

### ***Sports Premium Funding Planned Expenditure 2025-2026***

<b>Academic Year: 2025-2026</b>	<b>Total fund allocated: £20,000</b>	<b>Date Updated: Autumn 2025</b>	
<b>Key indicator 1:</b> 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: £ 5358 (30%)			
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Review and Next Steps</b>
Increase participation in daily physical activity (during active playtimes) for all pupils, with targeted strategies to engage girls, SEND pupils, and those eligible for pupil premium.	<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 only football club towards Local Girls Football League</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>	Participation rates of girls, SEND and disadvantaged pupils in structured physical activity increase, as observed in playground monitoring.	

<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 run 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 in 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: £12,502 (70%)

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 and disadvantaged pupils.</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 local opportunities.</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>	

<p>Ensure all staff are confident in teaching and assessing PE effectively and sustainably beyond the life of the funding.</p>	<p>Sports coaches provide model lessons, team-teaching opportunities and live CPD, developing staff confidence and skills.</p>	<p>All teachers have opportunity to observe skilled sports coaches in practice.</p>	
<p>Develop staff confidence in delivering inclusive, high-quality PE that meets diverse needs.</p>	<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>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>	
<p>Increase opportunities for all pupils, including SEND, girls and disadvantaged pupils, to participate in competitive and personal best challenges.</p>	<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 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>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>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>	