

Forest School Primary School



Primary Physical Education and Sport Funding Action Plan

2025/2026

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What is the PE and Sports Premium Funding?

The government has been providing funding since 2013 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.

Primary Physical Education and Sport Funding Action Plan 2025-26

Amount of Grant Received – Year 2025 - 2026: 19, 580.00

| Intent | | Implementation | | | | Impact |
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| Area of Focus | Evidence of need | Action Plan | Who | Time Scale | Funding Breakdown | Success Criteria & Evidence record |
| <p>Staff CPD to improve the quality of teaching and learning in PE</p> <p>To monitor PE lessons, staff confidence and ability to teach PE and plan further support and training as needed</p> <p>To complete gymnastics CPD to improve teaching and learning in school to build upon work done last year and focus on staff confidence to teach and lead lessons.</p> <p>Look to develop other members of staff expertise in specific activity areas so they can effectively deliver lessons.</p> <p>Audit PE equipment and</p> | <p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>New government requirements on reporting swimming figures.</p> | <p>Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities;</p> <p>PE Impact package (future support):</p> <p>PE CPD package needs planned for the year based on this information.</p> <p>PE Excellence support/lead package: Includes: x3 support sessions, termly network PE meetings, PE conference, CPD resources/courses up to the value of £2500.</p> <p>PE Excellence package includes:</p> <ul style="list-style-type: none"> - PE virtual network meetings: 23rd September 2025, 28th January & 30th April 2026 - PE conference: 3rd June 2026 - 1-1 sessions – Impact report/online digital tool/Action plan: Friday 10th July 2026. Venue TBC. - x2 Support sessions (half day) with CH: <ol style="list-style-type: none"> 1. Personal best/Sports week half day: Friday 30th March. In school with CH afternoon. 2. EYFS follow up morning: Date TBC. - Gymnastics L2 PE course: 23rd March 2026 - Amazing PE Course: 26th February 2026 | LM | Autumn | £0.00 | <p>Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Pupils as a result benefit from lessons that they enjoy more, and in which make good progress.</p> <p>There is an increased number of pupils meeting or exceeding the national curriculum expectations in PE and pupils have shown determination in achieving these skills.</p> <p>There are few non participants in PE lessons but those who for whatever reason are unable to physically participate are given a range of different tasks and roles to involve them in the learning.</p> <p>New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it's needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get started and be active.</p> <p>Evidence: Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead</p> |
| | | | LM | On Going. | £1995.00 | |
| | | | LM | On going | IIP – Included In Package | |
| | | | LM | Summer Summer | (IIP) | |
| | | | LM LM | TBC Spring Spring | (IIP) (IIP) (IIP) (IIP) | |
| | | £195.00 X6 | | | | |

Primary Physical Education and Sport Funding Action Plan 2025-26

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| <p>overview to meet needs of pupils.</p> <p>To conduct monitoring to judge quality of lessons and effectiveness of PE and sports funding.</p> <p>To update all health and safety related paperwork for PE and ensure all members of staff and pupils are following guidance.</p> <p>Links to: Key Indicator 1 Key Indicator 3 Key Indicator 4</p> | | <p>Review current PE curriculum overview map for depth and breadth of learning and progression for pupils.</p> <p>Share revised LTP and medium term plans with staff so that they are clear on delivery, how it fits together and how they can help pupils make good progress.</p> <p>Over the year PE lead to check in with staff on how comfortable they feel in delivering the units and continue to offer support.</p> <p>Audit and review PE resources and purchase any additional things needed to ensure high quality delivery of the curriculum.</p> <p>To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed.</p> <p>Run a staff meeting to highlight 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>in what they are delivering and how to get pupils to gain the most out of PE lessons.</p> <p>The quality of PE lessons is good and pupils all report they enjoy the subject and are learning a range of skills both physically and socially.</p> <p>There is plenty of equipment and resources readily available for pupils to use within lessons and this support to stretch and challenge their learning.</p> <p>Staff are all updated on 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 lesson. 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 risk themselves and take action to make changes if needed.</p> <p>Evidence: Lesson observations, lesson planning and evaluations, health and safety documentation.</p> <p>Sustainability: Staff will continue to use these resources, teach high quality lessons and involve pupils in learning about risk in the future so that lessons remain safe.</p> |
| <p>Swimming</p> <p>To improve the number of pupils meeting end of key stage swimming requirements.</p> | | <p>Review current swimming provision and data on number of pupils meeting end of KS2 requirements.</p> <p>x2 Members of staff to attend: Improving school swimming and water safety awareness as offered by Jubilee swimming baths.</p> <p>Consider ways to improve figures through:</p> | <p>TBC x2 staff</p> | | | <p>There is 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</p> |

Primary Physical Education and Sport Funding Action Plan 2025-26

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| <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>Key Indicator 1 Key Indicator 3 Key Indicator 2 Key Indicator 4 Key Indicator 5</p> | | <ul style="list-style-type: none"> - Swimming CPD for staff who attend sessions. - Resources - Make swimming information booklets to send out with pupils to prepare them for KS2 swimming lessons. | members | | | <p>be safe around water and basic survival techniques if they get into trouble.</p> <p>Evidence Swimming data gained from provider, observations of lessons, pupil voice. Parent feedback</p> <p>Sustainability</p> <p>Pupils have learnt the skills they need from PE and swimming to be able to stay safe and remain active and healthy. They see the value of learning to swim and how this can contribute to their safety in and around water. Many pupils see swimming as an enjoyable activity that they want to continue with.</p> |
| <p>Extra curricular:</p> <p>To increase opportunities for pupils to compete and perform.</p> <p>Take pupils to competition and festival opportunities outside of school.</p> <p>Go for school games marks award with SGO</p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> | <p>- Audit of areas to develop from working through games mark criteria.</p> | <p>Competition Introduce OCT PE competitions and visits to encourage engagement in competition and build in possible intra 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>Half day support: Register the school to take part in the National Sports Week 2026 to coincide with sports week in school. Allocate time to look through resources and put together a plan for the week. My personal best challenges integrated into lessons, lunchtimes and breaktimes to keep pupils engaged and motivated in learning and developing skills. Friday 13th March 2026 at FP in the afternoon.</p> <p>Continue to build in opportunities for little competitions in PE lessons through end of unit game/showcase opportunities.</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>LM</p> <p>LM & CH</p> <p>LM & CH</p> <p>LM</p> | <p>Autumn/ Spring/ Summer</p> <p>Half day with CH</p> | <p>£0 consultancy day IP</p> <p>£300.00</p> <p>£150.00</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>Evidence: Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p>Sustainability: 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</p> |

Primary Physical Education and Sport Funding Action Plan 2025-26

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| <p>Key Indicator 4: Key Indicator 5</p> | | <p>Minibus running costs to enable children to access competitions. Coach transport cost for Athletics heats X1 day:</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>Dance costumes for the performance.</p> <p>To continue to offer a wide range of extracurricular clubs - Staff led. 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>LM & FB</p> <p>LM</p> <p>All staff</p> | | <p>£400.00 £400.00</p> <p>£830.00</p> <p>£250.00</p> | <p>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>Inclusion and equality</p> <p>To ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities.</p> <p>To allow every child, regardless of gender or ability, to have an opportunity to represent the school at least once by the end of KS2.</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>Non-participant lanyards in place for pupils to try out different roles and responsibilities when they are not able to physically take part in PE lessons. Use these also to explore different sporting roles and careers.</p> <p>Embed careers in sports to continue to raise awareness of athletes and sports people of different genders, ethnicity, disabilities as well.</p> | | | <p>£24.99 non-participant lanyards included in package above.</p> | <p>Enhanced Inclusion – With staff able to assess abilities and tailor movement opportunities, all pupils—regardless of differing abilities—have the chance to develop at their own pace in an encouraging environment.</p> <p>As a result of inclusive opportunities on offer all pupils have engaged in some form of competition or performance-based activity this year. Feedback from pupils has been really positive and many have talked about ‘key’ moments of enjoyment and achievement. Many have expressed an interest in continuing with sports and activities.</p> <p>Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem</p> |

Primary Physical Education and Sport Funding Action Plan 2025-26

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| <p>Key Indicator 1 Key Indicator 4 Key Indicator 5</p> | | | | | | <p>through beating their own scores and trying their best.</p> <p>Pupils have learnt tolerance and have a greater empathy and appreciation for others through inclusive sports unit and enrichment experiences.</p> <p>Evidence: Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p>Sustainability: 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> |
| <p>Forest Schools, Outdoor learning and Sustainability</p> <p>Develop/Continue Forest school and outdoor learning opportunities as part of the school curriculum offer.</p> <p>Embed and enhance use of outdoor learning activities across the school.</p> <p>Key Indicator 1 Key Indicator 2 Key Indicator 3</p> | | <p>Developing Forest school Leader Package:</p> <ul style="list-style-type: none"> - Forest and Outdoor learning conference – 19th March 2026 - Forest school network meetings. 18th Sept 2025, 9th Feb 2026 & 20th May 2026 - Resource pack - 1 day lesson support <p>Continue to develop outdoor areas in school so they can be used more regularly within lessons and at lunch and break times. Providing pupils with more opportunities to connect and appreciate nature.</p> | EM/LI | <p>Spring</p> <p>On going.</p> <p>TBC</p> | <p>£1000 (IIP above)</p> | <p>Through participation in inspiring and exciting forest school and outdoor learning opportunities pupils have developed a love of the outdoors and nature and learning to look after their world and environment.</p> <p>Time in the area has also helped to improve their emotional health and sense of wellbeing and they are calmer and better able to channel their energy.</p> <p>Through activities on offer both in PE and outdoor learning they are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication.</p> <p>The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled</p> |

Primary Physical Education and Sport Funding Action Plan 2025-26

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| <p>Key Indicator 4</p> | | | | | | <p>pupils to gain greater benefits and have been the perfect chance to grow independence, self-esteem, improve their fitness and social skills</p> <p>Evidence: Pupil voice, staff feedback, parental feedback, newsletters, display, case studies and photographic evidence.</p> <p>Sustainability: Areas developed will continue to be used and developed in the future. Both staff and 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. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in future year groups.</p> |
| <p>Health & Wellbeing</p> <p>Improve pupils health and well-being and link to whole school improvements.</p> <p>Key Indicator 1 Key Indicator 4 Key Indicator 5</p> | <p>Lesson observations of pupils struggling with stamina over sustained periods of time.</p> <p>Government obesity strategy: (30mins active in school 30mins at home).</p> | <p>Continue to develop opportunities to promote both pupils physical and emotional health and well-being in school;</p> <p>Wellbeing & PE lead to attend health and wellbeing network meetings, share ideas with rest of the staff and action ideas through planned activities: 20th November 2025, 3rd March & 1st July 2026.</p> | <p>LM & HS</p> | <p>On going.</p> | <p>£180.00 Pay separately.</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 practice strategies that support their wellbeing such as being physically active, being more mindful and connecting with others</p> <p>Sustainability 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>Links to whole school development plan:</p> | | | | | | |

Primary Physical Education and Sport Funding Action Plan 2025-26

Ideas for 2026/ 27

1.Extracurricular & Enrichment

- **Student Voice in Clubs:** Work alongside the pupil leadership team to support in evaluating existing clubs.
- **Personal Best Passport:** Develop a booklet for KS1/KS2 students to track personal achievements and challenges.

2. Curriculum & Assessment

- **AIR Resources:** Ensure AIR resources (Agility, Balance, Coordination) are embedded into lessons.
- **Introduce ipads into PE lessons:** Trial ipads in lessons to support the study of children's anatomy, movement analysis or virtual sports experiences.

3. Inclusion & Support

- **STEP Toolkit:** Ensure the STEP (Space, Task, Equipment, People) model for differentiation is embedded and all staff feel confident in using this.

4. Swimming Focus

- **Swimming Tracker System:** Online tool to monitor progress and identify students needing catch-up.

5. Breaktime & Lunchtime Activity

- **Play Leaders Programme:** Train Year 5/6 students to lead structured games. Continue to develop the continuous provision at breaktime and lunchtimes for the whole school – along side the Forest School leads.

6. Recognition & Celebration.

- **Weekly PE Champions:** Certificates and mentions in assemblies.

Ideas for 2027/ 28

1. Community & Parental Engagement

- **PE Open Mornings:** Invite parents to participate in or observe PE lessons.

2. External Opportunities

- **School Sports Ambassadors:** Select students to represent the school at local sports forums or events.

3. Partnerships & Pathways

- **Pathway Posters:** Visual guides showing how students can progress from school to club to county level.

4. Technology & Innovation

- **Digital PE Journals:** Students record reflections, goals and progress using ipads.

5. Staff Development

- **Inclusive PE CPD:** Focused training on adapting PE for SEND pupils.