

**Knypersley First School**



**Primary Physical Education and Sport Funding Action Plan**

**2025/2026**

# Primary Physical Education and Sport Funding Action Plan 2025-26

## 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 ---- £18,250.**

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria & Evidence record
<p><b>Staff CPD to improve the quality of teaching and learning in PE</b></p> <p>To monitor PE lessons, staff confidence and ability to teach PE and plan further support and training as needed</p> <p>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.</p> <p>Look to develop other members of staff expertise in specific activity areas so they can</p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>New government requirements on reporting swimming figures.</p>	<p>Audit development needs of staff by sending email questionnaire and having personal discussions about activities in PE and using information from monitoring activities;</p> <p>PE CPD package needs planned for the year based on this information.</p> <p><b>PE lead package:</b></p> <ul style="list-style-type: none"> <li>- <b>PE network meetings:</b> <a href="#">23<sup>rd</sup> September 2025, 28<sup>th</sup> January &amp; 30<sup>th</sup> April 2026</a></li> <li>- <b>PE conference:</b> <a href="#">3<sup>rd</sup> June 2026</a></li> </ul> <p><b>CFLP meetings</b></p> <p><a href="#">11<sup>th</sup> September</a></p> <p><a href="#">30<sup>th</sup> January</a></p> <p><a href="#">30<sup>th</sup> June</a></p> <p>3 day Securing good PE teaching course: <a href="#">7<sup>th</sup> October, 24<sup>th</sup> November 2025 &amp; 4<sup>th</sup> February 2026 - MSI</a></p> <p>Audit PE equipment and order new items that may be needed to ensure pupils all have access to enough equipment, relevant</p>	<p>CL</p> <p>CL</p> <p>CL</p> <p>MS</p> <p>CL</p>	<p>Autumn term</p> <p>Termly</p> <p>Termly</p> <p>7<sup>th</sup> October</p> <p>Aut 1</p>	<p>£0</p> <p>£180</p> <p>£1500</p> <p>See equipment costs below</p>	<p>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.</p> <p>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.</p> <p>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.</p>

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<p>effectively deliver lessons and support and lead extra opportunities such as clubs and competitions</p> <p>Audit PE equipment and purchase any new and additional items needed to deliver PE curriculum effectively</p> <p><b>Links to:</b></p> <p><b>Key Indicator 1</b></p> <p><b>Key Indicator 3</b></p> <p><b>Key Indicator 2</b></p> <p><b>Key Indicator 4</b></p> <p><b>Key Indicator 5</b></p>	<p>resources and items that support adaptive teaching.</p>		<p>with lunchtime equipment</p>	<p>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.</p> <p><b>Evidence:</b> Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead performance management document. Swimming tracker and end of KS2 results.</p> <p><b>Sustainability:</b> 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.</p>
<p><b>Early Years PE</b></p> <p>To look at improvements to Early years P/ Physical development to gain key fundamental movements skills and enjoyment of PE early on</p>	<p><b>Early Years PE</b></p> <p>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.</p> <p>Early years member of staff to attend: <a href="#">Early Years Physical Development – Off to The Best Start! (9:15am-3:30pm): Day Course: 6<sup>th</sup> November 2025 - Megan Sh</a></p>	<p>CL</p>	<p>Autumn 1</p>	<p>£0</p> <p>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.</p> <p>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: <b>Stronger</b></p>

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<p>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 good physical literacy skills.</p> <p>To look at transition and competition/festival opportunities specifically for EYFS</p>	<p>To plan for the opportunity for early years pupils to take part in a multi skills festival organised and ran by older Y7/8 pupils or pupils from the middle school.</p>		£0	<p><b>Foundations for Movement</b> –and helping pupils develop basic movement skills like running, jumping, throwing, and catching, which form the building blocks for future physical activities and sports.</p> <p><b>Increased Confidence and Independence</b> in their abilities, helping them feel more comfortable and excited about engaging in movement-based activities.</p> <p><b>Better Coordination and Balance Increased Enjoyment of Physical Activity</b> making movement fun and engaging and instilling a love for being active.</p> <p><b>Improved Social and Emotional Development</b> supporting teamwork, turn-taking, and following instructions, which has supported their social skills, patience, and emotional regulation.</p>
<p><b>PE Subject Leadership</b></p> <p>To review current PE curriculum overview to meet needs of pupils.</p> <p>To conduct monitoring to judge quality of lessons and effectiveness of PE and sports funding.</p> <p>To update all health and safety related paperwork for PE and ensure all members of staff</p>	<p>New PE lead to have training to run subject Leading PE course – <a href="#">3<sup>rd</sup> December</a></p> <p>Effective monitoring – <a href="#">16<sup>th</sup> March</a></p> <p>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.</p> <p>Review current PE curriculum overview map for depth and breadth of learning and progression for pupils – which year groups do each sport</p> <p>Identify PE planning as a scheme of work for PE staff to use to deliver PE.</p>	CL     	3 <sup>rd</sup> December     16 <sup>th</sup> March     	£195     £195     £0     £0

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<p>and pupils are following guidance.</p> <p><b>Links to:</b>  <b>Key Indicator 1</b>  <b>Key Indicator 3</b>  <b>Key Indicator 4</b></p>	<p>-In staff meeting share details with the rest of the staff and show how to use it. Staff to be made aware of the need to download and store GetSet resources in folders.</p> <p>- Over the year PE lead to check in with staff on how useful the scheme has been and continue to offer support.</p> <p>To review paperwork related to safety in PE: PE policy, risk assessments and update these as needed. Review needed:</p> <p>To look at how information is communicated with parents around safety in PE. Update newsletters, pupil information booklets and website.</p>			<p>£0</p> <p>£0</p> <p>£0</p>	<p>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.</p> <p><b>Evidence:</b> Lesson observations, lesson planning and evaluations, health and safety documentation.</p> <p><b>Sustainability:</b> Staff will continue to use these resources, teach high quality lessons and involve pupils in learning about risk in the future so that lessons remain safe.</p>
<p><b>Swimming</b></p> <p>To improve the number of pupils meeting end of key stage swimming requirements.</p> <p>To improve pupils knowledge and confidence around water safety.</p>	<p>Develop 3<sup>rd</sup> element of NC requirements around improving pupils understanding of water safety and to perform safe self-rescue in different water-based situations.</p> <p>Sign up to become a swimming charter school. Look at teaching resources and certificates as part of this scheme and how they can be implemented.</p>	<p>CL</p> <p>CL</p>	<p>Aut 25</p> <p>Sum 26</p>	<p>£0</p> <p>£0</p>	<p>There is an increased number of pupils meeting national curriculum swimming requirements.</p> <p>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 be safe around water and basic survival techniques if they get into trouble.</p>

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<p>To excite, engage and motivate pupils in swimming and water based activities</p> <p><b>Key Indicator 1</b>  <b>Key Indicator 3</b>  <b>Key Indicator 2</b>  <b>Key Indicator 4</b>  <b>Key Indicator 5</b></p>	<p>Swimming club to increase opportunities for PP pupil</p>	<p>CL/JE /MS</p>	<p>All year</p>	<p>£300</p>	<p>All children to have the opportunity to access a range of swimming sessions within an out of school hours setting.</p> <p><b>Evidence</b> Swimming data gained from provider, observations of lessons, pupil voice. Parent feedback</p> <p><b>Sustainability</b></p> <p>Pupils have learnt the skills they need from PE and swimming to be able to stay safe and remain active and healthy. They see the value of learning to swim and how this can contribute to their safety in and around water. Many pupils see swimming as an enjoyable activity that they want to continue with.</p>
<p><b>ICT in PE</b></p> <p>To use ICT within PE lessons effectively to enhance learning and outcomes</p> <p><b>Key Indicator 1</b>  <b>Key Indicator 3</b></p>	<p>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. Staff training session organised on effective use of ICT in PE.</p> <p>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.</p>	<p>CL</p>	<p>Spring – staff meeting</p>	<p>£300</p>	<p>Resources and visual aids make expectations clear for pupils and enables modelling so that pupils make better progress and have a clearer understanding. Children's access to IPads during sessions enables them to see a range of 'WAGOLLS' including the potential of BAME athletes or dancers.</p> <p>Enabling members of staff to use resources to support their teaching points, as well as exposing the children to a range of athletes and techniques to view.</p>

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<p>and sports stars as role models</p> <p>Introduce a resource of posters and information cards within a display or to be used in lessons</p> <p><b>Key Indicator 1</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>their journeys in sport. Identifying key barriers they faced and skills they showed to overcome these; resilience, bravery, determination.</p> <p>Build into lessons examples of BAME athletes demonstrating skills from the lesson.</p> <p>Make a resource to support teachers with pictures and information about BAME Athletes that can be used as a display or within lessons by staff.</p> <p>Enrichment Day organised for black history month looking at:</p> <ul style="list-style-type: none"> <li>- Wangari Maathai and planting trees and making seed bombs</li> <li>- Tribal dances from around the world and traditions such as Hakka</li> <li>- Black athlete role models and celebrating their sports</li> </ul>			<p>Children are exposed to BAME athletes as role models for sport. Pupils are inspired through use of visual aids and teacher conversations with a range of diverse athletes and knowing about their achievements.</p> <p><b>Evidence:</b> Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. 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 clubs</p>
<p><b>Lunchtimes</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills,</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow</p>	<p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>school health data</p> <p>Pupil voice</p> <p>Parental feedback</p> <p>Staff questionnaire</p> <p>Data on behaviour and attendance.</p>	<p><b>Lunchtimes,</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills through the use of playground leadership.</p> <p>Relaunch playleaders – rota of leaders, activities and resources.</p> <p>Training sessions for play leaders and lunchtime supervisors – playground training for midday supervisors</p> <p>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.</p>	<p><b>CL/LC</b></p> <p><b>CL/LC</b></p> <p><b>CL/LC</b></p>	<p>6<sup>th</sup> October – supervisor training</p> <p>Aut 1</p> <p>Aut 2</p> <p>£1250</p> <p>£0</p> <p>£0</p> <p>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.</p> <p>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</p> <p>Using the lunchtime first aid log it is clear that the number of accidents has reduced and behaviour has significantly improved resulting</p>

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<p>up on ways to incorporate this.</p> <p>Improve pupils physical activity levels through structured lunchtimes and active learning within lessons</p> <p>Raise profile of lunchtimes through assemblies, communications with staff and parents.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b> <b>Key Indicator 2</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>First aid incident reports</p>	<p>Deliver playground games as a unit within PE lessons to teach pupils new games to do and embed playground rules/ charter.</p> <p>Train lunchtime staff to follow this up and encourage pupils to play these and teach them other games to do at lunchtimes</p> <p>Train pupils as playground leaders to lead and run activities and encourage and support other pupils.</p> <p>Organise whole school assembly or do class assembly to launch new lunchtime opportunities and discuss playground rules</p> <p>Print posters with playground games and put them up outside for pupils to use and inspire them</p> <ul style="list-style-type: none"> <li>- Positive words</li> <li>- 9 things to do cards</li> <li>- Personal best challenges</li> <li>- Fitness circuit</li> </ul> <p>Provision and re-training the Knypersley Knights to promote and look after children's mental and physical health on the playground at lunchtime. Sarah Huggins will the Knypersley Knights</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate this</p> <p>Bottom playground – engaging and interactive resources. Playground markings</p> <p>Repair trim trail for use of lunchtimes.</p> <p>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.</p>	<b>CL</b>	Termly	£0	<p>in happier and more positive lunchtime experiences.</p> <p>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.</p> <p>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.</p> <p><b>Evidence:</b> Lunchtime observations, LTS feedback, pupil voice, staff feedback,</p> <p><b>Sustainability</b></p> <p>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.</p>
			<b>NM/C L</b>	Two half days	£325	
			<b>CL</b>	Aut 1	£0	
			<b>CL</b>	Aut 2	£1,000	
			<b>CL</b>	Aut 2	£3,000	
					£ 895 Equipment costs	

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<p><b>Health &amp; Wellbeing</b></p> <p>Improve pupils' health and well-being and link to whole school improvements.</p> <p>Through staff attending Level 4 qualification in improving pupils emotional health and wellbeing in PE and look at ways in which pupils self esteem and confidence can be built up within lessons and other interactions</p> <p><b>Key Indicator 1</b>  <b>Key Indicator 4</b>  <b>Key Indicator 5</b></p>	<p>Lesson observations of pupils struggling with stamina over sustained periods of time.</p> <p>Staffordshire school health profile</p> <p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>.</p>	<p>Create an outdoor wellbeing area for all children to access during lunchtimes. Clearly defined rules for mental health and wellbeing outside – pupil voice for what is needed or what is wanted</p> <p>Well being area to support those with SEMH needs who are not engaging in outdoor play.</p> <p>Raise profile of keeping fit and healthy by introducing national fitness day with an assembly and having activities available for lunchtimes.</p>	<p>CL/M S</p>	<p>Summer 2025</p>	<p>£5,570</p>	<p>As a result of emotional health and wellbeing initiatives pupils are more aware of their emotions, how to express these and how to deal with different situations that occur. Pupils actively practice strategies that support their wellbeing such as being physically active, being more mindful and connecting with others</p> <p><b>Sustainability</b></p> <p>Pupils will be able to use strategies for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and ability to deal with challenging situations.</p>			
<p><b>Links to whole school development plan:</b></p>									
<p><b>Ideas for 2026/ 27</b></p>				<p><b>Ideas for 2027/ 28</b></p>					