PE AND SPORTS PREMIUM ACTION PLAN

PE and Sports Grant Costing 2025/26

2025/26

School Name -	Horning Primary School	Academic Year	2025-2026
Total Eligible Pupils	29	Total Funding Allocation	£16290.00

SECTION A: Key Indicators

KEY INDICATOR 1

Increasing confidence, knowledge and skills of staff

High-quality PE depends on confident, knowledgeable teachers who can deliver structured, inclusive and progressive lessons. Investment in CPD, mentoring and coaching ensures that improvements are sustainable and reduce long-term reliance on external coaches. This directly benefits pupils by guaranteeing consistent teaching quality across the school.

Permitted use of funding:

- *CPD for teachers (courses, mentoring, shadowing, workshops, accredited training).*
- *Employing external coaches only where they support staff development (e.g. team-teaching, modelling lessons, mentoring).*
- *Resources, schemes of work, and assessment tools that improve teaching practice.*
- *Subject leader release time for PE monitoring, curriculum design, and staff training.*
- *Payment for overtime when a teacher leads additional CPD or runs clubs that extend pupil opportunity.*

Not permitted:

- *Paying teachers' core salaries or standard PPA cover.*
- *Paying coaches to replace teachers or deliver the statutory PE curriculum.*
- *Standalone pupil coaching with no staff involvement or skill transfer.*
- *Buying PE or staff uniform.*
- *Paying for generic "wellbeing" or non-PE training.*

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	KI 1	*Purchase of PE*	N/A	*Premier Sports*	*Supporting the*	*£197.50*	

			planning resource to support staff in delivering progressive, inclusive and high-quality lessons, ensuring consistency and sustainability of provision across year groups.		*Mrs Branch* *Mrs Bellison*	*planning of high quality planning across the school*		
		KI 1		*N/A*				
		KI 1		*N/A*				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Staff confidence and subject knowledge increase, resulting in higher-quality PE lessons across all year groups.*
- *Teaching becomes more consistent, ensuring progression of skills from EYFS to KS2.*
- *Pupils demonstrate improved physical literacy, teamwork, and engagement in PE.*
- *Lessons become more inclusive, enabling pupils of all abilities—including SEND—to access and progress within the curriculum.*
- *Improved lesson structure leads to better behaviour, participation, and positive attitudes towards physical activity.*
- *Assessment and tracking of PE skills improve due to clearer progression pathways and shared planning resources*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *The planning resource remains in school and can be used year after year, reducing the need for external support.*
- *Staff capability grows through ongoing use of the resource, reducing reliance on specialist coaches.*
- *Consistent, progressive planning supports long-term curriculum coherence, even with staff changes.*
- *New staff can be easily inducted into the school's PE approach using the standardised planning framework.*
- *The resource supports the long-term embedding of high-quality PE, strengthening whole-school provision.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 2

Increasing engagement of pupils in regular physical activity

The Chief Medical Officers recommend 60 active minutes daily. Many children, particularly those who are least active, need structured opportunities beyond timetabled PE to achieve this. By embedding activity into the school day (active playtimes, active travel, interventions), schools can boost health, wellbeing, and readiness to learn.

Permitted use of funding:

- *Playground markings, sports zones, and small portable equipment (balls, skipping ropes, cones, hula hoops).*
- *Training midday supervisors or play leaders to run active lunchtimes.*
- *Targeted activity clubs for less active pupils or specific groups (e.g. girls, SEND).*
- *"Daily Mile" or similar schemes; active travel programmes; activity trackers to monitor participation.*
- *Incentives that promote sustained active habits (stickers, certificates, small prizes).*

Not permitted:

- *Capital projects (trim trails, MUGAs, climbing frames, outdoor gyms, forest schools, or any item recognised as a fixed asset).*
- *Playground resurfacing or infrastructure.*
- *Routine supervision costs or staff contracted hours.*
- *Transport to statutory curriculum lessons (swimming, PE offsite).*

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				monitoring the action.	(SEND), girls, or disadvantaged pupils.		accountability purposes.
	KI 2	*Expand the area for provision - clear and enlarge the sports field to allow more active engagement*	External	*Skip company* *Digger Hire* *Overseen - JB - JW*	*Whole school*	*£450.00*	*£450.00*
	KI 2		N/A				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Increased space allows more pupils to participate in physical activity simultaneously, improving engagement and activity levels.*
- *A larger field enables a wider range of sports and outdoor activities, enhancing curriculum breadth.*
- *Improved safety and reduced overcrowding during lessons and playtimes.*
- *Higher-quality PE lessons due to better organisation, clearer activity zones, and more opportunities for team games.*
- *Greater participation in extracurricular clubs and competitions due to improved facilities.*
- *Enhanced opportunities for inclusive activities, particularly for pupils requiring adapted space or equipment.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Reduced wear and tear on the playing surface as activity is spread across a larger area.*
- *Increased capacity for large-group lessons ensures staff can continue to deliver high-quality PE regardless of cohort size changes.*
- *Field enhancements support long-term development of school sports teams and inter-school competition.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 3

Raising the profile of PE and sport across the school

When PE and sport are valued across the school, they contribute to wider improvement: behaviour, attendance, leadership, resilience and school culture. Celebrating achievements and making sport visible ensures it is not seen as an "add-on" but a central strand of whole-school development.

Permitted use of funding:

- *Celebration events such as sports weeks, "active days," or whole-school fitness challenges.*
- *Trophies, medals, badges, certificates (small consumables only).*
- *Communication materials — newsletters, website updates, videos, display boards.*
- *Pupil Sports Leaders or Ambassadors training and equipment (e.g. bibs, clipboards).*
- *Whole-school assemblies or initiatives promoting the value of physical activity.*

Not permitted:

- *Display furniture, cabinets, or digital screens (capital assets).*
- *Paying for marketing, branding, or non-PE publicity materials.*
- *Paying a staff member's salary solely to manage publicity or reporting.*
- *Any purchase that would normally be part of core admin budgets (e.g. website hosting).*

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	KI 3	*HLTA supports teachers through team teaching and modelling of high-quality PE delivery, focusing on curriculum progression and assessment. Each session includes observation, feedback and co-planning to increase staff confidence and independence.*	Internal	*BB*	*Whole school*	*£7236.00*	
	KI 3	*Host a "Family Active Evening" or "Community Fitness Festival" to promote physical activity and wellbeing among pupils and families. (Hautbois)*	External	*JB* *BB*	*Whole of KS2*	*£716.00*	
	KI 1	*Expand sensory movement resources*	External	*JB* *JB*	*Whole School Including Pre-school*	*£900.00*	

			to support regulation and engagement for younger and SEND pupils through structured physical activity.(Boogie Bounce)		*MM* *BB* *CG*			

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

HLTA Support

- *Improved staff confidence and competence in delivering progressive, high-quality PE lessons.*
- *Greater consistency in curriculum delivery and assessment across classes.*

Hosting Festival events

- *Promotes positive role modelling as parents and carers participate alongside children.*
- *Raises awareness of healthy lifestyles and encourages active habits beyond school hours*

Sensory movement resources

- *Increased engagement and participation in PE and physical activity for SEND pupils.*
- *Enhanced inclusivity within PE lessons and whole-school movement activities*
- *Improved regulation, focus and readiness to learn for pupils (SEND and disadvantaged)*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

HLTA Support

- *Staff become increasingly independent, reducing long-term reliance on external specialists.*
- *Shared planning and assessment approaches become embedded in practice for future cohorts*

Hosting Festival events

- *Establishes an annual or termly event that becomes part of the school culture.*
- *Encourages long-term active routines, reinforcing school messages*

Sensory movement resources

- *Staff become skilled in using resources as part of daily routines, embedding practice.*
- *Supports ongoing development of inclusive provision*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 4

Offering a broader, more equal experience of sports and activities

Pupils need exposure to a variety of activities, not just traditional team sports, so they can find something they enjoy and continue beyond school. Offering inclusive and diverse opportunities ensures gender balance, accessibility for pupils with SEND, and fair access for disadvantaged pupils. This develops lifelong participation habits.

Permitted use of funding:

- *Taster sessions or clubs for less traditional activities (yoga, dance, boccia, archery, fencing, outdoor pursuits).*
- *Equipment and resources specific to new or inclusive sports.*
- *External coaching where it broadens the offer and supports staff confidence.*
- *Subsidies to remove barriers to participation (e.g. disadvantaged pupils, SEND).*
- *Targeted activities that improve gender balance and inclusion.*

Not permitted:

- *Bulk purchases that exceed your de minimis capital threshold (e.g. outdoor classroom, climbing wall, forest area).*
- *Paying for offsite adventure trips that count toward curriculum PE.*
- *Kit or clothing (for staff or pupils).*
- *Paying for commercially operated community sport programmes not linked to your school's offer.*

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	KI 4	*Further develop children skills - Increased swimming stamina and confidence for pupils who have not met 25m curriculum requirement during curriculum swimming*	External	*JB* *BB*	*Whole of KS2* *YEar 3,4,5 and 6*	*£1361.00*	
	KI 4		N/A				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Pupils who previously lacked confidence in water develop improved water safety skills and greater self-assurance.*
- *Increased swimming stamina enables more pupils to meet or exceed the national curriculum 25m requirement.*
- *Targeted support helps close attainment gaps for pupils who are less confident or have had limited previous swimming experience.*
- *Improved technique, stroke efficiency and survival skills lead to safer participation in water-based activities.*
- *Pupils demonstrate greater persistence and a positive attitude toward overcoming physical challenges.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Staff gain a better understanding of how to support less confident swimmers, strengthening future provision.*
- *Skills developed by pupils (confidence, stamina, safety awareness) contribute to lifelong safe swimming habits.*
- *Establishing strong links with swimming providers creates a consistent, sustainable partnership.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 5

Increasing participation in competitive sport

Competition builds resilience, teamwork and a sense of achievement. Access to intra- and inter-school competitions ensures pupils experience challenge, success, and personal growth. Done inclusively, competitive sport contributes to personal development, community spirit, and pride in school representation.

Permitted use of funding:

- *Transport to and from competitions, festivals and events (during or outside school hours).*
- *Entry fees for competitions and leagues.*
- *Equipment or bibs used for inter-house or school teams.*
- *Training or release time for staff to coordinate competitions or officiate.*
- *Hosting school tournaments or "Sports Days."*

Not permitted:

- *Transport to curriculum lessons (e.g. swimming, outdoor ed).*
- *Paying for pupils to attend private or commercial clubs unconnected to school provision.*
- *Paying coaches to deliver regular teaching or team management that is not sustainable.*

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	KI 5	*Transport to enable pupils to participate in inter-school*	*External*	*Minibus driver* *Member of staff* *Overseen by JB*	*Whole School*	*£400.00*	

			competitions, festivals, and top-up swimming lessons, increasing access and inclusion in sporting opportunities					
		KI 5		*N/A*				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Increased pupil participation in inter-school competitions, festivals, and enrichment activities that would otherwise be inaccessible.*
- *Greater inclusion for pupils who face financial, geographical, or logistical barriers to attending sports events.*
- *Improved confidence, teamwork and resilience as pupils experience competitive and collaborative sporting environments.*
- *Broader exposure to a variety of sports, leading to increased motivation, aspiration, and physical engagement.*
- *Raised school profile within local sports networks and improved opportunities for representing the school.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Establishes a consistent model for enabling access to competitions and festivals each year, regardless of location.*
- *Strengthens partnerships with local schools, sports organisers, and swimming facilities, supporting ongoing participation.*
- *Increased engagement in competitive sport encourages long-term involvement in physical activity and school teams.*
- *Builds a culture of competitive sport within the school, motivating future cohorts to participate and succeed.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

SECTION B:
Swimming and Water Safety
Year 6 Cohort

Permitted use of funding:

- *"Top-up" lessons for Year 6 pupils who didn't meet national standards earlier.*
- *Transport to top-up swimming sessions.*

- *Specialist instructors for SEND pupils or water safety enrichment sessions.*

Not permitted:

- *Core curriculum swimming for any year group.*
- *Transport for curriculum swimming.*

% able to Swim Competently 25m	*% able to use a range of strokes effectively*	*% able to perform safe self-rescue*

Number of pupils requiring top-up sessions	*Plans for top-up provision*

Funding allocated for top-up swimming/transport	*Barriers and next steps*

SECTION C:
Governance, Accountability and Reporting

Named Governor Responsible for PE and Sports Premium Monitoring		*Date of review meetings*	
Evidence sources collected			
Confirmation that funding has been used in line with the conditions of grant		*Website publication*	

SECTION D:
Financial Summary

Total Received		*Total Planned Spend*	
Total Actual Spend		*Unspent Funding (must be £0)*	