Primary Physical Education and Sport Funding Action Plan 2025/26
Manor Primary School – Drayton Bassett
Implementation and Impact RAG rated Red

(red = not started or no impact, amber = started and partially completed, green = complete and positive impact)

TOTAL FOR ACADEMIC YEAR 2025/26 = £16,800

Primary PE and sports premium key indicators of improvement:

Key Indicator 1: the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school

Key Indicator 2: the profile of PE and sport is raised across the school as a tool for whole-school improvement

Key Indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: increased participation in competitive sport

Intent		Implementation				Impact
Area of Focus	**Evidence of need**	**Action Plan**	**Who**	**Time Scale**	**Funding Breakdown**	Success criteria & evidence record

Improving the quality of teaching and learning and curriculum for PE To continue to increase the quality of PE lessons being delivered and improve outcomes for children through staff CPD PE lead and Super Coach to work together termly to develop Super Coaches role in school as PE lead.	Conversations with Staff. Meeting with PE advisor.	Super Coach (SC) (Qualified teacher from Progressive Sports) – to continue to offer team teaching opportunities whereby staff can observe, and team teach alongside her to develop their confidence in teaching different PE activity areas. Super coach and all those who teach PE to continue to use the Progressive Sports planning documents in school to inform teaching and learning alongside the curriculum map and PE progression of skills document. Consolidate use of Notebook in line with other Foundation Subjects. Super coach to continue to receive – resource management time, planning and assessment time, and intervention time regularly as part of her transitioning role as a PE lead in school. PE lead and Super Coach review the chosen planning and assessment format periodically (Dec and April) and consider what is working well and what areas need to be developed. PE lead and Super Coach to continue to track children's health and wellbeing through conversations with children and surveys. SC to then adapt intervention to meet these needs. Purchase access to Association for PE to allow staff access to advice and updates. PE lead and super coach to complete audit of PE teaching and learning materials. PE lead and super coach to purchase/ and replace PE teaching and learning materials and equipment to ensure there is enough equipment for all pupils to use within lessons which will continue to increase and improve both fitness levels and skill development.	SC SC SR/SC SC SR SR/SC	Termly rotation Aut 25	Total for Supercoach for year = £8,550 £55 £2000	Updated and reviewed PE curriculum offer for pupils to increase engagement and lifelong participation. Embedded planning, teaching and assessment system for PE lessons working well to support staff confidence, subject specific knowledge and therefore outcomes for pupils. Staff confidence and ability to teach high quality PE increases and embeds further and pupils as a result benefit from lessons that they enjoy more and in which they make better progress. Ideas other staff have gained will be there to be used in other lessons to enhance learning. Increased outcomes for pupils through improved pupil's progress/ skill development/ enjoyment of lessons. Staff work together to become support network resulting in increased opportunities for pupils and excellent role models who value PE in school. Increased number of pupils meeting national curriculum swimming requirements. Well-resourced subject with plenty of differentiated resources to support teaching and learning opportunities for pupils resulting in increased progress, enjoyment and involvement in lessons. **Evidence:** Lesson observations, planning documents, Learning walks, Staff feedback. Pupil and parent feedback. Staff performance management. **Sustainability**: Increased team of teachers able to teach PE successfully and effectively.

Key Indicator 1 **Key Indicator 2** **Key Indicator 3** **Key Indicator 4**						Pupil have developed a love of PE and feel confident to continue to participate with health and sport related activities in their future life. PE subject lead vision and strategy in continuing to move school forward towards desired outcomes. Other key stakeholders understanding and support behind the developments and change. PE now embedded into whole school objectives/ vision and outcomes. Resources organised effectively to be used in future years.
Health / Whole school improvement/ Wider School Impact To continue to raise the profile and showcase the importance and benefits of PE, health and well-being for pupils.	Monitoring activities. Performance management. School development plan. New government obesity strategy (2016) National curriculum health guidelines Staffordshire school health profile.	Super Coach to continue to update the PE/sports board which displays up to date key messages and sources of encouragement around PE, health and well-being for pupils. Super Coach to continue to update staff, governors and pupil sporting selfies which identify what physical/ health and well-being activities school members participate in as part of their lives and why (to be displayed on PE/sports board). PE lead and Super Coach embed 'Sports Leaders' where a select number of chosen children to discuss ideas around PE/healthy lifestyles with the PE lead once a term. The PE lead is then to consider and embed these ideas where appropriate. To continue to take part in national Mental Health days/ weeks including having members of the community in to talk about different jobs and skills to support this.	**SC** **SC** **SC**		£50 for materials £25 for materials £100	Pupils and parents understand the value of PE and health and are committed to meeting recommendations. School up to date with best practice ideas and requirement implications from Ofsted/ health and wellbeing and sport strategies around improving outcomes and opportunities for pupils in school. Increased enjoyment in PE and lessons with linked physical activity. Increased self -esteem and confidence of pupils and staff. Increased fitness of pupils through taking part in additional activities offered throughout the school day. Pupils can talk about the benefits of the outdoor and forest school activities they have taken part in.

To continue to increase and embed opportunities for pupils to be physically active at other times during the day. To continue to embed playground council (children) to lead activities at playtimes lunchtimes on the playground.		Purchase resources to support physical, sensory and emotional needs of SEND children. Super Coach to continue to give awards in PE lessons to reward good sporting behaviour and achievement. Super Coach to continue to offer 'pupil enrichment days' – 'WOW DAYS' where children can participate in enrichment activities which enthuse and encourage alternative physical activities including: Glow in the dark dodge ball + nerf battles + Olympic games etc. KS2 staff to continue to offer KS2 an exercise break in the PM where they partake in physical activity for a given period of time – including the daily mile. Super coach to continue to embed and lead playground leaders (pupils who can set up and lead physical activities during break times and lunchtimes.) Purchase a cap or similar each. Super coach to continue to develop playground and 'zoning' opportunities where children can lead and play games. PE lead and Super coach to liaise with sports leaders and purchase new equipment for children to use at breaktimes and lunchtimes. Super Coach to continue to train playground leaders to create/adapt challenges for pupils to participate in during break times and lunchtimes. Forest School Lead to continue to attend annual conference Miranda and staff to have the opportunity to	**SC/SR** **SC** **SC** **SC** **SC/SR** **SC** SC SC SC		£1500 £200 £1000 £200	Pupils know how to get involved in and participate in a more involved way with the outdoor and forest school activities they have taken part in. Staff members trained in forest school qualification can team teach and support other staff in the delivery of outdoor and forest school activities. SEND children supported in their sensory and physical needs. **Evidence:** Pupil voice, staff feedback, parental feedback, newsletters, display, case study **Sustainability**: Staff and pupils learnt strategies for emotional health and well-being will be embedded into practice and have a long term impact on their ability to deal with challenging situations.

To continue to offer CPD and networking opportunities to members of staff who plan and deliver forest schools and outdoor learning activities in school. To continue to embed forest school and outdoor learning opportunities into the curriculum. Develop sporting values and experience of sporting cultures around the world **Key Indicator 1** **Key Indicator 2** **Key Indicator 4**		work together to plan for cross curricular links and development. Miranda (TA) to continue to take Y1,3 + 5 for 10 week block of half a day each week. Cover needed to release her for this. EY pupils to continue to access outdoor learning opportunities in the forest school area. This area to be developed further to encourage outdoor and adventurous learning. Resources bought to enrich provision. PE lead and Miranda to continue to plan and implement the development of the woodland area in the farmers field which is used for forest schools. Buy resources to enrich provision. Purchase Lyfta license to allow access to this resource which has videos and information about different groups and cultures around the world and how they deal with sporting adversity through resilience etc.	MV MV MV HC MV SR		£1800 £200 £200 £630	
Competition / enrichment / clubs To continue to allow every child, regardless of	Competition results. Pupil voice. School Games Mark	PE lead to continue to communicate with the SGO to organise which competitions that the children will participate in and why. PE lead to continue to update the calendar of sporting events, put together throughout the year, including intra competitions & clubs on	**SR** **SR**			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

gender or ability, to have an opportunity to represent the school and take part at least once by the end of KS2. To continue to offer clubs which encourage and provide pupils with alternative sporting opportunities. **Key Indicator 5**		offer. PE lead to continue to update and maintain towards Platinum School Games PE award. Super Coach to continue to organise a tournament or performance at the end of each unit of work where children can 'show off' their learnt skills. PE lead and JIM (SGO) to discuss and enter the Sports for All event aiming to including all pupils (including those from vulnerable groups, e.g. PP and SEND. PE lead to organise transport to events when needed. Super Coach to prepare teams for competitions through lunchtime training sessions so they understand the rules and basic tactics of a sport before competing. PE lead and Super Coach to continue to monitor pupil's participation in current clubs and consider alternative opportunities for children after or before school. Complete pupil voice to establish children's thoughts and interests. Super coach, and extra coach once a week, to then provide clubs after school and at lunchtimes to meet the children's interests.	SR SC SR SR	Each Thursday	£100 £1685	competitive opportunities and reporting increased enjoyment in these. School to maintain Platinum School Games 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.