

Sports Premium Funding Planned Expenditure 2025-2026

Academic Year: 2025-2026	Total fund allocated: £20,000	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: £ 5358 (30%)			
Intent	Implementation	Impact	Review and Next Steps
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.	Use pupil voice to establish which active play sports/activities are likely to engage all groups of pupils, including girls.	Participation rates of girls, SEND and disadvantaged pupils in structured physical activity increase, as observed in playground monitoring.	Pupil voice has successfully informed the planning of inclusive physical activity opportunities, leading to increased participation from girls, SEND and disadvantaged pupils.
	Run a series of one off, girls-only activities run by a female sports role model.		
	Run a series of one off, breaktime sports clubs targeted at those pupils eligible for pupil premium.		
	Run girls only football club towards Local Girls Football League		
	Audit playground and PE resources to ensure these support all pupils, including those with physical development needs. Order equipment as required to fill gaps.		Girls-only activities, targeted lunchtime clubs and the girls’ football club have engaged pupils who were previously less active.
			Playground and PE resources have been reviewed and enhanced to ensure all pupils can participate confidently, with monitoring showing increased engagement in structured physical activity.
			Playground zones have

			increased engagement in active playtimes. Next Steps: Continue to use pupil voice to shape provision and identify barriers to participation. Expand successful targeted clubs where demand is high, increase opportunities for girls to participate in competitive sport. Regularly review PE resources to maintain inclusive provision and monitor participation.
Develop all pupils' (including those with SEND) physical literacy, coordination and competence across all key stages to support lifelong engagement in physical activity.	Embed daily 'Energise' sessions into timetables to ensure development of physical literacy and coordination skills. 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. 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.	Pupils demonstrate improved fundamental movement skills and confidence in PE. Pupils, including those with SEND, who access interventions show good progress data from starting points, as shown on provision map data. More pupils meet national curriculum expectations by the end of KS2. More pupils meet the expected standard for gross and fine motor skills in EYFS.	Daily 'Energise' sessions have been successfully embedded across the school, improving pupils' physical literacy, coordination and confidence. Targeted interventions, including Fizzy, Clever Hands and Sensory Circuits, have enabled pupils with additional needs to make good progress from their starting points. Weekly EYFS Sports Coaching has strengthened gross motor development, with more pupils achieving the expected standard in gross and fine motor skills and greater readiness for the KS1 P.E

			curriculum. Next Steps: Continue to embed daily physical literacy sessions and targeted interventions. Continue to develop staff confidence to deliver interventions independently, and review progress each term, and strengthen EYFS provision to ensure sustained improvements in gross and fine motor development and a smooth transition into the KS1 P.E curriculum.
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
Use PE and sport to strengthen pupils' confidence, resilience and sense of belonging, particularly among SEND, girls and disadvantaged pupils.	Ensure inclusive sporting achievements are celebrated and promoted (i.e. alongside competition results), celebrating participation and effort through whole-school assemblies and school newsletters. Look for and utilise opportunities to link sport to PSHE and well-being initiatives. Share this widely with pupils and parents. Look for and utilise opportunities to link sport to local opportunities.	Pupil surveys show improved confidence and enjoyment in PE for targeted groups. Positive behaviour and attendance rates improve for pupils regularly engaged in sport.	Inclusive sporting achievements have been celebrated through assemblies, newsletters and whole-school communication, helping to raise the profile of PE and encourage participation from all pupils. Sharing local sporting opportunities with pupils and families has increased awareness of community clubs and

			encouraged continued participation beyond school. Next Steps: Continue to celebrate participation and personal achievement alongside competition success, ensuring all pupils are recognised. Strengthen links with local sports clubs and community organisations to increase sporting opportunities outside school.
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.	Staff have benefited from regular model lessons, team-teaching and CPD delivered by sports coaches. Teachers confidence in P.E lessons, subject knowledge and the quality of PE teaching have improved, with staff increasingly applying effective teaching strategies independently. Next Steps: Continue to provide high-quality CPD and coaching support, focusing on identified areas for development. Increase opportunities for staff

			to lead PE lessons independently while receiving coaching and feedback, monitor the impact on teaching quality and pupil outcomes and share best practice across the school to ensure sustainable improvements in PE provision. CPD opportunities for the Sports Coach (FC) to lead P.E structured interventions at the start of the academic year.
Develop staff confidence in delivering inclusive, high-quality PE that meets diverse needs.	Opportunities to observe skilled sports coaches in practice, with a focus on adaptive PE practices. Opportunities for team-teaching with specialist coaches. SENCO to support staff, including sports coaches in providing appropriate adaptations within sports lessons.	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. 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.	Staff have developed greater confidence in delivering inclusive PE through team-teaching and support from sports coaches. Adaptive PE strategies are now embedded more consistently within lessons, resulting in improved differentiation, higher levels of engagement and increased participation for SEND and disadvantaged pupils. Next Steps: Continue to build staff expertise through coaching, peer observations and targeted CPD focused on adaptive PE. Review the impact of inclusive teaching strategies using lesson observations and pupil progress

			data, share effective practice across the school, and ensure all staff confidently plan and deliver high-quality, inclusive PE lessons that provide appropriate challenge and support for every pupil.
Increase opportunities for all pupils, including SEND, girls and disadvantaged pupils, to participate in competitive and personal best challenges.	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. Utilise cross-Trust opportunities to further strengthen opportunities for those with SEND or those who are disadvantaged. Provide opportunities for girl-only events, both across the trust and within the Dover School Games offer. Where needed, provide transport and kit to support disadvantaged pupils being able to engage in external competitions.	A larger proportion of pupils have engaged in competitive sports over the year. Representation of targeted groups in inter-school events improves year-on-year.	Participation in Dover School Games and Cross-Trust competitions has increased, providing a wider range of inclusive and competitive opportunities for pupils. Representation of girls, SEND and disadvantaged pupils at inter-school events has improved, with targeted support, including transport and kit, helping to remove barriers to participation. Throughout the academic year pupils have developed confidence, teamwork and resilience through regular involvement in competitive sport. Next Steps: Continue to maximise participation in Dover School Games and Cross-Trust competitions, ensuring targeted groups remain well represented.

			Expand opportunities for girls-only and inclusive events, strengthen links with local clubs to support participation beyond school, monitor participation data termly to identify any gaps, and continue to provide practical support where needed so that all pupils can access competitive sporting opportunities.
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.	Implement a central PE tracking system to record pupil participation in, breaktime/lunchtime opportunities, extracurricular activities, and competitions. Collect and analyse data each seasonal term (terms 2, 4, 6), with breakdowns by gender, SEND, and pupil premium groups. Use pupil voice and staff feedback to assess engagement, confidence, and enjoyment in PE and physical activity. Review PE data against national curriculum expectations, identifying vulnerable groups or gaps as they arise and feeding this back to SLT. Evaluate the impact of Sport Premium spending on participation, progress, and whole-school outcomes. Share findings with SLT and governors to shape next year's priorities and funding allocations.	Accurate participation and attainment data available for all pupils, including targeted groups. Data analysis identifies trends and informs targeted interventions. Pupil and staff feedback demonstrate improved engagement and enjoyment in PE. Evidence from monitoring informs the 2026/2027 Sport Premium plan and whole-school improvement priorities. Leaders and governors can clearly articulate the impact of Sport Premium funding.	The end of term assessments have provided data for accurate participation and attainment, enabling leaders to identify trends and monitor the engagement of all pupils, including girls, SEND and disadvantaged pupils. Analysis of participation and pupil voice has informed targeted interventions, while staff feedback has supported improvements to PE provision. Evidence gathered has demonstrated the positive impact of Sport Premium funding. Next Steps: Continue to refine the PE curriculum to ensure accurate and consistent data collection throughout the year.

			Use participation, attainment and pupil voice data to identify emerging priorities. Evaluate the impact of interventions and inform future Sport Premium spending.
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Signed: *Henry Cates*

Henry Cates

(Chair of Governors)

Dates 1st July 2026