

Forest Park Primary School

Sports Funding Impact Report



2025/26

What is the PE and Sports Premium Funding?

The Government has allocated funding for additional primary school sport in schools. This funding must be used to improve the quality of Physical Education (P.E) and Sport for all of our pupils. The sport funding must be spent on PE and sport provision in school. 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.

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.

It is expected that schools will see an improvement against the following 5 key indicators:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

The school has been receiving the funding since 2013.

Key achievements to date:	Future Ideas & development areas to achieve our long term vision.
• AIR resource picture documents were purchased and embedded to support consistent delivery of key PE skills across all areas • All staff received CPD in gymnastics (most recently in 2025), athletics, games, badminton, outdoor education (2025) and dance (2025/2026) from external providers to enhance confidence and subject knowledge. • Musical dance showcases delivered to parents to celebrate children's learning. • External training enabled staff to lead structured lunchtime activities with regular updates for new staff • Super Movers and Go Noodle are used across the school where needed to increase daily physical activity and active learning • Expanded lunchtime and extracurricular clubs boosted participation, fitness and enjoyment particularly among less active pupils • The Gold School Games Mark was achieved for the first time in 2025 demonstrating that the school meets all five key indicators for primary PE and sport • Annual investment in new equipment supports high-quality PE delivery and introduces new sports and units • Swimming provision was redesigned with a new tracking system aligned to the Swimming Charter to better monitor progress • A pop-up pool (2022–2024) significantly improved pupils' attainment in meeting end-of-year swimming expectations • New gym, trim trail and climbing equipment increased physical activity during breaks and raised the profile of PE • EYFS outdoor provision and equipment were enhanced to support Physical Development including Forest Schools and biweekly PE lessons • Forest Schools is now embedded biweekly into the school timetable • A long-term PE plan is implemented and reviewed annually based on cohort needs covering Nursery to Year 6 • Skills progression overviews for KS1 and KS2 ensure structured development across all sports • Medium-term plans for Years 1–6 were developed aligned with progression overviews and clear end points • Books on diverse sporting athletes were purchased to support cultural capital and are regularly updated • Revamped playground markings promote active play and increase engagement during break times and lessons • Enhanced outdoor learning spaces by developing natural play and movement zones that children can access freely during lunchtimes and breaktimes, creating a continuous provision model that promotes exploration, physical activity and links with outdoor education. • Teaching assistants leading a variety of activities during lunchtimes to enrich students' physical activity experiences and promote wellbeing.	• Continue to prioritise emotional wellbeing awareness for both staff and pupils fostering a supportive environment conducive to learning and physical activity • Increase engagement with parents through newsletters and involvement days to emphasise the importance of an active healthy lifestyle and encourage their support in promoting physical activity at home and the importance of swimming • Support teaching assistants in leading a variety of activities during lunchtimes to enrich students' physical activity experiences and promote wellbeing • Embed intra-school competitions at the end of each term to boost children's participation in competitive sports and provide motivation for skill development • Introduce a leadership programme for Year 6 pupils to become Sports Leaders who help organise and lead activities for younger children • Create themed physical activity weeks such as Healthy Heart Week or Outdoor Adventure Week to raise awareness and enthusiasm for different aspects of physical health • Partner with local sports clubs to offer taster sessions and create pathways for pupils to continue sports outside of school

At Forest Park Primary School, we recognize that physical activity not only enhances health, reduces stress, and improves concentration but also promotes proper physical growth and development. Exercise positively influences academic achievement, emotional stability and social interaction. We emphasise the importance of physical activity to both teachers and children alike. Our goal is to provide a comprehensive and balanced physical education program that every child deserves, featuring enjoyable, purposeful, and regular activities. By creating positive experiences, we aim to foster a lifelong interest in physical activity. We value a diverse curriculum experience and aim to increase participation in physical activity beyond the allocated one hour. To achieve this goal, we offer diverse opportunities for engagement in physical activity during lunchtimes and after school, tailored to the interests of our students.

Our vision:

PE Curriculum

High-quality PE lessons delivered by teachers and/or specialist coaches, with subject leaders monitoring lesson quality. A wide range of sports and activities offered including games, gymnastics, dance, athletics, net and wall games, striking and fielding, swimming, and Forest Schools. Staff teaching PE consistently demonstrate good to outstanding skills across all schools and year groups, with strong confidence, knowledge, and expertise in both subject-specific PE knowledge and general teaching practices. Updated curriculum overview maps are in place across all schools, aligned with the PE National Curriculum 2014, offering activities tailored to students' needs, interests, and school facilities. Students are exposed to a variety of activities to help them discover their interests. Ongoing assessments throughout lessons and at the end of each unit show that students make excellent progress in PE and achieve positive outcomes. Assessment data informs adjustments to planning and curriculum overviews to meet the needs of all students.

Links to wider community/clubs/facilities

Transition links with high schools are strong, facilitating enriching experiences and familiarization through high school site visits. Ongoing staff CPD ensures continuous professional development, enhancing teaching quality across all subjects, including physical education. Local club leaflets are shared to encourage students' participation in community sports and activities. Students participate in a variety of inter-school competitions and festivals within the community, fostering teamwork and sportsmanship. Sporting events like sports days actively involve parents, creating a supportive and engaging atmosphere. KS2 students benefit from residential trips promoting independence and team bonding. Extra-curricular sports clubs are delivered by staff and Bee Active, enriching students' physical education experiences beyond the curriculum.

Health of pupils/ School community

The health and wellbeing of pupils and the school community are prioritized through several initiatives: All pupils across the schools, regardless of age, meet daily physical activity recommendations. Comprehensive policies are implemented across the schools to align with Government obesity strategy recommendations on physical activity and healthy eating. Engagement activities involve parents and the community in discussions and initiatives to promote 30 minutes of physical activity outside of school. Upgraded

Forest Park Primary School

2025-27 VISION FOR PE AND SPORTS

Outcomes: All Pupils will leave school

Equipped with fundamental skills in PE and the ability to apply them in future opportunities. Provided with a wide range of experiences in physical activity, sports and performing arts. Encouraged to discover and enjoy a sport or physical activity they can continue outside of school. Physically confident, competent, and capable of meeting or surpassing the PE National Curriculum standards. Healthier and fitter, with a solid understanding of the importance of physical and emotional wellbeing. Achieving the KS2 swimming requirement in accordance with national targets. Offered opportunities to compete and participate in various activities, fostering positive memories of PE, sport, and physical activity.

Extra-Curricular provision

Forest School sessions provide children with opportunities for hands-on learning in natural environments, fostering curiosity and connection with nature. Participation in a variety of sports and activities, such as games, gymnastics, dance, athletics and Forest Schools, promotes physical fitness and well-being among students. Engagement in extra-curricular activities enhances social skills, teamwork and resilience through collaborative experiences and shared challenges. Students develop a sense of responsibility and environmental awareness through activities that encourage sustainability and respect for natural surroundings. The diverse range of extra-curricular offerings at Forest Park Primary School fosters a love for learning beyond the classroom, nurturing holistic development and lifelong interests among students.

Links to whole school improvement

PE, Sport, and physical activity serve as catalysts for driving overall school improvement. All staff, pupils, parents, and governors understand the benefits of participation and are dedicated to offering opportunities throughout the school day. Good practices in PE leadership and monitoring are shared across the school and within the Orchard Community Trust, promoting consistent standards. Teaching and learning in PE are underpinned by a robust whole school curriculum map and effective medium-term plans that ensure continuity and progression. Forest Park is recognized as a centre of excellence for PE, school sport, physical activity, and health and wellbeing initiatives. PE and physical activity contribute to teaching and learning across core subjects, outdoor education, and Forest Schools, enriching the overall educational experience.

Amount of grant received in year 2024/25: £19, 500.00.

Area of Focus	Amount spent	Impact	Sustainability
Staff CPD to improve the quality of teaching and learning in PE Provide high-quality CPD for staff to enhance the teaching and learning of PE across the school. Develop staff confidence, subject knowledge and expertise to deliver engaging, high-quality PE lessons that promote pupil enjoyment and participation. Increase opportunities for pupils to take part in competitive sport and personal challenge within PE lessons and through extracurricular activities. To develop staff confidence and competence in delivering high-quality dance provision, ensuring pupils experience engaging, creative and progressive dance lessons throughout the curriculum. Enhance outdoor learning and physical activity opportunities through improved lunchtime provision and Forest School experiences, encouraging pupils to develop their physical skills, teamwork, resilience, confidence and enjoyment of being active in a natural environment. Links to: Key Indicator 1, Key Indicator 3, Key Indicator 2, Key Indicator 4 & Key Indicator 5	CPD costs £6400 £1930 equipment and resources £520 memberships	Increased confidence in leading PE across the school has been achieved through attendance at termly network meetings, one-to-one support sessions and high-quality professional development opportunities. This investment has enabled the continued development of an ambitious and progressive PE curriculum, ensuring provision remains current, engaging and aligned with best practice. As a result, pupils continue to benefit from high-quality PE experiences that promote enjoyment, participation and achievement. Staff in Years 1- 6 completed a six-week dance CPD programme delivered by an external specialist. This investment has enhanced staff confidence and expertise in teaching dance, resulting in more engaging and purposeful lessons for pupils. Each year group learnt a dance linked to their curriculum learning, culminating in performances for parents which provided a meaningful audience and real sense of purpose. Additional resources and props were purchased to support delivery and ensure the sustainability of high-quality dance provision in future years. Staff are now equipped to independently plan, sequence and deliver progressive dance lessons across the curriculum. Investment in CPD has also significantly increased staff confidence and competence in delivering high-quality outdoor learning experiences. Pupils in Years 2–6 have benefited from regular Forest School sessions, developing resilience, independence, teamwork, communication and problem-solving skills through hands-on experiences in the natural environment. Staff training has enabled a wider range of outdoor learning opportunities, supporting pupils' physical development, wellbeing and engagement while fostering a positive attitude towards challenge and exploration. The PE Lead remains an active member of the Association for Physical Education (afPE), ensuring that knowledge of national guidance and best practice remains current. This enables relevant updates to be shared promptly with staff and supports the continued delivery of safe, high-quality PE across the school. Funding has also been used to purchase affiliation memberships, enabling pupils to participate in local sporting competitions and festivals. These opportunities have allowed children to	We are proud of the sustainable improvements made across our PE, sport and outdoor learning provision. Through targeted CPD, staff have developed the confidence and expertise needed to deliver high-quality PE, dance and outdoor learning experiences, ensuring lasting benefits for current and future pupils. A review of our swimming provision is planned to maximise impact and further support children in meeting National Curriculum expectations. Staff training in Forest School and outdoor learning has also embedded valuable opportunities for pupils to develop resilience, independence, teamwork and problem-solving skills. Investment in outdoor play resources has created a lasting lunchtime provision where pupils can enjoy active, imaginative and exploratory play through experiences such as mud kitchens, sand play and barefoot walks. These opportunities support physical development, wellbeing and social interaction. Updated safety procedures remain embedded across the school and the achievement of the Gold School Games Mark reflects the strength and quality of our provision. These developments form part of our long-term commitment to promoting physical activity, wellbeing and lifelong participation in sport.

		represent the school, develop their sporting abilities and build confidence while demonstrating teamwork, respect and sportsmanship. Children have once again participated in our highly successful after-school dance club led by a specialist dance coach. This culminated in a performance at the Victoria Hall, where pupils had the opportunity to perform on stage in front of a live audience. The experience promoted confidence, resilience and self-expression while providing pupils with a strong sense of achievement and pride. The club also contributed positively to pupils' emotional wellbeing through an inclusive and enjoyable experience that celebrated effort and success. A wide range of after-school clubs have been delivered throughout the year by our dedicated and talented staff, with a focus on encouraging every child to attend at least one extracurricular activity. Participation has had a positive impact on pupils' physical fitness, wellbeing and social development, while helping them develop important life skills such as teamwork, communication, trust and respect. The introduction of targeted clubs for pupils with additional needs has further improved inclusivity and equal access to enrichment opportunities, a focus which will continue next year. Funding has been used to cover transport costs and event entry fees, enabling pupils to attend a variety of sporting events and competitions throughout the year. These experiences have provided valuable opportunities for children to represent the school, develop their physical skills and build confidence in unfamiliar environments. Participation has also strengthened teamwork, resilience and a sense of achievement, with pupils taking great pride in their contributions and successes. Achieving the Gold School Games Mark is a significant milestone for our school and reflects our continued commitment to high-quality PE, sport and physical activity for all pupils. This prestigious award recognises the collective efforts of staff and pupils in promoting participation, inclusion, leadership opportunities and healthy lifestyles. Achieving Gold status for the first time demonstrates the positive impact of our investment in PE and highlights the breadth and quality of opportunities available to children across the school. Investment in outdoor resources has enhanced lunchtime provision by creating a rich environment for active and exploratory play. Pupils now have access to opportunities such as mud kitchens, sand pits, barefoot walks and	Moving forward, we will continue to build on these successes through a structured programme of events, competitions and enrichment opportunities, ensuring that every child has the chance to develop the skills, confidence and enthusiasm needed to lead a healthy and active lifestyle.
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		other outdoor learning experiences during their extended lunchtime. These resources have increased levels of physical activity and encouraged creativity, collaboration, communication and imaginative play. Children are increasingly engaged in purposeful outdoor experiences that support physical development, wellbeing and enjoyment, while fostering independence and a love of learning through exploration. The purchase of Sports Day stickers added a meaningful and celebratory element to our whole-school sports event, which involved enthusiastic participation from Nursery through to Year 6. The stickers recognised effort, determination and participation, helping to create a positive and inclusive atmosphere. Pupils experienced a strong sense of pride and accomplishment as they celebrated their achievements alongside parents, staff and peers.	
Health and well-being To further embed physical activity throughout the school day, ensuring that pupils have regular opportunities to be active and develop healthy lifestyle habits. Provision will support national priorities relating to childhood health and obesity prevention while promoting positive attitudes towards physical activity from an early age. To continue developing a culture that celebrates participation, effort and achievement in order to build pupils' confidence, self-esteem and sense of belonging. Pupils will be provided with opportunities to represent the school, perform, compete and share successes with peers and families, supporting their personal development and wellbeing. To enhance active lunchtime provision so that pupils have increased opportunities to be physically active, socialise and engage in imaginative outdoor play. Through access to a wide range of resources and activities, children will develop their physical skills, resilience, creativity and independence. To prioritise the improvement of mental health and wellbeing through physical activity, outdoor learning and enrichment opportunities, enabling pupils to develop confidence, resilience and positive relationships.	CPD costs £2000 £4650 extra curricular costs	The increased focus on physical activity, wellbeing and inclusive participation has had a significant positive impact across the school. Pupils are now more active throughout the day, with regular opportunities to engage in movement, active play and extracurricular activities supporting the development of healthy lifestyle habits. This has contributed to greater awareness of the importance of physical activity and its role in maintaining both physical and mental wellbeing. The development of active lunchtime provision has led to higher levels of engagement in physical activity and play. Pupils are making positive use of a wider range of resources and structured activities, resulting in improved social interactions, increased resilience and greater independence. As a result, lunchtimes have become more purposeful and inclusive. A continued emphasis on celebrating participation, effort and achievement has strengthened pupils' confidence, self-esteem and sense of belonging. Opportunities to represent the school in competitions, performances and sporting events have enabled pupils to experience success, develop teamwork skills and take pride in their achievements. These experiences have contributed positively to pupils' personal development and overall wellbeing. The school's focus on mental health and wellbeing has also had a notable impact. Increased opportunities for physical activity, outdoor learning and enrichment have supported pupils in developing confidence, resilience and positive relationships. Staff report that many pupils demonstrate improved	Promoting the long-term health, wellbeing and physical development of pupils will remain a central priority within the school's wider vision for education. Physical activity is now firmly embedded within daily routines, ensuring that pupils have regular opportunities to be active and develop healthy lifestyle habits. This approach supports national priorities relating to childhood health and obesity prevention while helping children establish positive attitudes towards physical activity that can be sustained beyond primary school. The continued development of active lunchtime provision will ensure that pupils have access to high-quality opportunities for physical activity, social interaction and imaginative play. Resources such as the Active Mile track, Trim Trail and outdoor gym equipment will continue to support a wide range of interests and abilities. Staff will maintain their role in promoting positive play, encouraging participation and fostering an inclusive environment where pupils can

To ensure that all children have access to a broad and inclusive range of extracurricular opportunities. A variety of clubs will be offered throughout the year, with the aim that every child attends at least one club. Targeted provision will be developed for pupils with additional and high-level needs to ensure extracurricular activities are fully inclusive and accessible. These opportunities will support physical development, social skills, confidence and a lifelong enjoyment of being active. Links to: Key Indicator 1, Key Indicator 3, Key Indicator 2, Key Indicator 4 & Key Indicator 5		concentration, engagement and readiness to learn following active sessions and physical activity throughout the school day. The commitment to providing inclusive extracurricular opportunities has ensured that a greater number of pupils, including those with additional and high-level needs, have been able to access clubs and enrichment activities. This has improved participation rates, broadened experiences for many children and supported the development of social skills, confidence and a lifelong enjoyment of being active. As a result, pupils across the school are benefiting from a wider range of opportunities that support both their physical development and personal growth.	develop resilience, independence, teamwork and confidence. The school will continue to place a strong emphasis on celebrating participation, effort and achievement. By providing regular opportunities for pupils to represent the school, compete, perform and share successes, a culture of inclusion and belonging will be sustained. These experiences will continue to support pupils' confidence, self-esteem and personal development, ensuring that participation remains valued alongside achievement. Supporting mental health and wellbeing through physical activity, outdoor learning and enrichment opportunities will remain a key focus. Established practices and provision will continue to provide pupils with opportunities to develop positive relationships, emotional resilience and self-confidence, contributing to a positive school culture and improved readiness to learn. The commitment to inclusive extracurricular provision will ensure that all pupils, including those with additional and high-level needs, continue to have access to a broad range of clubs and enrichment opportunities. By maintaining the expectation that every child has the opportunity to participate, the school will continue to promote equality of access, broaden pupils' experiences and encourage lifelong engagement in physical activity. These embedded systems and opportunities provide a sustainable foundation for ongoing improvements in pupils' physical health, wellbeing and personal development.
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To increase opportunities for pupils to compete and perform. Take pupils to competition and festival opportunities outside of school. Go for school games marks award with SGO Continue to offer a range of competitive opportunities for all pupils. Key Indicator 4 & Key Indicator 5	CPD costs £2000 £2000 external sports competitions	A continued focus on celebrating participation, effort and achievement has strengthened pupils' confidence, self-esteem and sense of belonging. Children have had access to a broad range of opportunities to represent the school and experience success in different ways. This year, pupils have competed in a wide variety of sporting events, including athletics, cricket, netball, dance and Sports for All festivals, ensuring that children of all abilities have been able to participate in competitive and non-competitive activities. These opportunities have enabled pupils to develop teamwork, determination and sportsmanship whilst representing their school with pride. Links and events have also been planned and delivered by the PE leads of the OCT. The impact of these opportunities is reflected in the growing number of pupils engaging with school sport beyond curriculum lessons. Members of the school dance team proudly performed at the Victoria Hall in front of a large audience, demonstrating confidence, commitment and performance skills developed through extracurricular provision. Pupils have also successfully participated in Northwood Sports Partnership events, including both trials and finals competitions, providing further opportunities to challenge themselves, aspire to high standards and experience competitive sport at a higher level. The commitment to providing inclusive extracurricular opportunities has ensured that a greater number of pupils, including those with additional and high-level needs, have been able to access clubs and enrichment activities. This has broadened participation across the school, enabling more children to develop physical skills, social confidence and a lifelong enjoyment of being active. As a result, pupils are leaving each key stage with positive experiences of sport and physical activity, contributing to both their physical development and overall wellbeing.	The opportunities and successes achieved this year have established a strong foundation for future provision. A comprehensive calendar of sporting, enrichment and competitive events will be used in future years to ensure pupils continue to access a broad range of experiences, including competitions, festivals, performances and inclusive participation events. This will enable the school to maintain high levels of engagement while ensuring that all pupils have opportunities to represent the school, develop their skills and experience success. Developments made through working towards the School Games Mark criteria have become embedded within school practice and will be sustained and built upon in future years. The systems, partnerships and inclusive approaches established this year will continue to strengthen participation, broaden opportunities and support the ongoing development of high-quality physical education, school sport and physical activity. The raised profile of physical activity, health and wellbeing across the school community has resulted in increased awareness and engagement from both pupils and families. This positive culture will help to ensure continued year-on-year participation in clubs, competitions and enrichment activities, while encouraging increasing numbers of pupils to join school teams and represent the school in a wide variety of events.
Total expenditure: £19, 500.00			

Swimming at Forest Park Primary School

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of Year 6 pupils who could swim competently, confidently and proficiently over a distance of at least 25 metres when they left primary school at the end of last academic year?	27%
Percentage of Year 6 pupils who could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	27%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	47%
Schools can choose to use the Primary PE and 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

Signed off by:

Headteacher:	S Vorajee
Subject leader or the individual responsible for the Primary PE and sports premium:	L Mulliner
Governor:	N Bloor
Date:	14/07/26

