



## Sports Premium Plan and Evaluation 2025-26

<b>Amount of Grant Received:</b>	TBC	<b>Amount of Grant Spent:</b>	TBC	<b>Date Agreed:</b>	July 2025	<b>Date to be Reviewed:</b>	July 2026
<b>Principles for use of PE and Sports Premium Funding:</b>							
<p>We use the funding we receive to focus on the five key indicators as outlined by the Government and provide additional opportunities for our children to enable them to achieve well in these focus areas:</p> <ul style="list-style-type: none"> <li>• Key indicator 1: The engagement of all pupils in regular physical activity</li> <li>• Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</li> <li>• Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</li> <li>• Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</li> <li>• Key indicator 5: Increased participation in competitive sport</li> </ul> <p>We will use the Youth Sport Trust <a href="#">PE and Sport Premium Tracker</a> across the year to monitor the budget and expenditure in real time across the year</p>							

<b>Intended Plans 2025 / 26</b> <i>(Against each key indicator)</i>				
	<b>Intent</b> <i>What are your plans?</i>	<b>Implementation</b> <i>How are you going to action and achieve them?</i>	<b>Impact</b> <i>What impact / expected impact / sustainability are you expecting?</i>	<b>Expected Evidence</b> <i>How will you know? What evidence do you have or expect to have?</i>
<b>1</b>	Ensure all pupils access regular physical activity to support physical and mental wellbeing.	<ul style="list-style-type: none"> <li>- Maintain at least 2 timetabled PE sessions per week for every class.</li> <li>- Continue <i>Feel Good Friday</i> (Forest School + Relax Kids).</li> <li>- Embed regular movement breaks, Daily Mile, skipping, Personal Best challenges.</li> <li>- Identify a visible, named Play Leader adult and train pupil</li> </ul>	<ul style="list-style-type: none"> <li>Improved physical activity levels across the school day.</li> <li>Greater engagement in learning due to increased alertness and regulation.</li> <li>Pupils are more physically active and motivated at break and lunch.</li> </ul>	<ul style="list-style-type: none"> <li>- Timetables and class logs.</li> <li>- Pupil voice on enjoyment and activity.</li> <li>- Activity heat maps showing increased engagement, especially for key pupils.</li> <li>- Photos/videos of playground activity.</li> <li>- Named "Play Pioneer" adult and pupil leaders in action.</li> </ul>

		leaders to promote activity at playtimes.		
<b>2</b>	Use sport and PE to build resilience, engagement and a positive, inclusive school culture.	<ul style="list-style-type: none"> <li>- Explicitly teach and celebrate School Games values alongside school values.</li> <li>- Link sport to wellbeing: promote exercise as part of mental health.</li> <li>- Introduce a "Champion of the Week" linked to sports values.</li> <li>- Celebrate sporting effort in assemblies/newsletters.</li> </ul>	PE and sport become a motivational driver for personal development and attendance. Children display stronger resilience, teamwork and perseverance.	<ul style="list-style-type: none"> <li>- Assembly themes and newsletters.</li> <li>- Pupil interviews and case studies.</li> <li>- Behaviour or effort logs noting improvements.</li> <li>- Attendance of targeted pupils improves.</li> </ul>
<b>3</b>	Develop confident, skilled staff who can deliver high-quality PE sustainably.	<ul style="list-style-type: none"> <li>- Following introduction last year, embed PE Passport to guide planning and progression.</li> <li>- Provide training via PE Passport webinars and CPD from Epworth Specialist Leader.</li> <li>- Use external specialists for dance/gymnastics with scheduled teacher observation to build skills.</li> <li>- Support new PE lead through coaching and trust networks.</li> </ul>	Staff have greater confidence and competence. Curriculum coverage improves. Sustainability increases as staff rely less on external coaches.	<ul style="list-style-type: none"> <li>- CPD logs and evaluations.</li> <li>- Lesson observations.</li> <li>- Staff surveys on confidence.</li> <li>- Quality assurance from PE lead.</li> </ul>
<b>4</b>	Ensure all children, including SEND and DAP, experience a diverse and engaging PE curriculum.	<ul style="list-style-type: none"> <li>- Continue Forest School and Relax Kids as part of wider active offer.</li> <li>- Introduce half-termly enrichment sports experiences.</li> <li>- Attend a wide range of Bury School Games events.</li> <li>- Track participation across key groups (SEND, girls, boys, disadvantaged).</li> </ul>	Greater enjoyment and wider skill development. Increased participation in non-traditional activities. Inclusive opportunities for all pupils.	<ul style="list-style-type: none"> <li>- Participation data tracked by group.</li> <li>- Pupil voice and engagement logs.</li> <li>- Photos and write-ups of special events.</li> <li>- Equipment audits and timetables.</li> </ul>

		- Invest in lunchtime equipment to encourage varied activity.		
5	Increase opportunities for pupils to experience competition at all levels.	<ul style="list-style-type: none"> <li>- Attend Bury School Games events across all tiers (Be Proud, Inspire, Excel etc).</li> <li>- Plan and deliver 4 intra-school competitions annually.</li> <li>- Use coaches to model running competitions for future sustainability.</li> <li>- Fund transport to external events using Sports Premium.</li> </ul>	<p>Raised aspiration, confidence and pride through competition. Improved skills in teamwork, leadership and resilience. Staff develop capacity to lead events.</p>	<ul style="list-style-type: none"> <li>- Calendar of events and participation records.</li> <li>- Photos and pupil quotes.</li> <li>- Staff feedback and handover notes.</li> <li>- Go for Gold Award submission.</li> </ul>

Review of 2025/ 26 (Against each key indicator)				
	<b>What went well?</b> <i>What impact and sustainability have you seen?</i>	<b>How do you know?</b> <i>What evidence do you have?</i>	<b>What didn't go well?</b>	<b>How do you know?</b>
<b>1</b>				
<b>2</b>				
<b>3</b>				
<b>4</b>				
<b>5</b>				

Meeting National Curriculum and Water Safety Requirements (Year 6 2025 – 26)	
<b>1</b>	What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of the academic year?
<b>2</b>	What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of the academic year?

<b>3</b>	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 the academic year?	
<b>4</b>	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?	