Kingsfield First School

Primary Physical Education and Sport Funding Action Plan

2025/2026

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What is the PE and Sports Premium Funding?

The government has been providing funding since 2013 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 2025 - 2026: £1600 + £10 per pupil - £17740 without ipads £ 12,320.6

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	Staff feedback from questionnaires Learning walks Conversations with Staff. Pupil voice New government requirements on reporting swimming figures.	Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities; PE CPD package needs planned for the year based on this information. **PE lead package:** - **PE network meetings:** 23rd September 2025, 28th January & 30th April 2026 - **PE conference:** 3rd June 2026 - **1-1 sessions:** **Other CPD arranged for staff:** Early Years course (trial): 20th November 2025 **Whole school training** 4 day in school support package for Games/ Athletics organised to up skill members of staff - Day 1 afternoon with PE lead followed by Whole staff twilight (15th April) - Day 2 – Demo lessons (24th April) - Day 3 – Team teaching (1st May) - Day 4 – Team teaching/ observations (8th May) 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.	**KA** **ZH and RF** **All teaching staff and ZH** **KA**	Throughout the year Spring 26 Spring 26	£180 £225 £0 £1882 £1095.32	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**		Renew subscription to Get set 4 PE	**KA**	Summer 26	£585	feedback, PE lead performance management document. **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.
Early Years PE To look at improvements to Early years P/ Physical development to gain key fundamental movements skills and enjoyment of PE early on To assess pupils early fundamental movement skills within the early years and implement a programme to support those who need it to increase opportunities for all pupils to develop		**Early Years PE** 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. In school consultancy package to look at assessing pupils fundamental movement skills and coming up with a plan to support the continuous development of these and monitor and assess throughout the year 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. Early years offered opportunities to participate in workshops. To plan for the opportunity for early years pupils to take part in a multi skills festival organised	ZH and RF	Throughout the year	Trial school – no charge .	Early years pupils get the best start in physical development and learn the fundamental skills well. They are able to apply these skills and knowledge in different contexts and actively choose to take part in physical activity in their continuous provision. Staff training in physical literacy and the opportunities then available for pupils to practice fundamental movement skills has had a profound impact within this crucial stage for motor skill development providing: **Stronger Foundations for Movement** –and helping pupils develop basic movement skills like running, jumping, throwing, and catching, which form the building blocks for future physical activities and sports. **Increased Confidence and Independence** in their abilities, helping them feel more comfortable and excited about engaging in movement-based activities. **Better Coordination and Balance Increased**

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good physical literacy skills. To look at transition and competition/ festival opportunities specifically for EYFS		and ran by older Y3/4 pupils or pupils from the middle school. .				**Enjoyment of Physical Activity** making movement fun and engaging and instilling a love for being active. **Improved Social and Emotional Development** supporting teamwork, turn-taking, and following instructions, which has supported their social skills, patience, and emotional regulation. **Evidence:** Staff voice and data **Sustainability**: Staff knowledge and confidence is built upon for EYFS fundamental motor skills and what activities to do to support children in the areas that they are struggling in. Staff have seen the assessment of the motor skills and have an understanding of what skills will help practise which areas of need. Children show an improvement in fundamental skills, which then later impacts transcriptional skills.
Active travel To promote more active/healthy ways of travelling to school. To improve pollution and air quality outside school. **Key Indicator 2** **Key Indicator 3**	-audit of active travel	Engage with Walk to School Month in October through social media and promoting active travel. - Monitor active travel and create reward system for promoting active travel throughout the month. https://www.livingstreets.org.uk/get-involved/international-walk-to-school-month/ Visit https://www.livingstreets.org.uk/walk-to-school/primary-schools/ to see resources and support for promoting walk to school- funding for travel tracker	**KA**	Throughout the year	£0 – due to funding of Wow to Walk	Children were also encouraged to increase the use of their bikes outside of school. As a result alongside the walk to school initiative 5 children chose to cycle, walk or drive and stride to school as their method of transport. **Evidence:** Pupil voice and Wow to walk trackers

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To increase opportunities for pupils to compete and perform, Take pupils to competition and 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**	- Audit of areas to develop from working through games mark criteria.	**Competition** Liase with local School Games Organiser or district sports associations for support in participating in local competitions. Work with local schools or MAT's to look at opportunities where you can get together to compete against one another in a range of different sports and activities. Arrange on 11th Sept Consultancy support day to sit and look at different competition formats and how to effectively set these up between schools or MAT's and put together a timetable of events. Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils. https://www.yourschoolgames.com/about/school-games-mark/ Register the school to take part in the National Sports Week 2026 to coincide with sports week in school. Allocate time to look through resources and put together a plan for the week. My personal best challenges integrated into lunchtimes, breaktimes and lessons to keep pupils engaged and motivated in learning and developing skills. Continue to build in opportunities for little competitions in PE lessons through my personal best challenges and end of unit game situations Introduce MAT/ trust competitions and visits To encourage engagement in competition and build in possible intra competitions	KA KA	Autumn On going	£550 – bus £ 55 – contribution for festival £225 – inspire dance contribution £1885	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 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.

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		Audit of staff and pupils linked to Sports Days and activities- what can we do better?				
Improving health, fitness and independence To look at opportunities to develop pupils understanding of living a healthy life and increase their fitness levels. **Key Indicator 1** **Key Indicator 2** **Key Indicator 3** **Key Indicator 4**	Government obesity strategy: (30mins active in school 30mins at home) Pupil voice Parental feedback Staff questionnaire	Plan linked enrichment days to support learning around this: - Sports week (June) - Try new sports/ activities and ways to be physically active and discuss with pupils the many ways to meet health recommendations within Sports week and for the 60 minutes or activity Audit and repair trim trail Yearly inspection of hall/ equipment and playgrounds	**KA / PE cons ultant**	June 2026	6 day package £2500 £648.60 £492	Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home. Pupils have a good knowledge of how to stay healthy and what contributes to a healthy active lifestyle. They are using this and applying to everyday situations and during playtime and lunchtime using the trim trail.
Inclusion and equality To ensure the PE curriculum is inclusive and there are a range of opportunities for pupils of all abilities. To target pupils with SEND to engage in interventions/ clubs/ festivals to develop their skills and improve their perceptions and enjoyment of PESSPA.		To complete school games inclusive health check on website and look at the results of this and areas for school to make improvements. Look at opportunities for less sporty/ less able pupils and also younger KS1 pupils to get involved in clubs and competitions within school. Less sporty provided an enrichment afternoon at JBJH. Organise enrichment dayl within school. Identifying key barriers they faced and skills they showed to overcome these; resilience, bravery, determination.			£ 23.97 inclusive equipment	**Enhanced Inclusion** – With staff able to assess abilities and tailor movement opportunities, all pupils—regardless of differing abilities—have the chance to develop at their own pace in an encouraging environment. As a result of inclusive opportunities on offer all pupils have engaged in some form of competition or performance based activity this year. Feedback from pupils has been really positive and many have talked about 'key' moments of enjoyment and achievement. Many have expressed an interest in continuing with sports and activities. Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best.

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Introduce a resource of posters and information cards within a display or to be used in lessons **Key Indicator 1** **Key Indicator 4** **Key Indicator 5**						Pupils have learnt tolerance and have a greater empathy and appreciation for others through inclusive sports unit and enrichment experiences. **Evidence:** Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.
To make links with community clubs and parents to signpost pupils on activities to be involved in outside school To increase links with community clubs and organisations. To increase the awareness and engagement of parents in health and sports activities. **Key Indicator 4** **Key Indicator 5**		Find out what other clubs pupils do outside of school and look at the potential of making links with these to signpost more pupils to these. Enrichment days to be made available to all students for' sports to promote a wider range of physical activities. Ask school council for ideas. Look at opportunities to visit local clubs/ activities - Rugby Signpost parents to these clubs via the website and invite sports clubs to the children to inspire them Share information with parents on PE, Sport and Activity as much as possible. Promote out of school sporting achievements via newsletter and Facebook in the awards assembly.				Pupils have had the chance to experience new activities that they can continue with outside of school through direct links with community clubs. Pupils enjoyed learning new skills and meeting new people as part of these opportunities and a number of pupils have reported going on to join these external clubs and attending regularly outside of school. Parental engagement improved and parents being more physically active with their children at home. Many pupils have joined after school clubs and have joined clubs in the community or report back that they spend 'active time' as a family. **Evidence:** Questionnaires and feedback discussion forms, Extracurricular registers,. Staff feedback, pupils voice **Sustainability**: Children now involved in clubs will continue to go to them and therefore are more active outside of school.
Lunchtimes	Government	**Lunchtimes,**				The development of physical activities on offer at lunchtimes has increased overall activity

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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 this. Improve pupils physical activity levels through structured lunchtimes and active learning within lessons Raise profile of lunchtimes through assemblies, communications with staff and parents. **Key Indicator 1** **Key Indicator 3** **Key Indicator 2** **Key Indicator 4** **Key Indicator 5**	obesity strategy: (30mins active in school 30mins at home) school health data Pupil voice Parental feedback Staff questionnaire Data on behaviour and attendance. First aid incident reports	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. **Lunchtime Development Package 2:** ½ day Audit session: Full day training (1/d day lunchtime staff and ½ day pupil leaders): Playground games enrichment: Further enrichment day Follow up training and impact review Following training decide on and develop a system for lunchtimes: Zones Areas/ Themed Days/ Free flow with areas and activities for pupils to take part in that link to other curriculum areas. 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 Print posters with playground games and put them up outside for pupils to use and inspire them - Positive words - 9 things to do cards - Personal best challenges			£1000 lunchtime package cost £403.70 lunchtime equipment	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 the perfect chance to grow independence , self esteem, improve their fitness and social skills Using the lunchtime first aid log it is clear that the number of accidents has reduces and behaviour has significantly improved resulting in happier and more positive lunchtime experiences. 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. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lunch times 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.

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		- Fitness circuit Collect favourite games ideas from parents and other members of the community and combine with staff and pupil favourite games to make a school booklet of activities to do at lunchtimes. Organise boxes of equipment with 9 things to do cards to make it easy for children to practice key fundamental movement skills. Organise equipment 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. Ask for donations of equipment to use in some of the areas/ zones for lunchtimes e.g small world play/ dressing up				
ICT in PE To use ICT within PE lessons effectively to enhance learning and outcomes **Key Indicator 1** **Key Indicator 3**		Embed the use of ICT within PE lessons by using the screen in the hall and/ or I pads in lessons (where appropriate) so that pupils benefit from visual aids in their PE lessons. Bank of resources collected so that teachers can access these and use within lessons to show pupils expectations and ideas and can be used as comparatives if needed. Audit Ipads and repair and replace as needs be.	**KA and Mo**		£5308.10	Ipads, resources and visual aids make expectations clear for pupils and enables modelling so that pupils make better progress and have a clearer understanding. Children are able to video/ photograph their performances to identify areas of improvements and strengths to aid them to improve further.
Links to whole school development plan:						

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Ideas for 2026/ 27	Ideas for 2027/ 28