

Sports Premium Funding Planned Expenditure 2025-2026

Academic Year: 2025-2026		Total fund allocated: £17,860		Date Updated: Autumn 2025	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					
Percentage of total allocation: £ 5358 (30%)					
Intent		Implementation		Impact	Review and Next Steps
Increase participation in daily physical activity (during active playtimes) for all pupils, with targeted strategies to engage girls, SEND pupils, and those eligible for pupil premium.		Use pupil voice to establish which active play sports/activities are likely to engage all groups of pupils, including girls. Run a series of one off, girls-only activities run by a female sports role model. Run a series of one off, breaktime sports clubs targeted at those pupils eligible for pupil premium. Audit playground and PE resources to ensure these support all pupils, including those with physical development needs. Order equipment as required to fill gaps.		Participation rates of girls, SEND and disadvantaged pupils in structured physical activity increase, as observed in playground monitoring.	Participation in structured physical activity has increased throughout the school, particularly for girls. The introduction of an all-girls football team has increased girls’ participation in physical activity, providing more opportunities for competitive sport and leadership roles. The team has been well attended and has encouraged more girls to participate in football and other sporting activities. Our vision is to continue to develop the girls’ football team. Girls have shown increased confidence, teamwork and resilience, with more pupils engaging in extracurricular sport clubs and representing the school in competitions.

			Continue to monitor engagement through playground observations and pupil voice, adapting active play activities to ensure they remain inclusive, enjoyable and meet the needs of all pupils. Equipment will continue to be monitored to ensure playtime zones are successful.
Develop all pupils' (including those with SEND) physical literacy, coordination and competence across all key stages to support lifelong engagement in physical activity.	Embed daily 'Energise' sessions into timetables to ensure development of physical literacy and coordination skills. Sports coaches and support staff to run Fizzy, Clever Hands and Sensory Circuits interventions to target those pupils identified as needing additional support with their physical literacy, balance and coordination. Sports coaches timetabled to support early physical development skills in the EYFS class on a weekly basis, supporting gross motor development through Child Initiated Play.	Pupils demonstrate improved fundamental movement skills and confidence in PE. Pupils, including those with SEND, who access interventions show good progress data from starting points, as shown on provision map data. More pupils meet national curriculum expectations by the end of KS2. More pupils meet the expected standard for gross and fine motor skills in EYFS.	Additional after school clubs for SEN, with additional targeted support from sports coaches, were planned for, with some implementation possible, though capacity for this made it difficult to implement as fully as desired. Interventions during school hours have, however, continued, being prioritised. Pupils have made good progress in fundamental movement skills and confidence, with intervention groups demonstrating positive outcomes. Continue to deliver targeted interventions and monitor the progress of the interventions. Next, we can provide staff training to further develop our teachers understanding of the P.E curriculum.

Key indicator 2: The profile of Primary PE and Sport Premium Funding being raised across the school as a tool for whole school improvement			
Percentage of total allocation: £12,502 (70%)			
Intent	Implementation		Review and Next Steps
Use PE and sport to strengthen pupils' confidence, resilience and sense of belonging, particularly among SEND, girls and disadvantaged pupils.	Ensure inclusive sporting achievements are celebrated and promoted (i.e. alongside competition results), celebrating participation and effort through whole-school assemblies and school newsletters. Look for and utilise opportunities to link sport to PSHE and well-being initiatives. Share this widely with pupils and parents.	Pupil surveys show improved confidence and enjoyment in PE for targeted groups. Positive behaviour and attendance rates improve for pupils regularly engaged in sport.	Pupil voice demonstrates increased confidence and enjoyment in PE, with targeted groups engaging more positively in physical activity. Continue to use pupil voice to inform provision, expand opportunities for participation, and monitor attendance.
Ensure all staff are confident in teaching and assessing PE effectively and sustainably beyond the life of the funding.	Sports coaches provide model lessons, team-teaching opportunities and live CPD, developing staff confidence and skills.	All teachers have opportunity to observe skilled sports coaches in practice.	Staff have benefited from observing high-quality coaching and team-teaching opportunities, leading to increased confidence in delivering PE lessons as support has been gradually withdrawn.
Develop staff confidence in delivering inclusive, high-quality PE that meets diverse needs.	Opportunities to observe skilled sports coaches in practice, with a focus on adaptive PE practices. Opportunities for team-teaching with specialist coaches. SENCO to support staff, including sports coaches in providing appropriate adaptations within sports lessons.	All teachers and teaching assistants have opportunity to observe skilled sports coaches in practice, with a focus on adaptive PE practices modelled by sports coaches. Lesson observations show improved differentiation and engagement for SEND	Teachers have developed greater confidence in adapting PE lessons to meet the needs of SEND and disadvantaged pupils. This could now be developed further by providing targeted CPD on inclusive practice to ensure adaptations are consistently implemented, and strengthen collaboration between coaches, teachers and teaching assistants to sustain high-quality inclusive PE provision.

		and disadvantaged pupils, with teachers and TAs actively involved in providing appropriate adaptations, with appropriate levels of challenge.	
Increase opportunities for all pupils, including SEND, girls and disadvantaged pupils, to participate in competitive and personal best challenges.	Engage with Dover School Games' wider programmes of competitions under the wide range of categories (physical, social, personal and healthy as well as competitive) to ensure a wider range of pupils are engaging in external competitions and opportunities. Utilise cross-Trust opportunities to further strengthen opportunities for those with SEND or those who are disadvantaged. Provide opportunities for girl-only events, both across the trust and within the Dover School Games offer. Where needed, provide transport and kit to support disadvantaged pupils being able to engage in external competitions.	A larger proportion of pupils have engaged in competitive sports over the year. Representation of targeted groups in inter-school events improves year-on-year.	The participation in competitions continues to be considered across the school. A range of pupils have had the opportunity to take part in a variety of sport competitions/ events throughout the year, though despite utilising the sports premium to support this, capacity to staff these events can be challenging. Continue to develop the competition teams through regular training, participation in local competitions and festivals, and provide leadership opportunities for older pupils to inspire younger girls to take part.
Develop clear systems for tracking pupil participation, attainment, and the impact of PE and sport to inform strategic planning and ensure funding is effectively targeted.	Implement a central PE tracking system to record pupil participation in, breaktime/lunchtime opportunities, extracurricular activities, and competitions. Collect and analyse data each seasonal term (terms 2, 4, 6), with breakdowns by gender, SEND, and pupil premium groups.	Accurate participation and attainment data available for all pupils, including targeted groups. Data analysis identifies trends and informs targeted interventions. Pupil and staff feedback demonstrate improved	The school have been able to accurately track participation and engagement in extracurricular activities, and competitions and has tracked the range of sports on offer on the playground. Some analysis of this data, alongside pupil and staff voice, has informed targeted interventions and future planning to further

	Use pupil voice and staff feedback to assess engagement, confidence, and enjoyment in PE and physical activity. Review PE data against national curriculum expectations, identifying vulnerable groups or gaps as they arise and feeding this back to SLT. Evaluate the impact of Sport Premium spending on participation, progress, and whole-school outcomes. Share findings with SLT and governors to shape next year's priorities and funding allocations.	engagement and enjoyment in PE. Evidence from monitoring informs the 2026/2027 Sport Premium plan and whole-school improvement priorities. Leaders and governors can clearly articulate the impact of Sport Premium funding.	extend the impact of Sport Premium funding. Next steps are to continue with more rigorous data collection to fully analyse the impact of sports on all children, identifying any remaining gaps in participation, and using findings to inform planning for the 2026/27 transitional sports funding.
--	--	---	--