Primary PE and Sport Premium Funding

Academic Year: 2025/26	Total Anticipated Fund allocated: £18,660 Total: £18,660 Over total by: 0	Date: July 2026

Key Indicator 1 – engagement of all pupils in regular physical activity				8% of total allocation
Intent School focus (impact on pupils)	Implement Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and next steps
To increase pupils' engagement in regular physical activity by providing structured, inclusive and enjoyable Play Leader sessions during breaktimes and lunchtimes, encouraging all pupils to be active and develop positive attitudes towards physical activity.	Qualified coaches will deliver structured Play Leader sessions during breaktimes and lunchtimes, organising inclusive games and activities that encourage all pupils to be physically active. Coaches will model effective leadership and support the development of pupil Play Leaders to promote sustainable active play across the school.	Included in Key PE budget	Observations of breaktimes and lunchtimes identified the need for more structured physical activity opportunities. The introduction of coach-led Play Leader sessions has increased pupil participation in active play, improved engagement, promoted positive behaviour and provided inclusive opportunities for all pupils to be physically active.	Coaches will train pupil Play Leaders to lead activities independently, creating a sustainable approach to active play. New Play Leaders will be trained each year, and the programme will be reviewed regularly to ensure it continues to increase participation in physical activity and support an active playground environment.

To enhance active play by replacing playground equipment, encouraging all pupils to participate in regular physical activity during break and lunchtime and helping them achieve the recommended 60 active minutes each day.	Replace and/or install playground equipment to provide pupils with safe, accessible and engaging opportunities for active play during break and lunchtime. Staff will encourage pupils to use the equipment regularly, promoting increased physical activity, the development of fundamental movement skills, and participation in inclusive play.	Playground equipment replenishment £1,322.36 (8% of budget)	Playground equipment audit identified the need to replace worn or outdated equipment. Pupil voice and staff observations highlighted a need for more engaging opportunities for active play. Breaktime/lunchtime monitoring showed that additional equipment would increase participation in physical activity. The investment supports the school's commitment to increasing daily physical activity for all pupils. Increased participation in active play during break and lunchtime. More pupils engage in regular physical activity throughout the school day. Improved physical development, including balance, coordination, strength and agility. Increased confidence, enjoyment and inclusion in active play. Enhanced wellbeing and positive behaviour through increased opportunities to be active. Pupils are supported to work towards achieving the recommended **60 active minutes** each day.	The playground equipment will provide long-term opportunities for active play and physical activity for current and future pupils. Regular maintenance, safety checks and appropriate storage (where applicable) will maximise its lifespan, ensuring continued value for money and sustained improvements to pupils' physical activity levels.

Key Indicator 2- Profile of PE and sport is raised across the school as a tool for whole school improvement				12% of total allocation
Intent School focus (impact on pupils)	Implement Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and next steps
Raise the awareness of health and well-being helping the children to develop the resilience to cope with whatever life throws at them and grow into well-rounded, healthy adults.	Health and Wellbeing classroom lessons provided by Key PE	As part of Key PE budget	Children will be able to make informed decisions in order to improve their mental, emotional and physical wellbeing and talk about the benefits of this.	Enable to the children to articulate the importance and benefits of good health and wellbeing confidently
Teach Active resources increased opportunities for physical activity across the school day, reducing sedentary behaviour and supporting pupils to achieve the recommended 60 active minutes per day. Pupils showed increased engagement, concentration and enjoyment in learning	A subscription to Teach Active was purchased to provide staff with access to high-quality active learning resources. Teachers used these resources to embed physical activity into English and Maths lessons, increasing opportunities for pupils to be active throughout the school day and reducing sedentary time	£149 (April to June) Then purchased a year subscription Aug26-Aug27 £575 Total: £724 4% of budget	Staff timetables and planning showing the use of Teach Active resources in lessons. Staff feedback evidencing increased confidence in delivering active learning. Photographs and videos of pupils participating in active lessons. Increased levels of daily physical activity across the school. Teach Active increased opportunities for pupils to be physically active throughout the school day, reducing sedentary time and supporting the achievement of 60 active minutes. Pupils demonstrated increased engagement, enjoyment and concentration in lessons, while staff confidence in delivering active learning improved.	Continue to embed Teach Active resources across the curriculum to ensure regular opportunities for physical activity throughout the school day. Share good practice among staff and provide ongoing training to further develop confidence in delivering active learning

Woodwork provision was introduced within EYFS to support children's physical development through the safe use of tools and equipment. Activities were planned to develop fine and gross motor skills, hand-eye coordination, strength and dexterity through regular, active, hands-on experiences.	Woodwork provision was introduced within EYFS to enhance children's physical development through regular opportunities to use tools safely and purposefully. Children participated in planned woodwork activities using hammers, screwdrivers, hand drills and saws to develop fine and gross motor skills, hand-eye coordination, strength, dexterity and control. Staff received guidance to ensure activities were delivered safely and effectively as part of the EYFS curriculum.	£1,446.34 on tools and equipment for Start up in Reception and Nursery 8% of budget	• EYFS planning and timetables showing regular woodwork sessions. • Photographs and observations of children using tools safely and independently. • Assessment records demonstrating progress in fine and gross motor skills. • Staff observations evidencing increased confidence and engagement. Impact: Children demonstrated improved fine motor skills, hand-eye coordination and dexterity through regular woodwork activities. Pupils showed increased confidence, independence and resilience when using tools safely, supporting their overall physical development and readiness for future learning.	Continue to embed woodwork provision within the EYFS curriculum to provide regular opportunities for physical development. Develop staff confidence through ongoing training and resource sharing, ensuring high-quality provision is sustained and opportunities for progression are built into future planning.

Key Indicator 3 - Increased knowledge, confidence and skills of staff in teaching PE and sport				51% of total allocation
Intent School focus (impact on pupils)	Implement Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and next steps
Specialist Coaches to support teaching staff and raise the competence levels of children within the curriculum. This will support children gaining more confidence and improving fitness levels	Continue to employ external provider Key PE to deliver PE lessons throughout school. Classes receiving this will change each half term. Key PE deliver sports that staff are less confident delivering (identified through staff voice). Arrange staff training with Key PE for a twilight staff meeting.	£8,080 Including breakfast club (£1,330) 44% of budget	Photos on school Facebook page/ seesaw of children engaging in sport with coaches. Assessment system in place which tracks pupil progress.	Teaching staff to utilise CPD opportunities and implement these skills in their own lessons. Continue to work with Key PE professional coaches across the key stages.
Specialist Coaches to support teaching staff and raise the competence levels of children within the curriculum. This will support children gaining more confidence and improving fitness levels	Employed specialist gymnastics coach from Key PE to work every Friday morning throughout the summer term with all year groups and offer o the spot CPD for staff	£1,500 (8% of budget)	Photos on school Facebook page/ seesaw of children engaging in sport with coaches. Assessment system in place which tracks pupil progress.	Teaching staff to utilise CPD opportunities and implement these skills in their own lessons. Continue to work with Key PE professional gymnastics coaches across the key stages.

Key Indicator 4 –Broader experience of a range of sports and activities offered to all pupils				27% of total allocation
Intent School focus (impact on pupils)	Implement Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and next steps
Children to partake in a wide range of after school sport clubs in school.	Key PE to provide weekly after school club. The children this is offered to will change half termly and termly in the Spring term. These will be linked to the children's interests.	Included in above budget from Key PE (£1130)	Register of clubs and statistical data show number of children accessing extracurricular sport have increased. Photos on Facebook of after school clubs.	Continue to provide opportunities for children to partake in a range of extra-curricular sport.
The introduction of a boxing extra-curricular club broadened the range of sporting opportunities available to pupils, providing access to a non-traditional activity. The club increased participation in physical activity, particularly amongst pupils less engaged in team sports. Pupils developed improved fitness, confidence,	A weekly boxing extra-curricular club was introduced and delivered by a qualified coach to provide pupils with access to a wider range of physical activities beyond the PE curriculum. The club was open to all pupils across Key Stages, with targeted encouragement given to less active pupils and those not regularly attending other sports	£2,300 (12% of budget)	Registers showing the number of pupils attending the weekly boxing club. Participation data demonstrating increased uptake in extra-curricular sport, particularly among less active pupils. Pupil voice surveys and questionnaires indicating enjoyment and increased confidence.	Consider to continue to offer the boxing club as part of the extra-curricular programme to maintain pupil engagement in physical activity. Develop staff confidence through working alongside the coach and identify opportunities to introduce additional alternative sports to further broaden pupils' sporting

resilience and self-discipline, leading to greater enjoyment and sustained participation in physical activity.	clubs. Sessions focused on developing fundamental movement skills, fitness, coordination, discipline and confidence within a safe and inclusive environment.		Photographs/videos of sessions and club activities. The boxing club broadened pupils' sporting experiences and increased participation in extra-curricular physical activity, particularly among less active pupils. Pupils developed improved fitness, confidence, coordination and self-discipline.	experiences. All dependent on future funding
To improve the quality of PE provision through investment in new resources, ensuring all pupils receive engaging, inclusive and well-resourced PE lessons that support progress and enjoyment of physical activity.	Purchase new PE equipment and resources to replace worn items and expand the range of equipment available. Organise and store resources effectively to ensure they are accessible for curriculum PE lessons, active playtimes and extracurricular clubs. Staff will use the new equipment to deliver high-quality, inclusive PE lessons that provide opportunities for all pupils to develop their physical skills and participate in a wider range of activities.	Replenishment of sports specific equipment £2,446.88 13% of budget	PE equipment audit identified worn, damaged or insufficient resources e.g. replacing benches Staff feedback highlighted the need for additional equipment to support curriculum delivery. Increased pupil numbers and curriculum requirements necessitated the purchase of new resources. Equipment inventory and replacement schedule informed purchasing decisions.	The new PE resources are durable and will be used across curriculum PE lessons, extracurricular clubs and active play for several years. Regular maintenance and storage procedures will maximise their lifespan, ensuring ongoing value for money and continued high-quality PE provision.

To develop children's physical literacy by providing high-quality opportunities to improve fundamental movement skills, confidence and enjoyment of physical activity, supporting lifelong participation in being active.	Embed physical literacy into daily EYFS practice through high-quality indoor and outdoor activities. Staff will provide a range of purposeful opportunities to develop fundamental movement skills, supporting children's physical development, confidence and enjoyment of being active.	£440.42 2% of budget	Baseline assessments identified a need to further develop children's fundamental movement skills. EYFS observations highlighted the importance of increasing opportunities for structured physical literacy. Staff identified that regular physical literacy sessions support children's physical development and readiness for learning. Monitoring of EYFS provision informed the need for enhanced physical literacy opportunities. Improved fundamental movement skills, including balance, coordination, agility and object control. Increased confidence and competence when participating in physical activity. Higher levels of engagement and enjoyment during physical activity and active play. Improved physical development outcomes across the EYFS. Children are better prepared to access the PE curriculum as they move into Key Stage 1. Positive attitudes towards physical activity are established from an early age, supporting lifelong participation.	Physical literacy will be embedded into daily EYFS practice, ensuring all children continue to benefit from regular opportunities to develop fundamental movement skills. Staff will use the resources and approaches consistently across indoor and outdoor provision, creating a sustainable model that supports future cohorts of pupils and strengthens the transition into Key Stage 1 PE.

Key Indicator 5 – Increased participation in competitive sport			2% of allocation	
Intent School focus (impact on pupils)	Implement Actions to achieve	Funding allocated	Evidence and Impact	Sustainability and next steps
Children have the opportunity to compete against other local school children. Children can also compete against their peers within school in a range of sports.	Continue to be a part of Farnworth Schools cluster competition calendar, which will include hosting and organising events within our school	£400 2% of budget	Photographs on facebook. Children will continue to have the opportunity to compete against other schools and try new sports. Competitions will be inclusive of and planned for all vulnerable groups of children.	We will continue to promote competitions within the school and against other schools.

Meeting national curriculum requirements for swimming and water safety:	July 2026
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%