

Stondon Lower School

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

The funding has been provided to schools to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the funding to:

- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- develop or add to the PESSPA activities that your school already offer

The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Schools need to ensure impact against the following 5 Key Indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by 31st July 2026. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

Academic Year	2025-2026
Total Funding Allocation	£17,140
Actual Funding Spent	£17,140

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Stondon Lower School

Academic Year: 2025/26		Total fund allocated: 17,140.00	Date Updated: 20/07/2026	
Key indicator 1: The engagement of <u>all</u> 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: 25%
Intent (Key Actions taken)	Implementation (Actual Outcomes)		Impact (on school, staff and pupils)	Sustainability/next steps
To engage all children in daily activity	Fitness fun timetabled throughout the day on classroom timetables using Go Noodle/Danny Go etc. Use of outdoor environments for active learning and regulation. Large pressure activities used to build core strength, balance, and body awareness utilized e.g., trim trail, gym balls, crash mats.	£0	Improved behavior and engagement in learning. Children manage transitions with increased positivity, and the brain is reset for the next lesson. Children view physical activity as fun and engaging, reinforcing participation.	To continue to deliver daily fun movement routines so that fitness is maintained. Continue to explore other resources to support fitness.
To track vulnerable groups: Free school meals Pupil premium SEN EAL	PE Lead to ensure vulnerable groups are being offered the same opportunities as their counterparts, including before and after-school provisions.	£0	All children have access to the same provision/clubs. Additional staff and appropriate adaptations provided to ensure inclusion of all pupils.	PE Lead to continue to monitor to identify opportunities for improvement. Staff training to be delivered to support improvement in adaptive teaching.

Provide additional opportunities for children to take part in physical activity – with the objective to improve and develop specific skills	Premier Sport to work with two classes each week. Sessions will be delivered in line with the school curriculum map for PE, linking to skills, sports and activities the children are being taught each half term.	Premier Sports Curriculum £,4,370	Through working in smaller groups children are able to embed and deepen their body management and movement skills, develop their mental tools (problem-solving, decision making, spatial awareness and critical thinking) and core social skills. They demonstrate improved fitness, teamwork and confidence to respond to loss and challenge.	Provision to continue. PE lead to work with Premier Sports coach to ensure provision aligns with the curriculum.
Encourage high intensity and active PE lessons that last the whole duration. To ensure that all children are participating in at least 2 hours of high-quality PE a week.	PE to be carefully timetabled across the school (ensuring the use of hall if weather is inclement). Ensure that timings and provision are adhered to. Ensure that class teachers and parents are informed of when the PE day is so that children can continue to come to school 'PE ready' – dressed in their PE kits for 2 days each week.	£0	Improvement in children's balance, coordination and strength. Children look forward to PE and engagement is high. PE is always taught weekly regardless of the weather. Subject knowledge is being consistently taught across the whole school, ensuring progression.	Subject leader to continue to monitor provision against curriculum outcomes. Pupil voice accessed via whole school and subject focused surveys. PE lead to keep up to date with changes and improvements to national PE strategies.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				0%
Intent (Key Actions taken)	Implementation (Actual Outcomes)		Impact (on school, staff and pupils)	Sustainability/next steps
Raise the profile of PE across the school – being able to see that Shillington & Stondon Lower are active schools	Use displays to show case Sports Ambassadors, PE & Sport in school. Use the Sports Ambassadors to deliver extracurricular activities at lunchtime for the other children. Assemblies promote children's engagement and success in physical activity outside of school.	Premier Sports Leaders (included in curriculum costs)	Sports Ambassadors have run lunchtime clubs throughout the summer term, utilizing the skills they have been taught. Other pupils from all age groups have participated positively in the clubs. Children participate in a range of external clubs e.g.,	To continue to promote physical activity through displays, newsletters, assemblies and cross curricular opportunities. Sports Ambassador program to continue to run throughout the year- led by Premier Sports.

			swimming, gymnastics, martial arts, dance etc.	
PE specific vocabulary being taught and used	PE displays / PE vocabulary where appropriate New vocabulary being taught in lessons using vocabulary pyramids and lesson plans from GetSet4PE. Use of school values in lessons.	£0	Children have a common language (scripts and language) that they are using to discuss physical activity across the school, through structured and unstructured time.	To continue to build a bank of key vocabulary. Staff to model their use across the school day. Vocabulary also to be embedded via the new Behavior Curriculum.
To raise the profile of PE skills and knowledge by interweaving it through our Behavior Curriculum.	To determine which aspects of the PE curriculum should be reflected in our Behavior Curriculum. Embed behaviors in PE lessons and throughout school life.	£0	School behavior curriculum has been written and is being consulted on with staff.	Embed School Behavior curriculum across the school. SLT to monitor implementation across all lessons including PE.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				3.0%
Intent (Key Actions taken)	Implementation (Actual Outcomes)		Impact (on school, staff and pupils)	Sustainability/next steps
Increase the confidence of staff when teaching PE through GetSet4PE. To continue to embed the scheme for staff to plan and deliver all P.E across Years Nursery to 4. To Monitor Planning, Teaching and Assessment to ensure it is consistently outstanding. To ensure skill progression and breadth across the curriculum.	Purchase and follow GetSet4PE. Create a curriculum map for staff to follow throughout the year. Complete staff audits to identify strengths when teaching PE and any support that is needed.	Get Set 4 PE £497.00	All staff are confident to use the program to deliver PE lessons. All children have access to a variety of sporting activities offering a range of different knowledge and skills.	Continue to revise long term plan and skills progression and to ensure assessment tools are being used effectively. Allocation of training time for PE CPD, with specific focus on subject specific adaptive. Promote teaching and learning training modules on GetSet4PE to staff.

Specialist sports coaches to support staff with CPD.	A specialist dance and tennis coach coaches to co-teach with class teachers and upskill/increase their confidence in the teaching of sport specific skills as well as demonstrate good practice.	n/a	All staff present were able to gain sport specific teaching strategies and knowledge in respect to dance and tennis. Children made good progress.	To continue to implement some of the ideas and approaches into PE lessons. Staff survey to identify gaps in subject knowledge for specific sports and coaches to be identified to deliver CPD.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				72%
Intent (Key Actions taken)	Implementation (Actual Outcomes)		Impact (on school, staff and pupils)	Sustainability/next steps
To extend the children's dance and tennis knowledge and skills, in line with our curriculum and school topics Children to perform and showcase their new skills in an assembly	All children from R-4 to receive dance lessons from a specialist dance teacher that links to their current learning topic All children from R-4 to receive a 6 week block of tennis lessons from a specialist tennis coach.	Dance Teacher £1,200 Tennis Coach £1,350	Children demonstrated progression throughout a 6-week program and staff were able to identify specific pedagogies they could apply to support children's development moving forward. The children were able to showcase their dance skills in a performance to the school. All pupils, including vulnerable pupils, engaged positively in learning and performances.	Staff to embed teaching and learning skills next year, monitored by PE lead, when teaching skill specific knowledge. Enrichment opportunities identified to allow children to continue to apply skills in competitive situations and to perform to an audience.
Provide opportunities for extracurricular activities, building pupil resilience and teamwork skills to enable greater participation in physical activity. Provide opportunities for all children to take part in new sports/activities	Premier Sport to support different pupil groups through multi-sports, targeting specific groups of children Premier Sport to deliver an 'Enrichment Day'	Premier Sport Lunch Clubs £1,140 Premier Sport Enrichment Day £0	Children demonstrated an improvement in agility and collaboration skills. During enrichment day Reception	School will continue to develop children's skills and fitness next year through the delivery of high quality and inclusive lunchtime clubs, including utilizing Premier Sport. Additional enrichment days

			were taught boccia/curling, KS1 archery and KS2 children learnt the rudiments of lacrosse. All children were engaged with enthusiasm and most were able to comment on the challenges of learning a new sport and their achievements.	are to be planned to enable a wider range of sports to be explored by pupils.
Provide greater opportunities for children to participate in sessions as part of leading healthy lifestyles	Life Bus visit to school for Years R-4. Component of the PSHE curriculum.	Life Bus £450	Reinforces the PE curriculum to support children to make safe, healthy choices in respect to relationships, diet, physical and emotional health. Supports the wider curriculum to build children's self-esteem and emotional strength. Program is progressive and builds on teaching from	To continue to offer the Life Bus next year to all children to ensure children build on prior learning.
Provide trained lunchtime staff to target specific groups of pupils who face barriers to physical activity, including children with SEND with the intention to: - increase lunchtime physical activity levels among SEND pupils who previously exhibited sedentary behaviour during breaks. - improve gross motor skills, coordination, and spatial awareness through structured, adaptive physical play.	Ensure that there are members of staff trained to provide activities/games in small groups that all children have access to, which focus on physical literacy, sport and active play. Guide and support Sports Leaders/Ambassadors to develop skills to implement activities and games to small groups of children at lunchtime.	Staffing costs £6,457	Increased engagement in active lunchtime participation among targeted SEND pupils. Midday supervisors report a reduction in behavioral incidents during lunch breaks, alongside improved turn-taking and teamwork.	To continue to ensure school recruit and train staff to offer high quality lunchtime provision which meet the physical and emotional needs of all children.

Trained staff to deliver sensory circuits daily to small groups of children.	Improve children's readiness for learning and build children's fine and gross motor skills so that they can participate in physical activity.	Staffing costs £1,676	There has been a reduction in dysregulation, improved transition between home and school and increased muscle strength e.g., stamina in respect to handwriting. Children can replicate the taught alert, organize and calm strategies during the day.	To continue and extend offer to other points in the day..
Provide all children in Y4 with the opportunity to learn how to ride a bike. Organize Bikeability sessions for Year 4.	Children learn how to cycle safely and how to be safe near roads. Active transition to school through cycling promoted to children and parents including reminder of storage availability for bikes directly outside of school.	£0	Children took part and learnt how to safely ride their bikes. This helped encourage cycling to be part of a healthy lifestyle and active travel to school.	To continue to offer training to ensure readiness of children to transition to Middle School and access the next level of Bikeability training.
Year 4 active residential trip	Year 4 children are given the opportunity to go on a residential trip to take part in a variety of outdoor activities as well as build social and emotional skills whilst staying away from home.	£0	Children attended a 3-day residential taking part in a variety of outdoor activities as well as building on SEMH and independence.	To continue to offer residential trip to build children's resilience and confidence and ensure readiness of children to transition to Middle School.

Key indicator 5: Increased participation in competitive sport

			Percentage of total allocation:
			0%
Intent (Key Actions taken)	Implementation (Actual Outcomes)	Impact (on school, staff and pupils)	Sustainability/next steps

Children to have the opportunity to compete against each other within the school	School staff and premier staff organise and deliver competitions across the delivery of the PE curriculum. All lessons have built in an element of individual or group competitive challenge.	£0	Children have built confidence to work collaboratively and build resilience in respect to setbacks and loss. School promotes a growth mindset, which is reinforced through the offer of supported competitive opportunities. Children learn to follow rules and demonstrate school values.	Staff will continue to embed competitive challenges throughout the PE curriculum. PE Lead to explore opportunities for additional cross-school competition.
Internal sports day run across one afternoon (EYFS, KS1 and KS2). Children take part in a carousel of multiskilled field activities track events.	Internal sports day run across one morning (EYFS, KS1 and KS2). Children take part in a carousel of multi-skill field activities and track events. Children work collaboratively in house teams to earn points and compete in front of friends and family.	£0	All children were given the opportunity to take part in a circuit of events and with a competitive nature as well as being able to be successful individually. There was an overall house winner, and children were able to race as an individual in some events. The event was well supported by families and friends. Enhanced activities were offered for KS2 to demonstrate their progression in skills and knowledge.	Sports Day to remain a key part of the school calendar.

Signed off by	
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Date:	20.07.2026

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