The Reginald Mitchell Primary School

Proud to be part of the Children First Learning Partnership

INSPIRING EXCELLENCE TOGETHER

Primary Physical Education and Sport Funding Action Plan

2025/2026

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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.

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Amount of Grant Received – Year 2024 - 2025: £1600 + £10 per pupil

Intent		Implementation				Impact
Area of Focus	**Evidence of need**	**Action Plan**	**Who**	**Time Scale**	**Funding Breakdown**	**Success Criteria & Evidence record**
Staff CPD to improve the quality of teaching and learning in PE To monitor PE lessons, staff confidence and ability to teach PE and plan further support and training as needed To complete games 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. Look to develop other members of staff expertise in specific activity areas so they can effectively deliver lessons and support and lead extra opportunities		**New to school staff CPD:** 3 day Securing good PE teaching course: 7th October, 24th November 2025 & 4th February 2026 Or 14th January, 5th March & 17th April 2026 **Early Years PE** Concentrate on improving pupils physical literacy skills right from early years through PE scheme of learning, lunchtime opportunities, clubs and enrichment days. PE lead to go into early years to observe how PD/PE is taught and look at ways in which knowledge and expertise can be shared. Have discussion around curriculum/ progression of skills and expectations. Concentrate on improving pupils physical literacy skills right from early years through PE scheme of learning, EYFS continuous provision plan, lunchtime opportunities, after school clubs and enrichment days.	Caroline Holder/CK/LJ SR/IR CM HE/CM	SPR AUT SPR TERMLY	£495 x 2 Playleader training	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. 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. 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. 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. **Evidence:** Lesson observations, planning documents, pupil voice, Learning walks, Staff

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such as clubs and competitions Audit PE equipment and purchase any new and additional items needed to deliver PE curriculum effectively **Links to:** **Key Indicator 1** **Key Indicator 3** **Key Indicator 2** **Key Indicator 4** **Key Indicator 5**						feedback, PE action plan, PE lead performance management document. Swimming tracker and end of KS2 results. **Sustainability**: Staff knowledge and confidence is built upon to continue to teach high quality lessons. Quality of PE curriculum and wider opportunities is recognised and rewarded. Resources purchased are used to support pupils knowledge and understanding. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.
CPD to support the leadership of PE To develop skills of new PE lead to effectively lead subject To gain an understanding and build skill set of new PE lead when monitoring the subject To effectively analyse monitoring		Ongoing CPD from peer coaching and SLT CM to complete Leading Physical Education CPD with Caroline Holder CM to complete Effective monitoring training CPD with Caroline Holder **Autumn Term** **Autumn 1 – Curriculum Familiarisation** CM to review key PE documentation, including the Reginald Mitchell progression document. Aim: Develop secure understanding of the progressive, sequential PE curriculum. CM to liaise with SLT and Evidence Me team to ensure assessment statements are aligned with progression expectations and fit for purpose.	IR CH IR/CM	½ termly December 3rd 2025 March 16th 2026 Aut 1	£195 £195	CM grows in confidence and leadership capacity within PE monitoring. PE curriculum and assessment are more coherent and purposeful. Pupil voice informs inclusive and engaging physical activity provision. Staff feel heard and supported, leading to improved teaching quality.

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to formulate a vision for the subject and suggest next steps		**Autumn 2 – Pupil Voice: Lunchtimes** CM to conduct pupil voice activities alongside IR. Focus: Explore pupil experiences of physical activity during lunchtimes. **Spring Term** **Spring 1 – Staff Voice: Get Set 4 PE** CM to gather staff feedback on the use and impact of the Get Set 4 PE scheme. Aim: Identify strengths, challenges, and CPD needs. **Spring 2 – Lesson Walk** CM to complete a PE lesson walk with IR. Focus: Monitor teaching quality, curriculum delivery, and pupil engagement. **Summer Term** **Evaluation & Planning** CM to evaluate all monitoring activities completed throughout the year. Use findings to prioritise key actions for the following academic year. CM to begin drafting a PE Action Plan to support whole-school improvement.	IR/CM IR/CM IR/CM CM	Aut 2 Spr 1 Spr 2 Summer term		Monitoring feeds directly into strategic planning for sustained improvement.
Swimming To improve the number of pupils meeting end of key stage swimming requirements.		Review current swimming provision and data on number of pupils meeting end of KS2 requirements. IR to arrange to assess requirements. IR to communicate with local swimming pools to provide intervention sessions for focused children.	IR	SPR SUM		There is an increased number of pupils meeting national curriculum swimming requirements. 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

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						be safe around water and basic survival techniques if they get into trouble. **<u>Evidence</u>** Swimming data gained from provider, observations of lessons, pupil voice.
PE Curriculum Developments To review current PE curriculum overview to meet needs of pupils. **Links to:** **Key Indicator 1** **Key Indicator 3** **Key Indicator 4**	Planning clinics Staff meeting Lesson walks	Monitor the quality of the delivery of PE through a scheme Monitor the use of evidence me for the assessment of PE Monitor staff confidence to make assessment judgments of pupils Create a shared vision for PE and the impact it can have on pupils within staff meeting to make it a collaborative document representative of the school and raise the profile of PE. Review current PE curriculum overview map for depth and breadth of learning and progression for pupils. Over the year PE lead to check in with staff on how useful the scheme has been and continue to offer support. Audit PE equipment and order new items that may be needed to ensure pupils all have access to enough equipment, relevant resources and items that support adaptive teaching.	CM CM CM CM CM CM	SUM AUT Termly SUM AUT Termly AUT	Within subject leadership time	PE curriculum has been recently reviewed to ensure there is a range of activities on offer for pupils to provide them with both breadth and depth in their learning. Pupil progression is carefully mapped out and staff are all confident in what they are delivering and how to get pupils to gain the most out of PE lessons. 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. There is plenty of equipment and resources readily available for pupils to use within lessons and this support to stretch and challenge their learning. 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 knowledgably about these. They consider risk themselves and take action to make changes if needed. **<u>Evidence</u>:** Lesson observations, lesson planning and evaluations, health and safety documentation. **<u>Sustainability</u>**: Staff will continue to use these resources, teach high quality lessons and

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						involve pupils in learning about risk in the future so that lessons remain safe.
Health and safety in PE To update all health and safety related paperwork for PE in line with changes from the Safe practice in PE and schools sport book 2025. To ensure all members of staff and pupils are aware of and following health and safety in PE guidance. **Key Indicator 1** **Key Indicator 3**	Health and safety audit and guidance Safe practice in PE and schools sport update Staff survey Pupil voice	Attend health and safety briefing course –to get updated with changes to safe practice in PE and school sport. To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed. 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.	CM	Online Course: SPR SPR	Cost £95	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 knowledgably about these. They consider risk themselves and take action to make changes if needed. **Evidence:** Lesson observations, lesson planning and evaluations, health and safety documentation.
Lunchtimes To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills,	Government obesity strategy: (30mins active in school 30mins at home) school health data Pupil voice Parental feedback	**Lunchtimes,** To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills. Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes Speak to lunchtime staff to identify strengths, weaknesses and opportunities to improve lunchtimes.	CH/SR IR	Playleader training (October) Lunch time supervisor training (half termly)		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. The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been

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Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate this. Improve pupils physical activity levels through structured lunchtimes and active learning within lessons **Key Indicator 1** **Key Indicator 3** **Key Indicator 2** **Key Indicator 4** **Key Indicator 5**	Staff questionnaire Data on behaviour and attendance. First aid incident reports	Train lunchtime staff to follow this up and encourage pupils to play these and teach them other games to do at lunchtimes Train pupils as playground leaders to lead and run activities and encourage and support other pupils. Organise whole school assembly or do class assembly to launch new lunchtime opportunities and discuss playground rules Organise and invest in equipment including replenishing tyre area to ensure it is safe and encourages active lunchtimes and zones and stations that can be used by pupils at lunch and breaktimes to encourage activity and also for them to develop their skills.	IR	Autumn term	£6,000- Tyre area clearance/removal £5,655- Trim Trail	the perfect chance to grow independence, self-esteem, improve their fitness and social skills 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. **Evidence:** Lunchtime observations, LTS feedback, pupil voice, staff feedback, **Sustainability** 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.
Active learning to improve whole school outcomes Look at and plan for ways in which PE can have an impact on other subjects and areas across the school to inspire and engage pupils and		**Active learning across the curriculum** Expand active learning opportunities within other curriculum subject areas to ensure pupils and being kept active and engaged as part of the 30/30mins recommended. **Active enrichment days planned each term:** Plan linked enrichment days to support learning around this: . - Anti-bullying enrichment including playground games (All year groups)	**IR**	**Ongoing**	£2500 (6 day enrichment package)	The curriculum has been enhanced through a range of enrichment and themed days. Through these opportunities pupils have practically explored ideas and themes in depth and had chance to creatively express their views and opinions, work with others to collaborate and consider their views and opinions. Increased attainment and enjoyment within other curriculum subjects through active learning opportunities delivered.

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support them to meet their 60 active minutes Raise the profile of other subjects within school by combining them with physical activity and PE linked curriculum. Improve pupils physical activity levels through active learning within lessons. **Key Indicator 1** **Key Indicator 2** **Key Indicator 3**		- Whole school enrichment day on climate change (Year 1-6) - Stone age ½ Year 3 - Greeks ½ day year 4 - Sports week (June)- 3 days - Circus skills, yoga and mindfulness, - Mini medics - Playleaders Try new sports/ activities and ways to be physically active and discuss with pupils the many ways to meet health recommendations, ASM Sports will be delivering half-termly PE lessons for each year group, fully aligned with the national curriculum.	**ASM Sports**	**All year**	£1,800	Activities pupils have taken part in have inspired them and they enjoy taking part and being physically active, **<u>Sustainability</u>** Enriched curriculum days will continue to planned to inspire pupils' curiosity and give them practical opportunities to explore their skills and learning. The introduction of ASM Sports delivering half-termly PE lessons will have a positive and wide-reaching impact across the school community. Pupils will benefit from high-quality, curriculum-linked physical education led by experienced coaches, promoting active lifestyles, skill development, and increased engagement in sport. Staff will gain valuable CPD by observing expert-led sessions, enhancing their confidence and competence in delivering PE lessons independently. This modelling supports professional growth and contributes to a more consistent and effective PE curriculum across year groups.
To increase opportunities for pupils to compete and perform, Take pupils to competition and	- Audit of areas to develop from working through games mark criteria.	**Competition** **L**iase with local School Games Organiser for support in participation in local competitions. Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils.	**IR** **IR**	AUT SUM	£300 Carl Inskip	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. Pupils developing and applying key life skills through their participation in PE and sport

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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**		https://www.yourschoolgames.com/about/school-games-mark/ Introduce MAT/ trust competitions and visits To encourage engagement in competition and build in possible intra competitions In addition to curriculum-linked lessons, ASM Sports will offer opportunities for children to practise the skills they've learned through inter-school competitions and events. These experiences will help foster teamwork, resilience, and a love for physical activity, while giving pupils the chance to showcase their progress in a fun and supportive environment.	**IR** **ASM Sports**	Ongoing Ongoing		including trust, respect, teamwork and communication. Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award **Evidence:** Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council. **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 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.
Links to whole school development plan:						
Ideas for 2026/ 27			**Ideas for 2027/28**			

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