

Sports Premium Funding Planned Expenditure 2025-2026

Academic Year: 2025-2026	Total fund allocated: £17,670.00	Date Updated: Autumn 2025	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			
Percentage of total allocation: £ 7,670.00			
Intent	Implementation	Impact	Review and Next Steps
<p>Increase participation in daily physical activity (during active playtimes) for all pupils, with targeted strategies to engage girls, SEND pupils, those eligible for Pupil Premium funding and those who may require support as they have joined the school as an In Year Admission.</p>	<p>Use pupil voice to establish which active play sports/activities are likely to engage all groups of pupils, including girls.</p> <p>Run a series of one off, girls-only activities run by a female sports role model.</p> <p>Run a series of one off, breaktime sports clubs targeted at those pupils eligible for pupil premium.</p> <p>Run girls football club as part of the after-school club offer and participate in competitive events.</p> <p>Audit playground and PE resources to ensure these support all pupils, including those with physical development needs. Order equipment as required to fill gaps.</p> <p>Know which pupils have joined the school as In Year Admissions as they may require additional support to feel confident in engaging in the active playground.</p>	<p>Participation rates of girls, SEND and disadvantaged pupils in structured physical activity increase, as observed in playground monitoring.</p>	

<p>Develop all pupils' (including those with SEND) physical literacy, coordination and competence across all key stages to support lifelong engagement in physical activity.</p>	<p>Embed daily 'Energise' sessions into timetables to ensure development of physical literacy and coordination skills.</p> <p>Sports coaches and support staff to deliver Fizzy, Clever Hands and Sensory Circuits interventions to target those pupils identified as needing additional support with their physical literacy, balance and coordination.</p> <p>Sports coaches timetabled to support early physical development skills in the EYFS class on a weekly basis, supporting gross motor development through Child Initiated Play.</p>	<p>Pupils demonstrate improved fundamental movement skills and confidence in PE.</p> <p>Pupils, including those with SEND, who access interventions show good progress data from starting points, as shown on provision map data.</p> <p>More pupils meet national curriculum expectations by the end of KS2.</p> <p>More pupils meet the expected standard for gross and fine motor skills at the end of EYFS.</p>	
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Key indicator 2: The profile of Primary PE and Sport Premium Funding being raised across the school as a tool for whole school improvement

Percentage of total allocation: £10,000.00

Intent	Implementation	Impact	Review and Next Steps
<p>Use PE and sport to strengthen pupils' confidence, resilience and sense of belonging, particularly among SEND, girls, disadvantaged pupils and those who have joined the school as In Year Admissions.</p>	<p>Ensure inclusive sporting achievements are celebrated and promoted (i.e., alongside competition results), celebrating participation and effort through whole-school assemblies and school newsletters.</p> <p>Look for and utilise opportunities to link sport to PSHE and well-being initiatives. Share this widely with pupils and parents.</p> <p>Look for and utilise opportunities to link sport to the opportunities in the local community. Share this</p>	<p>Pupil surveys show improved confidence and enjoyment in PE for targeted groups.</p> <p>Positive behaviour and attendance rates improve for pupils regularly engaged in sport.</p>	

	widely with pupils and parents.		
Ensure all staff are confident in teaching and assessing PE effectively and sustainably beyond the life of the funding.	Sports coaches provide model lessons, team-teaching opportunities and live CPD, developing staff confidence and skills.	All teachers have opportunity to observe skilled sports coaches in practice.	
Develop staff confidence in delivering inclusive, high-quality PE that meets diverse needs.	<p>Opportunities to observe skilled sports coaches in practice, with a focus on adaptive PE practices.</p> <p>Opportunities for team-teaching with specialist coaches.</p> <p>Opportunities to assess PE skills alongside specialist coaches.</p> <p>SENCO to support staff, including sports coaches in providing appropriate adaptations within sports lessons.</p>	<p>All teachers and teaching assistants have opportunity to observe skilled sports coaches in practice, with a focus on adaptive PE practices modelled by sports coaches.</p> <p>Lesson observations show improved differentiation and engagement for SEND and disadvantaged pupils, with teachers and TAs actively involved in providing appropriate adaptations, with appropriate levels of challenge.</p>	
Increase opportunities for all pupils, including SEND, girls, disadvantaged pupils and those who are new to the school, to participate in competitive and personal best challenges.	<p>Engage with Dover School Games' wider programmes of competitions under the wide range of categories (physical, social, personal and healthy as well as competitive) to ensure a wider range of pupils are engaging in external competitions and opportunities.</p> <p>Utilise cross-Trust opportunities to further</p>	<p>A larger proportion of pupils have engaged in competitive sports over the year.</p> <p>Representation of targeted groups in inter-school events improves year-on-year.</p>	

	<p>strengthen opportunities for those with SEND or those who are disadvantaged.</p> <p>Provide opportunities for girl-only events, both across the trust and within the Dover School Games offer.</p> <p>Where needed, provide transport and kit to support disadvantaged pupils being able to engage in external competitions.</p>		
<p>Develop clear systems for tracking pupil participation, attainment, and the impact of PE and sport to inform strategic planning and ensure funding is effectively targeted.</p>	<p>Implement a central PE tracking system to record pupil participation in, breaktime/lunchtime opportunities, extracurricular activities, and competitions.</p> <p>Collect and analyse data each seasonal term (terms 2, 4, 6), with breakdowns by gender, SEND, and pupil premium groups.</p> <p>Use pupil voice and staff feedback to assess engagement, confidence, and enjoyment in PE and physical activity.</p> <p>Review PE data against national curriculum expectations, identifying vulnerable groups or gaps as they arise and feeding this back to SLT.</p> <p>Evaluate the impact of Sport Premium spending on participation, progress, and whole-school outcomes.</p> <p>Share findings with SLT and governors to shape next year's priorities and funding allocations.</p>	<p>Accurate participation and attainment data available for all pupils, including targeted groups.</p> <p>Data analysis identifies trends and informs targeted interventions.</p> <p>Pupil and staff feedback demonstrate improved engagement and enjoyment in PE.</p> <p>Evidence from monitoring informs the 2026/2027 Sport Premium plan and whole-school improvement priorities.</p> <p>Leaders and governors can clearly articulate the impact of Sport Premium funding.</p>	