

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



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Review of last year 2025/26

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend.

What went well?	How do you know?
Exceptional School Games Participation and Recognition Our School Games programme delivered an extensive schedule of sporting opportunities across all three terms, achieving sustained high participation rates and successfully retaining our School Games Mark Gold Award status. Re-achieving this award provides ongoing external validation of our continued excellence in competitive sport provision, coaching quality, and inclusive pupil outcomes across the entire school. To ensure an impactful balance between elite competition and wide-reaching inclusion, our annual calendar provided: 10 Advanced Competitive (Achieve) Events: Tournaments designed to challenge our sportier pupils and drive performance excellence. 20 Inclusive Participation (Inspire & Plus) Events: Bespoke non-competitive festivals targeted at widening access, boosting confidence, and engaging pupils who might not typically take part in competitive events. Outstanding Inclusion and Equality Achievements Our focused approach to removing participation barriers and promoting inclusive access has achieved exceptional engagement rates among vulnerable pupil groups, demonstrating tangible progress toward educational equity through sport.	Comprehensive annual programme: 30 total event opportunities offered across the academic year, generating 678 individual pupil participations. Consistent termly engagement: Autumn (7 events, 280 participants), Spring (9 events, 171 participants), Summer (12 events, 227 participants). External validation: School Games Mark Gold Award retained, meeting rigorous national criteria for competitive sport provision, coaching quality, and pupil outcomes. Impact Analysis: This data demonstrates the delivery of a high-volume sports programme, achieving an exceptional 678 individual participations across the academic year. Retaining our School Games Mark Gold Award provides independent verification that our provision consistently meets the highest national standards for competitive excellence. Furthermore, our balanced schedule—spanning 10 ‘Achieve’ tournaments/events, 18 inclusive ‘Inspire’ festivals and 2 ‘PLUS’ events—shows that we successfully provide high-quality, inclusive access across our entire pupil population, matching competitive drive with wide-reaching engagement. Targeted Special Educational Needs (SEND) Support: Provided 56 dedicated spaces for pupils across specialised "PLUS" opportunities like the KS2 <i>Target Games MegaFest</i> and <i>KS2 Track & Field</i>, ensuring tailored, high-comfort environments for physical activity. Driving Equal Opportunities for Girls: Generated 76 total entries across the spring and summer ‘<i>This Girl Can</i>’ tracks, alongside a dedicated <i>Y3/4 & 5/6 Girls Football Festival</i>, successfully boosting female sports participation. Breaking Down Disadvantage Barriers (Pupil Premium): A strategic focus on Pupil Premium pupils resulted in 127 out of 129 eligible pupils participating in sporting events, contributing to 344 sessions from a total of 678 participations. Financial and logistical barriers were proactively addressed to ensure disadvantaged pupils could access the same high-quality, national-standard sporting opportunities as their peers. Impact Analysis: This data proves that our funding is directly closing the opportunity gap. By intentionally structuring 20 of our 28 annual opportunities around inclusive, non-competitive "Inspire" and "Plus" pathways, we have successfully created a welcoming sporting culture where SEND, disadvantaged, and less-confident pupils participate fully alongside their peers, driving true school-wide equity.

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Enhanced Pupil Voice and Leadership Development

The Playground Buddy programme has continued to develop as a structured and impactful pupil leadership model, with KS2 pupils confidently delivering a wide range of inclusive activities during break and lunch times. This has been further strengthened through a deliberate expansion of playground provision, ensuring pupils have access to a broader and more engaging offer.

Significant investment in resources and space has enhanced both the quality and variety of activities available. The introduction of new basketball hoops, alongside increased use of school fields and secondary tennis courts, has enabled greater access to structured and informal physical activity. In addition, new activities such as Cornhole have been introduced to diversify provision and engage pupils who may be less inclined towards traditional sports.

The integration of music and dance technology into daily playground routines has further enriched the offer, creating inclusive, socially engaging opportunities that appeal to a wider range of pupils. This has supported a more vibrant and active play environment.

Pupil voice continues to inform development, ensuring provision remains responsive and engaging, while pupil leadership is reinforced through regular celebration of activities and achievements in assemblies.

Professional Development and Teaching Quality Enhancement

Our established development programme has continued to support high-quality PE teaching across the school, maintaining a consistent focus on targeted support and the effective use of internal expertise. The strategic deployment of an experienced specialist PE teacher has remained a key strength, providing ongoing support to targeted classes through modelling and focused guidance. This has ensured that teaching continues to be adaptive and responsive to pupil needs. Support for our Early Career Teacher (ECT) has been sustained, with continued engagement in PE-focused CPD contributing to growing confidence, subject knowledge, and professional development.

Whole-school training delivered by specialist PE staff has been maintained, ensuring that teachers and teaching assistants continue to apply consistent approaches and expectations across all year groups. Specialist expertise has also supported the continued successful delivery of whole-school events, including Sports Day, ensuring high levels of organisation, inclusivity, and participation.

- Monitoring and staff observations demonstrate an increase in the range and consistency of structured activities taking place during break and lunch times.
- Increased use of facilities—including fields, tennis courts, and basketball equipment—provides clear evidence of enhanced provision and accessibility. Participation levels across these activities are high, with a noticeable increase in pupils engaging in both active and non-traditional activities.
- Attendance and engagement data from extracurricular and informal play opportunities continue to reflect strong uptake, supporting the effectiveness of the expanded provision.

- **Impact Analysis:** There has been an improvement in the quality and inclusivity of break and lunchtime provision, with a broader range of activities successfully engaging a wider cross-section of pupils. Increased choice has reduced barriers to participation and supported higher levels of sustained physical activity throughout the school day.
- The enhancement of facilities and introduction of new activities has contributed to a more dynamic and purposeful play environment, positively impacting behaviour, social interaction, and overall pupil wellbeing.
- The integration of pupil leadership within this expanded provision has strengthened ownership and responsibility, with pupils actively shaping and leading their play experiences. This has reinforced the transition from pupil voice to active pupil agency.
- Collectively, these developments demonstrate a strategic and sustainable approach to improving pupil engagement, ensuring that provision is inclusive, varied, and responsive, while contributing to a positive and active school culture.

- Ongoing coaching and learning walks indicate that confidence and competence in PE delivery have been maintained and further embedded, particularly within classes receiving targeted specialist support
- Monitoring of teaching and learning shows continued consistency in lesson structure, progression, and pupil engagement across the school, reflecting the sustained impact of CPD. The delivery of Sports Day, with consistently high participation and positive feedback, provides further evidence of maintained quality and effective staff support.
- Internal evaluation confirms that the use of in-house expertise continues to provide relevant, context-specific professional development.

Impact Analysis: The continued focus on professional development has ensured that high-quality PE teaching is sustained across the school, with consistent pupil experiences and strong levels of engagement. Targeted support from the specialist PE teacher has maintained improvements in teaching quality where it is most needed, ensuring that provision remains inclusive and effective. Staff confidence and subject knowledge have remained strong, supported by a stable and sustainable CPD model. Whole-school events such as Sports Day continue to contribute to a positive sporting culture,

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Alongside this, targeted investment in specialised PE equipment has supported the effective delivery of the curriculum across all key stages. Resources have been carefully selected to align with curriculum intent, enabling staff to deliver more varied, inclusive, and skill-focused lessons, while ensuring pupils have access to appropriate and high-quality equipment to support their development.

In addition, targeted spending has focused on removing barriers to participation and promoting inclusion across all areas of PE and school sport. High-quality team kits have been introduced to ensure pupils feel a sense of pride and belonging when representing the school, helping to remove any potential stigma associated with inappropriate or inconsistent kit.

Further investment in swimming equipment, including costumes, towels, and hats, has ensured that no pupil is excluded from curriculum activities due to a lack of resources. Similarly, the provision of water bottles and essential equipment has supported pupils to engage fully and comfortably in all aspects of physical activity.

The school has also continued to invest in celebrating pupil success through fully funded whole-school PE and sports awards, recognising both participation and achievement, and reinforcing a culture that values effort, inclusion, and sporting excellence.

National Curriculum Swimming Compliance Progress

Our statutory swimming programme provides **all Year 4 pupils with a half-year block of weekly swimming lessons**, delivered by fully qualified specialist instructors. This universal entitlement ensures that every child benefits from sustained swimming and water safety education, regardless of prior experience or access to swimming outside of school. The programme focuses on water confidence, stroke efficiency and safe self-rescue techniques, establishing strong foundations for lifelong participation and safety in and around water.

Our swimming provision goes beyond simply meeting statutory requirements by providing every Year 4 pupil with a sustained programme of specialist-led swimming instruction. For many pupils, this represents their primary opportunity to access formal swimming education. Assessment data demonstrates measurable progress from the end of the Year 4 programme through to Year 6, while 70% of pupils demonstrate safe self-rescue skills. The programme therefore makes a significant contribution to improving water confidence, aquatic competence and essential life-saving knowledge, whilst providing a strong foundation for continued improvement in National Curriculum swimming attainment.

reinforcing participation and school identity.

Investment in specialised equipment has further enhanced curriculum delivery, supporting high-quality teaching and enabling greater pupil engagement, skill progression, and inclusivity across a wider range of activities. This targeted approach to resource allocation has significantly reduced barriers to participation, ensuring that all pupils can access and benefit from the PE curriculum regardless of background or circumstance. The introduction of high-quality team kit has enhanced pupil confidence and identity, while inclusive provision for activities such as swimming ensures full curriculum access.

The celebration of achievement through PE awards has further strengthened a positive sporting culture, increasing motivation, participation, and pupil pride. Collectively, these actions demonstrate a clear commitment to equity, inclusion, and high-quality provision across all areas of physical activity.

- **Overcoming Low Starting Points:** A significant proportion of our children do not access swimming lessons outside of school environment, meaning school-provided swimming serves as their primary introduction to water safety and core aquatic skills.
- **Targeted Cohort Development:** 100% of our core lessons were delivered by fully qualified, expert swimming coaches to ensure premium quality instruction.
- **Current Year 4 Outcomes:** Assessment data collected from the current Year 4 cohort shows that 27.59% of pupils (16 out of 58) have already met the national standard of swimming competently, confidently and proficiently over a distance of at least 25m, whilst using a range of strokes effectively and demonstrating safe self-rescue skills.
- **Year 6 Statutory Outcomes:** Statutory assessment data for the current Year 6 cohort shows that 35.7% of pupils (20 out of 56) met the National Curriculum requirement to swim competently, confidently and proficiently over a distance of at least 25m and use a range of strokes effectively.
- **Competent Distance Achievement:** 27.59% of the monitored cohort successfully met the national standard of swimming competently, confidently, and proficiently over a distance of at least 25 metres.
- **Comprehensive Life Skills:** 70% of Year 6 pupils demonstrated safe self-rescue skills in different water-based situations, ensuring that the majority of pupils leave primary education equipped with essential

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water safety knowledge.

- **Additional Swimming Opportunities:** Only 11 pupils within the Year 6 cohort accessed additional swimming lessons beyond the school's swimming programme.

Impact Analysis: This provision directly addresses vital water-safety needs for a community where many children have limited access to swimming opportunities outside of school. Through a half-year programme of weekly swimming lessons delivered by specialist instructors, every Year 4 pupil receives sustained, high-quality swimming and water safety education. Assessment data from the current Year 4 cohort demonstrates that pupils are developing the skills required to meet National Curriculum expectations, whilst statutory Year 6 data confirms that over one-third of pupils achieve the full swimming standard and **70% demonstrate safe self-rescue skills**. The programme therefore plays a significant role in developing water confidence, aquatic competence and essential life-saving knowledge, whilst providing all pupils with access to opportunities that many might not otherwise experience.

- **Comprehensive Training Delivery:** Delivered targeted training across EYFS (balanceability), KS1 & KS2, ensuring progressive skill development from basic control to live road navigation.
- **Foundation Success (Year 5):** Achieved a 100% success rate in Year 5, with all 59 participating pupils successfully earning their Level 1 certificate.
- **Advanced Road Safety (Year 6):** Supported 40 out of 60 Year 6 pupils (66.67%) to successfully achieve their rigorous Level 2 On-Road certification meeting the national criteria for safe, independent on-road cycling under real conditions.

Impact Analysis: This data demonstrates an outstanding commitment to safety and physical independence. By removing all financial barriers for our families and providing this high-quality training completely free of charge, we have equipped our pupils with crucial road-awareness skills while establishing a sustainable culture of cycling that will support their transition to secondary school.

- Registers and attendance data show consistently high engagement in the Girls' Friday sessions, with sustained participation from key groups and increased uptake following the inclusion of Year 7 pupils.
- Pupil voice indicates that girls feel more confident and willing to participate in physical activity, with many citing the supportive and inclusive environment as a key factor. Feedback also highlights the positive influence of older student leaders.
- Monitoring of extra-curricular club attendance demonstrates strong participation across multiple sports, with evidence of engagement from pupils who may not typically access competitive sport. The programme aligns with national priorities to increase girls' participation in sport, reflecting guidance and wider sector focus.

Excellence in Cycling Education and Road Safety

Our Bikeability programme delivered essential road safety and cycle control training, achieving exceptional success rates and ensuring our pupils develop vital life skills for active travel for all pupils from EYFS to Yr 6

7. Gender Equality and Extra-Curricular Excellence

Our targeted provision to promote girls' participation continues to be highly effective, with the Girls' Friday programme remaining well attended and embedded within school practice. This year, the initiative has been successfully extended to include Year 7 pupils, strengthening transition and ensuring early engagement in physical activity within our all-through setting.

Leadership opportunities have also been enhanced through the involvement of Year 10 and 11 Duke of Edinburgh students, who have supported the delivery of sessions. This has strengthened peer role modelling and increased the capacity and sustainability of

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provision.

The extra-curricular offer remains broad and inclusive, including activities such as dodgeball, basketball, football, and table tennis, ensuring a diverse range of opportunities that appeal to different interests and abilities.

Competitive Sport Excellence and Community Recognition

This academic year has seen fantastic competitive success across multiple sporting disciplines, demonstrating that our development pathways are enabling our highest-performing athletes to excel at both a city and county level.

Positive Engagement of all pupils in regular physical activity

Festival events have been highly successful in engaging pupils across the school, particularly when whole classes are involved. These events have created inclusive, enjoyable opportunities for pupils to take part in physical activity.

Impact Analysis: There has been a sustained increase in girls' engagement in physical activity, with reduced barriers to participation and improved confidence across year groups. The inclusion of Year 7 pupils has supported continuity in participation from primary to secondary phases, embedding positive habits earlier.

The use of Duke of Edinburgh volunteers has not only enhanced session delivery but also developed leadership, communication, and responsibility among older pupils, contributing to whole-school development.

The extra-curricular programme continues to demonstrate high levels of participation and inclusivity, supporting pupils' physical, social, and emotional wellbeing. Collectively, this provision makes a strong contribution to national policy priorities around girls' physical activity and supports the school's commitment to equality, opportunity, and excellence in sport

- League tables and tournament brackets confirm the Year 6 Football League title and Cup Final appearance.
- Official Derby City School Sport Partnership records verify 1st-place trophies in Handball and Dodgeball, alongside official qualification data for the County Finals.
- Track and field event scoring sheets confirm the 4th (overall) and 3rd (Boys) city rankings alongside 5 individual medal placements.

Impact Analysis: This list of achievements provides evidence that our targeted sports coaching and competitive structures are supporting our talented pupils to excel in city-wide sport. By fostering a culture of healthy ambition, discipline, and teamwork, we have brought fantastic results back to the school and inspired the wider student body, proving that our sports provision genuinely nurtures high-quality performance.

- Attendance data shows a clear increase above average on days when festival events are scheduled. This consistent pattern indicates that more pupils are motivated to attend school when these events are taking place.

Impact Analysis: The rise in attendance on festival days demonstrates that pupils are motivated and positively engaged by these opportunities. This suggests that festival provision is effectively encouraging participation in physical activity, including among pupils who may be less engaged in regular PE. As a result, there is a growing culture of enthusiasm towards sport, supporting increased participation, improved pupil attitudes, and the school's aim of promoting active, healthy lifestyles.

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Primary PE and Sport Premium Strategic Plan: Academic Year 2026-27

Context & Strategic Intent (2026-27 Transition Framework)

This strategy statement operates within the DfE's national transition framework. As direct, ring-fenced school allocations phase into the centralised **PE and School Sport Partnerships Network** (fully operational from Spring 2027), this school is utilising its one-off transitional funding allocation flexed across the full 2026-27 academic year.

Our core financial priority is safeguarding essential, high-impact internal provisions—including pupil leadership, equity kits, staff capability, and statutory swimming—while prudently restructuring external competition and event delivery. By scaling back full-year external DCCT packages and focusing on localised, short-term arrangements during the Autumn term, we are maintaining budget resilience and positioning the school to seamlessly integrate into the upcoming centralised network hubs as they roll out.

1.1 Cultural Development and Recognition Systems

- **Objective:** Embed a high-visibility, zero-cost school culture that champions physical activity and sports achievements, elevating physical education to an equivalent status with academic success across the school community.
- **Implementation Strategy:**
 - Publish regular, dedicated features within the school newsletter tracking curriculum progression, active lifestyles, and individual student milestones.
 - Maintain dynamic, interactive PE and sports display boards highlighting both team achievements, personal physical development and up and coming House activities.
 - Re-engineer the annual Sports Day into a high-profile community engagement and flagship school celebration event.
- **Success Criteria:**
 - Physical activity, sporting efforts, and leadership milestones routinely celebrated in 100% of weekly whole-school assemblies.
 - Sustained or increased pupil engagement and sign-up rates for internal intra-school competitions.
 - Positive feedback via parent and pupil surveys regarding the value and visibility of school sport.
 - Enhanced participation across house-based physical challenges, demonstrating broad peer-to-peer engagement.
- **Expected Impact and Sustainability:**
 - **Impact:** Elevating the profile of PE reinforces student self-esteem—particularly for children who excel outside traditional academic frameworks—and builds a vibrant culture of physical fitness. Harnessing existing celebration channels drives participation, while an enhanced Sports Day deepens parental pride and aligns the school's identity with healthy, active living.
 - **Sustainability:** Because these recognition systems are embedded entirely within zero-cost, pre-existing school structures (assemblies, newsletters, and Dojo points), they require no ongoing financial grant dependency. Staff-led routines ensure these celebration protocols remain permanent features of school life.

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1.2 Equity, Access, and Inclusion

- **Objective:** Secure universal, barrier-free access to core physical education, swimming, and sporting initiatives by directly removing socioeconomic, resource, and logistical limitations for all pupils.
- **Implementation Strategy:**
 - Maintain a robust, fully managed reserve inventory of core PE kits (minimum of 5 spare sets per classroom) alongside targeted individual allocations.
 - Support the Year 4 swimming block through the centralised provision of specialised swim kits, towels, and essential aquatic resources.
 - Manage a dedicated stock of sport-specific footwear and protective equipment (such as football boots and shin pads) to ensure uncompromised access to competitive team representation.
- **Success Criteria:**
 - Removal of lesson non-participation or exclusion stemming from lack of kit or other resources.
 - Proportionate or higher representation of FSM-eligible and disadvantaged pupils across all school sports teams and external fixtures.
 - Rigorous tracking data confirming balanced and equitable resource distribution among vulnerable cohorts.
- **Expected Impact and Sustainability:**
 - **Impact:** Systematically removing financial barriers guarantees that disadvantaged, vulnerable, and FSM-eligible pupils maintain uninterrupted access to the PE curriculum, swimming, and sporting events. Maximising active participation directly cuts lesson downtime and ensures equity of opportunity.
 - **Sustainability:** The upfront investment in high-durability, reusable kits and protective gear establishes a multi-year resource base requiring negligible ongoing capital. The centralised office log ensures high accountability and resource longevity across future cohorts.
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2.1 Derby County Community Trust (DCCT) Strategic Transition Partnership

- **Objective:** Strategically deploy Derby County Community Trust (DCCT) expertise during the Autumn transition window to consolidate physical literacy frameworks and maintain essential provision while preparing to transition to the upcoming central hub partnership model.
- **Implementation Strategy:**
 - Focus DCCT investment onto a targeted, value-for-money agreement covering the Autumn term, avoiding long-term financial commitments ahead of national funding restructures.
 - Concentrate external trust expertise on localised physical literacy integration and targeted engagement sessions.
 - Utilise focused DCCT staff mentoring to embed specialised physical delivery techniques within the internal teaching workforce.
 - Actively participate in local transition forums with DCCT to align the school's sports calendar with upcoming centralised hub networks.
- **Success Criteria:**
 - Maintained baseline quality of delivery across key target groups during the transitional term.
 - Successful alignment with local central hub frameworks as detailed guidelines emerge from the DfE in late 2026.
- **Expected Impact and Sustainability:**
 - **Impact:** A targeted, transitional application of DCCT expertise ensures pupils retain fundamental movement skills and active engagement without exposing the school to long-term financial liabilities during a reduced funding cycle.

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- **Sustainability:** Shifting focus from full-year external competition management to short-term, targeted capacity building enables our staff to protect core physical activity delivery. This prepares the school to migrate its competition structures into upcoming zero-cost centralised partnership hubs in Spring 2027.

2.2.1 Pupil Leadership and Active Break Times

- **Objective:** Nurture active student leadership through structured Playground Buddy and Sports Captain frameworks, driving active break and lunch periods and integrating pupil voice into school sport strategy.
- **Implementation Strategy:**
 - Deliver a structured training program for Key Stage 2 Playground Buddies to equip them with peer-led game management and activity leadership skills.
 - Formally include Sports Captains in physical education planning reviews, allowing them to gather and present peer feedback.
 - Establish low-cost, peer-recorded activity logging methods to monitor break-time engagement.
 - Feature pupil leadership milestones and peer-coaching achievements regularly within school celebration forums.
- **Success Criteria:**
 - High levels of measurable pupil engagement in structured, active playground games across both Key Stages.
 - Noticeable reduction in break-time behavioural incidents due to the widespread availability of engaging peer-led activities.
 - Documented, meaningful contributions from the Sports Captains committee regarding extracurricular sports selections.
- **Expected Impact and Sustainability:**
 - **Impact:** Empowering student leaders transforms lunchtimes into active, inclusive environments that directly support the 30-minute daily in-school activity target. Peer-led games reduce playground friction, improve behavioural habits, and build vital leadership, communication, and empathy skills among older pupils.
 - **Sustainability:** This leadership model relies on internal staff supervision and student enthusiasm, costing nothing financially. Trained cohorts natively mentor and transition their skills to younger year groups annually, creating an embedded, self-perpetuating culture of active play.

2.2.2 Active Playground Equipment and Facilities Optimisation

- **Objective:** Maximise playground resource efficiency to satisfy government recommendations for 30 minutes of daily in-school physical activity, utilising student-led consultation to drive high utilisation and equipment lifespan.
- **Implementation Strategy:**
 - Facilitate pupil-led auditing and equipment selection through regular Playground Buddy meetings.
 - Enforce strict storage, checkout, and zoning protocols managed directly by pupil leaders to eliminate loss and damage.
- **Success Criteria:**
 - Widespread, sustained use of play equipment during all major break periods.
 - Positive, documented user feedback gathered through pupil council focus groups.
 - Demonstrated cost-efficiency evidenced by extended resource lifespans and minimised loss rates.
- **Expected Impact and Sustainability:**
 - **Impact:** Providing tailored, high-durability playground resources ensures broad participation in daily physical activity, helping meet health guidelines. Allowing pupils to

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co-select items guarantees relevance, maximises usage rates, and fosters a strong sense of collective ownership and care.

- **Sustainability:** Prioritising durable equipment protects the school from frequent replacement bills. Pupil-led care and checkout routines preserve the school's inventory, ensuring the playground remains active and well-equipped through lean funding cycles.

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3.1 Internal Staff Development and Pedagogical Sustainability

- **Objective:** Sustain and further strengthen internal PE expertise by embedding high quality physical education, skills and confidence across all teaching and support staff.
- **Implementation Strategy:**
 - Utilise existing online training resources, CPD opportunities and learning from previous, specialist coaching partnerships to enhance staff professional knowledge.
 - Facilitate peer mentoring, collaborative planning and professional dialogue between experienced staff, ECTs and support staff.
 - Use collaborative observations and curriculum reviews to share effective practice and maintain consistency in PE delivery across the school.
- **Success Criteria:**
 - High quality PE provision-maintained consistency across all year groups.
 - Increased staff confidence in delivering a broad, balanced and progressive PE curriculum.
 - Greater staff participation in leading or supporting extracurricular physical activity opportunities.
- **Expected Impact and Sustainability:**
 - **Impact:** Current PE provision is effective; this initiative is designed to build upon existing strengths and further enhance staff expertise, confidence and consistency. Strengthening internal capacity ensures pupils continue to receive engaging, progressive PE experiences while benefiting from staff who understand the specific needs of their classes and the school's curriculum vision.
 - **Sustainability:** Developing the knowledge and skills of existing staff represents a long-term investment in school improvement. Expertise remains embedded within the workforce, supporting consistent quality of provision and reducing dependency on external coaching support regardless of future funding levels.

3.2 Resource and Equipment Management

- **Objective:** Secure full National Curriculum coverage and strict safety compliance through systematic auditing, with a focus on adaptive SEND provision.
- **Implementation Strategy:**
 - Conduct a rigorous, early-year inventory audit to map current resources against curriculum demands and identify gaps.
 - Collaborate directly with teaching staff to review practical equipment requirements.
 - Enforce explicit organisation and safety standards within the central PE store to prevent damage or loss.
 - Prioritise the maintenance and procurement of specialised, adaptive equipment to guarantee meaningful access for pupils with SEND.
- **Success Criteria:**
 - Seamless delivery of all planned curriculum units with zero disruption due to material or equipment shortages.
 - Complete, verified alignment of physical assets with National Curriculum strand requirements.
 - Active, safe, and meaningful involvement of SEND pupils in core PE units using tailored adaptations.

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- 100% compliance with statutory health and safety equipment check standards.
- **Expected Impact and Sustainability:**
 - **Impact:** Effective equipment management guarantees an uninterrupted, inclusive curriculum where no child—particularly those with complex needs or SEND—is left on the sidelines. Safe, high-quality gear elevates learning and skill progression.
 - **Sustainability:** Strategic maintenance protocols and comprehensive audits prevent wasteful double-purchasing. Protecting existing stock maximises equipment longevity, keeping maintenance costs minimal and predictable during the funding transition.

3.3 National Curriculum Swimming and Water Safety

- **Objective:** Primary swimming delivery and progress tracking to maximise attainment against statutory requirements, ensuring opportunities for children requiring additional support.
- **Implementation Strategy:**
 - Coordinate the core Year 4 swimming block utilising expert instruction and optimised pool time.
 - Maintain individual competency tracking cards to monitor water confidence, stroke distance, and self-rescue skills.
 - Design targeted intervention windows and top-up opportunities for upper Key Stage 2 pupils who have not yet met the 25-meter statutory standard.
 - Supply essential backup apparel and equipment to remove any personal or financial barriers to attendance.
- **Success Criteria:**
 - Incremental, measurable improvement in Year 6 swimming and water safety completion metrics against the historical 55% baseline.
 - High cohort performance in self-rescue and basic water safety competencies.
- **Expected Impact and Sustainability:**
 - **Impact:** Prioritising core and top-up swimming blocks saves lives, builds lifelong water confidence, and directly moves pupils closer to statutory milestones, narrowing attainment gaps for disadvantaged children.
 - **Sustainability:** Swimming is maintained as a core non-negotiable within the curriculum framework. By embedding this into predictable annual scheduling, the school ensures consistent operational structures that can be absorbed by core budgets or aligned with future partnership support.

4.1 Targeted Sport and Enrichment Provisions

- **Objective:** Broaden the school's extracurricular and enrichment program to re-engage groups less active by default, focusing heavily on gender equity and inclusive, alternative sporting activities.
- **Implementation Strategy:**
 - Restructure lunchtime and Golden Time slots to offer non-traditional, high-interest activities.
 - Co-design specific participation pathways tailored to boost confidence and interest among girls.
 - Develop low-barrier, recreational sports clubs focused on participation rather than high-stakes competition.
 - Regularly evaluate enrichment choices through student consultation to ensure alignment with pupil interests.
- **Success Criteria:**

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- Measurable rise in participation metrics among girls and historically disengaged student groups.
- Improved behavioural outcomes and social cohesion during structured lunchtime activities.
- Positive feedback indicating a shifting attitude toward health and fitness among targeted cohorts.
- **Expected Impact and Sustainability:**
 - **Impact:** Providing diverse, non-traditional activities breaks down stereotypes and unlocks physical activity for children who find traditional competitive sports intimidating. This directly creates positive associations with health and teamwork.
 - **Sustainability:** While external coaching partnerships are carefully managed under the reduced transitional funding, the true focus is creating internal momentum. Once specific sports capture pupil interest, they can be sustained through low-cost peer clubs or internal staff leads, generating long-term lifestyle changes.

4.2 Progressive Cycling Education (Bikeability)

- **Objective:** Deliver a progressive, whole-school cycling and road safety curriculum from early years through Key Stage 2, establishing critical life skills, self-reliance, and active travel habits.
- **Implementation Strategy:**
 - Map out a multi-tiered skill progression: Balanceability (EYFS/KS1), Pre-Level 1 confidence (Year 2), and formal Level 1 & 2 road safety training (Years 5 & 6).
 - Hosting certified, expert instructors to maintain strict national safety and instruction criteria.
 - Maintaining formal assessment and achievement certification milestones across targeted year groups.
 - Incorporating broader sustainable travel and environmental awareness themes into the practical training.
- **Success Criteria:**
 - Universal achievement of age-appropriate cycling milestones across all target year groups.
 - Preservation or improvement of the 74% benchmark for Year 6 independent road-cycling confidence.
 - Demonstrated practical grasp of highway and pedestrian safety principles among participants.
- **Expected Impact and Sustainability:**
 - **Impact:** Comprehensive cycling proficiency provides children with lasting independence, improves physical fitness, and ensures they can navigate their local community safely via active travel options.
 - **Sustainability:** Bikeability instils a permanent, lifelong skill that does not decay when funding cycles change. The operational partnership is highly predictable and directly supports wider community health, environment, and active travel goals, embedding itself as an annual milestone in the school calendar.

5.1 School Games, Competition Pathways, and Central Hub Transition

- **Objective:** Maintain a balanced, high-impact competitive and participatory event framework during the transition year, optimising transport and staffing models while preparing to integrate into the forthcoming centralised School Sport Partnerships Network hubs.
- **Implementation Strategy:**
 - Schedule a targeted event calendar that balances competitive matches ("Achieve") with inclusive participation festivals ("Inspire").
 - Design a highly efficient, shared transport and staffing model to control operational costs during the transitional funding phase.

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- Create clear pathways from introductory Key Stage 1 activity festivals to structured Key Stage 2 competitive teams.
- Actively align school sports systems with local central hub frameworks to ensure a smooth transition when the new network rolls out in Spring 2027.
- **Success Criteria:**
 - Successful preservation of School Games Gold Award criteria through efficient, targeted event entries.
 - High rates of distinct pupil representation across all external fixtures and events.
 - Maintained positive community reputation and active involvement in local primary sports networks.
 - Visible growth in pupils' resilience, teamwork, and sportsmanship skills.
- **Expected Impact and Sustainability:**
 - **Impact:** Broad event participation instils a rich sense of school pride, teamwork, and emotional resilience. Maintaining access to both participatory and competitive tiers ensure every child has a suitable opportunity to represent their school.
 - **Sustainability:** By keeping core logistics lean and operationally predictable, the school protects its competitive culture through the transition year. Scaling back full-year commercial event packages ensures that when the new, centralised government hubs open in Spring 2027, the school is structurally agile, debt-free, and perfectly positioned to access the upcoming universal and targeted offers.

