PE AND SPORTS PREMIUM ACTION PLAN

PE and Sports Grant Costing 2025/26

2025/26

School Name	Freethorpe Primary School	Academic Year	2025-2026
Total Eligible Pupils	132	Total Funding Allocation	£17,320.00

SECTION A: Key Indicators

KEY INDICATOR 1

Increasing confidence, knowledge and skills of staff

High-quality PE depends on confident, knowledgeable teachers who can deliver structured, inclusive and progressive lessons. Investment in CPD, mentoring and coaching ensures that improvements are sustainable and reduce long-term reliance on external coaches. This directly benefits pupils by guaranteeing consistent teaching quality across the school.

Permitted use of funding:

- *CPD for teachers (courses, mentoring, shadowing, workshops, accredited training).*
- *Employing external coaches only where they support staff development (e.g. team-teaching, modelling lessons, mentoring).*
- *Resources, schemes of work, and assessment tools that improve teaching practice.*
- *Subject leader release time for PE monitoring, curriculum design, and staff training.*
- *Payment for overtime when a teacher leads additional CPD or runs clubs that extend pupil opportunity.*

Not permitted:

- *Paying teachers' core salaries or standard PPA cover.*
- *Paying coaches to replace teachers or deliver the statutory PE curriculum.*
- *Standalone pupil coaching with no staff involvement or skill transfer.*
- *Buying PE or staff uniform.*
- *Paying for generic "wellbeing" or non-PE training.*

Action ID	Key Indicator	Action Initiative Description Provide a clear description of the planned activity or intervention.	Category Identify the correct expenditure category	Provider/Staff Record the name of the external provider (if applicable) and/or the member of staff with responsibility for leading or monitoring the action.	Target Groups Indicate whether the action is designed to provide targeted support to pupils with special educational needs or disabilities (SEND), girls, or disadvantaged pupils.	Planned Spend State the projected cost of the action. Planned spend must align with the school's overall PE and sport premium allocation.	Actual Spend Record the final cost of the action once complete. This figure must be accurate, as it is reported to the DfE and used for accountability purposes.
	KI 1	*Purchase of PE*	*Internal*	*Primary PE Planning*	*To support the*	*£197*	

			planning resources to support staff in delivering progressive, inclusive and high-quality lessons, ensuring consistency and sustainability of provision across year groups.			*development and consistency of whole class planning and teaching across the whole school.*		
		KI 1	*Develop PE and Sport Lead network across the federation. Subject leads will plan and deliver staff CPD, coordinate inter-school events, and attend accredited training and regional PE lead conferences to strengthen curriculum quality and consistency. Time will be allocated for monitoring, coaching colleagues, and sharing good practice across schools.*	*CPD*	*Norfolk PE* *(Ed Browne, Sam Buckley)*	*Professional development for 1-2 members of staff to raise the profile of sport in our school setting.*	*£750*	
		KI 1		*N/A*				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Staff professional development will continue to improve, with the positive outcomes of CPD becoming increasingly evident in teaching quality and practice across the whole school.*
- *Pupil engagement will increase, demonstrated through higher participation, improved behaviour for learning, and greater enthusiasm in lessons.*
- *Inter-school events across the cluster and federation will strengthen collaboration, broaden pupil experiences, and enhance the sharing of effective practice among staff.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Staff CPD will ensure the continued delivery of high-quality PE without reliance on external providers. This will be sustained through ongoing training, regular*

monitoring of practice, and the sharing of expertise within the staff team.

- *The PE Lead will ensure that the school consistently attends a variety of sporting events with a wide range of pupil groups, including disadvantaged and SEN pupils. This will be sustained through proactive planning across the year, strong links with cluster and federation partners, and a commitment to providing equitable opportunities for all children.)*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 2

Increasing engagement of pupils in regular physical activity

The Chief Medical Officers recommend 60 active minutes daily. Many children, particularly those who are least active, need structured opportunities beyond timetabled PE to achieve this. By embedding activity into the school day (active playtimes, active travel, interventions), schools can boost health, wellbeing, and readiness to learn.

Permitted use of funding:

- *Playground markings, sports zones, and small portable equipment (balls, skipping ropes, cones, hula hoops).*
- *Training midday supervisors or play leaders to run active lunchtimes.*
- *Targeted activity clubs for less active pupils or specific groups (e.g. girls, SEND).*
- *"Daily Mile" or similar schemes; active travel programmes; activity trackers to monitor participation.*
- *Incentives that promote sustained active habits (stickers, certificates, small prizes).*

Not permitted:

- *Capital projects (trim trails, MUGAs, climbing frames, outdoor gyms, forest schools, or any item recognised as a fixed asset).*
- *Playground resurfacing or infrastructure.*
- *Routine supervision costs or staff contracted hours.*
- *Transport to statutory curriculum lessons (swimming, PE offsite).*

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	KI 2	*Training and deployment of midday supervisors to deliver structured active play at lunchtimes. MSAs attend CPD on inclusive playground games, then implement and sustain daily active play sessions across year groups.*	Internal	*(Tacita Brown & Jade Wright)*	*High level behaviour KS2 group 1* *SEND group 2* *Group 1 & 2 alternate days supported by Jade Wright and Tacita Brown)*	*£4943*	
	KI 2	*Expand sensory movement resources to support regulation and engagement for younger and SEND pupils through structured physical activity.*	Internal	*Michelle Fish and Kayley Errington*	*Targeted pupils with sensory regulation identified on external/internal reports and recommendations.*	*£692*	

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Training and deployment of midday supervisors will enable the delivery of structured, active play at lunchtimes. Following CPD on inclusive playground games, MSAs will implement and sustain daily active play sessions across all year groups. This will lead to a measurable reduction in playground behavioural incidents and create a more positive, engaging lunchtime environment for all pupils.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Staff CPD ensures the continued delivery of high-quality PE without reliance on external providers. This will be sustained through ongoing in-house training, peer support, and regular review of teaching practice to maintain strong subject knowledge across the team.*
- *Inclusive playground games will form a consistent part of each child's lunchtime offer, promoting active and positive play. Sustainability will be ensured through the use of trained playground buddies who will support the facilitation of activities daily, alongside regular refresher training and supervision from staff to maintain quality and engagement.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 3

Raising the profile of PE and sport across the school

When PE and sport are valued across the school, they contribute to wider improvement: behaviour, attendance, leadership, resilience and school culture. Celebrating achievements and making sport visible ensures it is not seen as an "add-on" but a central strand of whole-school development.

Permitted use of funding:

- *Celebration events such as sports weeks, "active days," or whole-school fitness challenges.*
- *Trophies, medals, badges, certificates (small consumables only).*
- *Communication materials — newsletters, website updates, videos, display boards.*
- *Pupil Sports Leaders or Ambassadors training and equipment (e.g. bibs, clipboards).*
- *Whole-school assemblies or initiatives promoting the value of physical activity.*

Not permitted:

- *Display furniture, cabinets, or digital screens (capital assets).*
- *Paying for marketing, branding, or non-PE publicity materials.*
- *Paying a staff member's salary solely to manage publicity or reporting.*
- *Any purchase that would normally be part of core admin budgets (e.g. website hosting).*

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	KI 3	*HLTA supports teachers through team teaching and modelling of*	Internal	*Sam Buckley*	*To support the development and consistency of whole class planning and*	*£4,750.00*	

			high-quality PE delivery, focusing on curriculum progression and assessment. Each session includes observation, feedback and co-planning to increase staff confidence and independence.			*teaching across the whole school.*		
		KI 3						

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *An additional member of staff will attend the Norfolk PE training alongside a teacher, increasing the school's in-house expertise.*
- *Having an extra trained staff member will expand the school's capacity to run and supervise clubs, enabling more pupils to participate in extracurricular sports and physical activities. This increased capacity will broaden opportunities, improve engagement, and ensure provision remains sustainable throughout the year.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *Staff CPD ensures the delivery of high-quality PE without reliance on external providers. This will be sustained through ongoing in-house training, regular upskilling opportunities, and the sharing of best practice across the staff team, ensuring consistent and long-term expertise within the school.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 4

Offering a broader, more equal experience of sports and activities

Pupils need exposure to a variety of activities, not just traditional team sports, so they can find something they enjoy and continue beyond school. Offering inclusive and diverse opportunities ensures gender balance, accessibility for pupils with SEND, and fair access for disadvantaged pupils. This develops lifelong participation habits.

Permitted use of funding:

- *Taster sessions or clubs for less traditional activities (yoga, dance, boccia, archery, fencing, outdoor pursuits).*
- *Equipment and resources specific to new or inclusive sports.*
- *External coaching where it broadens the offer and supports staff confidence.*

- *Subsidies to remove barriers to participation (e.g. disadvantaged pupils, SEND).*
- *Targeted activities that improve gender balance and inclusion.*

Not permitted:

- *Bulk purchases that exceed your de minimis capital threshold (e.g. outdoor classroom, climbing wall, forest area).*
- *Paying for offsite adventure trips that count toward curriculum PE.*
- *Kit or clothing (for staff or pupils).*
- *Paying for commercially operated community sport programmes not linked to your school's offer.*

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	KI 4	*Provide additional "top-up" swimming and water safety lessons for Year 6 pupils who did not meet the national curriculum standard in earlier years. Sessions focus on developing confidence, technique, and self-rescue skills, with small-group instruction to ensure pupils can swim at least 25 metres and use a range of strokes effectively. Funding also supports transport to and from the pool and, where needed, specialist coaching to support pupils with SEND or additional needs.*	External	*Thorpe St Andrew High*	*Any children identified who cannot swim 25m unaided.*	*£1400*	
	KI 4	*Premier Sport coaches work alongside teachers to model and co-deliver lessons, improving*	N/A	*Premier Sports* *All teachers*	*To support the development and consistency of whole class planning and teaching across the*	*£3,937.50*	

			staff knowledge, confidence and subject expertise. In addition, they provide targeted extracurricular sessions for least active pupils.			*whole school.*		

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Increase the number of children who are competent swimmers by ensuring more pupils meet or exceed national swimming expectations.*
- *Teachers' skills and subject knowledge will be strengthened, resulting in consistently high-quality PE lessons that improve pupils' confidence, competence, and overall physical literacy.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

- *An increased number of children will become competent swimmers, ensuring they are safe and confident during water-based activities.*

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

KEY INDICATOR 5

Increasing participation in competitive sport

Competition builds resilience, teamwork and a sense of achievement. Access to intra- and inter-school competitions ensures pupils experience challenge, success, and personal growth. Done inclusively, competitive sport contributes to personal development, community spirit, and pride in school representation.

Permitted use of funding:

- *Transport to and from competitions, festivals and events (during or outside school hours).*
- *Entry fees for competitions and leagues.*
- *Equipment or bibs used for inter-house or school teams.*
- *Training or release time for staff to coordinate competitions or officiate.*
- *Hosting school tournaments or "Sports Days."*

Not permitted:

- *Transport to curriculum lessons (e.g. swimming, outdoor ed).*
- *Paying for pupils to attend private or commercial clubs unconnected to school provision.*

- *Paying coaches to deliver regular teaching or team management that is not sustainable.*

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	KI 5	*Transport to enable pupils to participate in inter-school competitions, festivals, and top-up swimming lessons, increasing access and inclusion in sporting opportunities.*	N/A	*Ed Browne*	*Disadvantaged pupils*	*£400*	
	KI 5	*Celebrate pupil achievement in PE and sport through displays, newsletters, and assemblies to raise the profile of physical activity.*	N/A	*Ed Browne & Sam Buckley*	*All pupils*	*£250*	

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

- *Pupil achievement in PE and sport will be celebrated through displays, newsletters, and assemblies, raising the profile of physical activity across the school.*
- *Sharing pupil success with families and the wider community will strengthen engagement, promote pride in achievement, and encourage greater participation in physical activity both in and beyond school.*

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Whole-school marketing of physical education will enable students to celebrate their achievements in PE, raising the profile of physical activity and fostering a culture of success. This impact will be sustained through regular updates in newsletters, ongoing displays around the school, and continued celebration of achievements in assemblies, ensuring the recognition of pupil success supports engagement and development in PE in future school years and into adulthood.

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

SECTION B:
Swimming and Water Safety
Year 6 Cohort

Permitted use of funding:

- *"Top-up" lessons for Year 6 pupils who didn't meet national standards earlier.*
- *Transport to top-up swimming sessions.*
- *Specialist instructors for SEND pupils or water safety enrichment sessions.*

Not permitted:

- *Core curriculum swimming for any year group.*
- *Transport for curriculum swimming.*

% able to Swim Competently 25m	*% able to use a range of strokes effectively*	*% able to perform safe self-rescue*
Number of pupils requiring top-up sessions	*Plans for top-up provision*	
Funding allocated for top-up swimming/transport	*Barriers and next steps*	
£1,400		

SECTION C:
Governance, Accountability and Reporting

Named Governor Responsible for PE and Sports Premium Monitoring		*Date of review meetings*	
Evidence sources collected			
Confirmation that funding has been used in line with the conditions of grant		*Website publication*	

SECTION D:
Financial Summary

Total Received	*£17,320*	*Total Planned Spend*	*£17,320*
Total Actual Spend		*Unspent Funding (must be £0)*	