with local School Games Organisers for support in participation in local competitions.</p> <p>Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils.</p> <p>To build in opportunities for little competitions in PE lessons and at the end of units.</p> <p>To create OCT/ trust PE competitions - to encourage engagement in competition.</p>	<p>LM  LM  LM  LM  LM</p>			<p>Audit as part of the school games mark has identified areas that can be improved and added to enhance the current offer for pupils with regards to competition and inclusion.</p> <p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award</p>

<p>Continue to offer a range of competitive opportunities for all pupils.</p> <p><b>Key Indicator 4:</b> <b>Key Indicator 5</b></p>		<p>Change of sports day in 2024 - great feedback from staff and children. Complete an audit of staff and pupils in the Spring term - What can we do even better next year?</p> <p>A specialist dance coach to be hired to create a dance team in preparation for a performance at the Victoria Theatre. After school club October-March. Support during the day rehearsals and evening performance.</p> <p>To continue to offer a wide range of extra curricular clubs - Staff led.</p> <p>To continue monitoring children's participation in extracurricular clubs and to enhance the whole school tracker to increase the number of children attending at least one club compared to the previous year. To also reinforce expectations with parents that children are encouraged to attend at least one club each year.</p> <p>Minibus running costs to enable children to access competitions Dependent upon government guidance.</p> <p>Sports day for EYFS-Y6 - increase parental engagement. Purchase sports day stickers.</p> <p>Event fees to attend competitive events.</p>	<p>LM</p> <p>All staff</p>	<p>Spring term.</p> <p>October-March</p> <p>Yearly</p>	<p>£720.00 extra curricular dance club.</p> <p>£120.00 day and evening support on show day.</p> <p>£200.00 dance outfits</p> <p>£300.00 running costs</p> <p>£200.00 sports day stickers</p> <p>£150.00</p>	<p><b>Evidence:</b> Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.</p>
<p><b>Inclusion and equality</b></p> <p>To ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities.</p>		<p>To complete school games inclusive health check on website and look at the results of this and areas for school to make improvements.</p> <p>Look at opportunities for less sporty/ less able pupils and also younger KS1 pupils to get involved in clubs and competitions within school.</p>	<p>LM</p>			<p>Due to inclusive opportunities provided, all pupils will participate in a competitive or performance activity this year. Feedback from pupils will be positive, highlighting key moments of enjoyment and achievement. Pupils will show interest in continuing with sports and activities. They will develop improved confidence and self-esteem by surpassing personal goals and giving their best effort.</p>

<p>Key Indicator 1 Key Indicator 4 Key Indicator 5</p>						<p>Pupils will gain perspective and empathy through inclusive sports units and enrichment experiences, fostering tolerance and appreciation for others.</p> <p><b>Evidence:</b> Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join clubs</p>
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<p style="text-align: center;"><b>Ideas for 2025/ 26</b></p> <ul style="list-style-type: none"> <li>- Evaluate and enhance the range of extracurricular activities offered to students and continue to promote the expectation of attendance at least one club per year.</li> <li>- Implement Personal Best challenges across KS1 and KS2 to encourage personal growth and achievement.</li> <li>- Ensure thorough understanding and use of PE vocabulary/AIR resources among children and staff</li> <li>- Maintain efforts to elevate the importance of swimming and increase Year 6 students meeting ARE expectations.</li> <li>- Integrate structured physical activities during break times and lunchtimes.</li> <li>- Support students below expected levels in PE with targeted strategies,</li> </ul>	<p style="text-align: center;"><b>Ideas for 2026/27</b></p> <ul style="list-style-type: none"> <li>- Facilitate students' participation in representing the school at external venues to showcase their athletic talents.</li> <li>- Evaluate and enhance parental engagement strategies to foster support for PE initiatives.</li> <li>- Explore opportunities for educational trips to key national and local sporting events to enrich students' understanding and enthusiasm for sports.</li> <li>- Implement strategies to further elevate the profile of swimming within the school community.</li> <li>- Foster partnerships with local clubs to encourage students to join and sustain participation in activities they enjoy.</li> <li>- Create a prominent display in the entrance hall featuring team photos and</li> </ul>
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<p>including the STEP approach.</p> <ul style="list-style-type: none"><li>- Promote the profile of PE through recognition of sporting achievements during celebration assemblies.</li><li>- Introduce interactive technology like augmented reality (AR) or virtual reality (VR) experiences related to sports and fitness to engage students in novel ways and improve assessment.</li><li>- Provide ongoing professional development opportunities for PE staff, focusing on emerging trends, new teaching methodologies and inclusive practices in physical education.</li></ul>	<p>trophies to celebrate sporting achievements and inspire school pride.</p>
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