

# **Primary Physical Education and Sport Funding Action Plan 2025-26**

**Stonelow Junior School**



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**2025/2026**

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## What is the PE and Sports Premium Funding?

The government is continuing to provide funding for school sports. This funding is being jointly provided by the Departments for education, Health and Culture, Media and Sport and will see money going directly to primary school head teachers to spend on improving the quality of sport and PE for all their children.

The sport funding can only be spent on sport and PE provision in schools.

### **Purpose of funding**

Schools have to spend the sport funding on improving provision of PE and sport but they will have the freedom to choose how they do this.

The 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 ensure impact against the following **OBJECTIVE**: To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision that will live on well beyond the Primary PE and Sport Premium funding.

### Primary PE and sports premium key indicators of improvement:

**Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.**

**Key Indicator 2: Engagement of all pupils in regular physical activity.**

**Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole-school improvement.**

**Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.**

**Key Indicator 5: Increased participation in competitive sport.**

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Amount of Grant Received – 2025-26 - £17,406

Intent		Implementation				Impact
Area of Focus	Evidence of need	Action Plan	Who	Time Scale	Funding Breakdown	Success Criteria & Evidence record
<p><b>Staff CPD to improve the quality of teaching and learning in PE</b></p> <p>To monitor PE lessons and staff confidence and ability to teach PE and plan further support and training as needed</p> <p>To develop skills of PE lead to effectively lead subject</p> <p>To look at improvements to PE so that pupils gain key fundamental movements skills and enjoyment of PE early on</p> <p>Audit PE equipment and purchase any new and additional</p>	<p>Staff feedback from questionnaires</p> <p>Learning walks</p> <p>Conversations with Staff.</p> <p>Pupil voice</p> <p>New government requirements on reporting swimming figures.</p>	<p>PE CPD package needs planned for the year. Meeting with SHAPE to discuss CPD on offer – 1-2-1 subject leader coaching by SHAPE for MB as P.E. Lead</p> <p>Review current PE curriculum overview map for depth and breadth of learning and progression for pupils.</p> <p>Audit PE equipment and order new items that may be needed to ensure pupils all have access to enough equipment, relevant resources and items that support adaptive teaching.</p> <p>SHAPE well schools in action support for SLT and Governors</p>	<p>CB / MB</p> <p>MB</p> <p>MB / LA</p>	<p>July 2025</p> <p>July 2025</p> <p>Sept 2025</p>	<p>PE support package with SHAPE: £2,350</p> <p>Curriculum Leader CPD for MB - £200</p> <p>Resources - £2000</p>	<p>Staff confidence and ability to teach high quality PE continues to increase and they feel confident following new curriculum and using planning and assessment system. Pupils as a result benefit from lessons that they enjoy more, and in which make good progress.</p> <p>There is an increased number of pupils meeting or exceeding the national curriculum expectations in PE and pupils have shown determination in achieving these skills.</p> <p>There are few non participants in PE lessons but those who for whatever reason are unable to physically participate are given a range of different tasks and roles to involve them in the learning.</p> <p>New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it's needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get started and be active.</p> <p><b>Evidence:</b> Lesson observations, planning documents, pupil voice, Learning walks, Staff feedback, PE action plan, PE lead</p>

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<p>items needed to deliver PE curriculum effectively</p> <p><b>Links to:</b>  <b>Key Indicator 1</b>  <b>Key Indicator 3</b>  <b>Key Indicator 2</b>  <b>Key Indicator 4</b>  <b>Key Indicator 5</b></p>						<p>performance management document. Swimming tracker and end of KS2 results.</p> <p><b>Sustainability:</b> Staff knowledge and confidence is built upon to continue to teach high quality lessons. Quality of PE curriculum and wider opportunities is recognised and rewarded. Resources purchased are used to support pupils knowledge and understanding. These improvements and the legacy to last in future years. Changed attitudes and perceptions towards the difference PE can make will lead to higher outcomes and opportunities for pupils in school.</p>
<p><b>Swimming</b></p> <p>To improve the number of pupils meeting end of key stage swimming requirements.</p> <p>To improve pupils knowledge and confidence around water safety.</p> <p>To excite, engage and motivate pupils in swimming and water based activities</p> <p><b>Key Indicator 1</b>  <b>Key Indicator 3</b>  <b>Key Indicator 2</b>  <b>Key Indicator 4</b>  <b>Key Indicator 5</b></p>		<p>Review current swimming provision and data on number of pupils meeting end of KS2 requirements.</p> <p>Consider ways to improve figures through:</p> <ul style="list-style-type: none"> <li>- Swimming CPD for staff who attend sessions.</li> <li>- Resources</li> <li>- Organise booster sessions for any Y5/6 pupils needing additional sessions.</li> <li>- Link with local leisure centre to pay for booster session slots for pupils needing it.</li> </ul> <p>Look at ways to develop 3<sup>rd</sup> element of NC requirements around improving pupils understanding of water safety and to perform safe self-rescue in different water-based situations.</p> <p>Make swimming information booklets to send out with pupils to prepare them for KS2 swimming lessons.</p>	MB	Sept 2025	Cost of potential additional swimming costs - £500	<p>There is an increased number of pupils meeting national curriculum swimming requirements.</p> <p>Pupils are able to swim a minimum of 25m with many people able to swim further than this. They have developed their stroke technique and most importantly pupils understand how to be safe around water and basic survival techniques if they get into trouble.</p> <p><b>Evidence</b> Swimming data gained from provider, observations of lessons, pupil voice. Parent feedback</p> <p><b>Sustainability</b></p> <p>Pupils have learnt the skills they need from PE and swimming to be able to stay safe and remain active and healthy. They see the value of learning to swim and how this can contribute to their safety in and around water. Many pupils see swimming as an enjoyable activity that they want to continue with.</p>

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<p><b>Health and safety in PE</b></p> <p>To update all health and safety related paperwork for PE in line with changes from the Safe practice in PE and schools sport book 2024.</p> <p>To ensure all members of staff and pupils are aware of and following health and safety in PE guidance.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b></p>	<p>Health and safety audit and guidance</p> <p>Safe practice in PE and schools sport update</p> <p>Pupil voice</p>	<p>To review paperwork related to safety in PE on behalf of the trust schools: PE policy, risk assessments and update these as needed.</p> <p>To explore ways in which they can pass on information to pupils within lessons and make them more health and safety aware and able to manage risk.</p> <p>To look at how information is communicated with parents around safety in PE. Update newsletters, pupil information booklets and website.</p>	<p>MB</p>	<p>By Oct 2025</p>		<p>Staff are all updated on latest health and safety in PE information. They are aware of school PE policy and risk assessments and actively contribute to these and follow guidance in lesson. This results in pupils accessing safe, well planned lessons that they can gain the most from. Pupils are actively taught safety pointers and can speak knowledgeably about these. They consider risk themselves and take action to make changes if needed.</p> <p><b>Evidence:</b> Lesson observations, lesson planning and evaluations, health and safety documentation.</p> <p><b>Sustainability:</b> Staff will continue to use these resources and involve pupils in learning about risk in the future so that lessons remain safe.</p>
<p><b>Forest Schools, Outdoor learning and Sustainability</b></p> <p>Develop forest school and outdoor learning opportunities as part of the school curriculum offer.</p> <p>Embed and enhance use of outdoor learning activities across the school.</p>		<p><b>OPAL play package – To work towards achieving OPAL play award.</b></p> <p>Parent OPAL day to be arranged OPAL staff meeting to be arranged</p> <p>Develop outdoor areas in school so they can be used more regularly within lessons and at lunch and break times. Providing pupils with more opportunities to connect and appreciate nature. Forest school dates in the diary for 2025-26</p> <p><b>Sustainability agenda</b> Look at ideas on how cross-curricular areas can work together to provide meaningful learning activities within and beyond the classroom to increase children’s awareness of caring for the environment and sustainability. [See school climate action plan]</p> <p>Purchase litter pickers for pupils to use at lunchtimes.</p>	<p><b>CB</b></p>	<p>Through-out 23/26</p>	<p>£1000 OPAL play</p>	<p>Through participation in inspiring and exciting forest school and OPAL outdoor learning opportunities pupils have developed a love of the outdoors and nature and learning to look after their world and environment..</p> <p>Time in the area has also helped to improve their emotional health and sense of wellbeing and they are calmer and better able to channel their energy.</p> <p>Through activities on offer both in PE and outdoor learning they are developing their understanding of how to deal with their emotions and also developing life skills such as trust, respect, teamwork and communication.</p> <p>The extension of some of these activities and also the development of other physical</p>

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<p>Support pupils to develop key life skills that they can use in other lessons.</p> <p>Look at sustainable practices within school and how to teach pupils ways in which they can look after the world and environment.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 2</b> <b>Key Indicator 3</b> <b>Key Indicator 4</b></p>		<p>Invite local speakers into school to talk to pupils about topical events [severn trent water]</p> <p>Look at ideas on how cross-curricular areas can work together to provide meaningful learning activities within and beyond the classroom to increase children's awareness of caring for the environment and sustainability.</p>				<p>activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been the perfect chance to grow independence , self esteem, improve their fitness and social skills</p> <p><b>Evidence:</b> Pupil voice, staff feedback, parental feedback, newsletters, display, case studies and photographic evidence.</p> <p><b>Sustainability:</b> Areas developed will continue to be used and developed in the future. Both staff and pupils will be able to use strategies for emotional health and well-being and life skills developed which will have a long term impact on their wellbeing and ability to deal with challenging situations. Life skills developed will staff with pupils in future years and these opportunities within the curriculum will continue to be offered to pupils in suture year groups</p>
<p><b>Lunchtimes</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills,</p> <p>Conduct pupil voice to listen to the types of activities pupils</p>	<p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>school health data</p> <p>Pupil voice</p> <p>Parental feedback</p> <p>Staff questionnaire</p>	<p><b>Lunchtimes,</b></p> <p>To develop lunchtime provision to enable pupils to increase physical activity levels, improve their physical skills, develop independent learning, social and leadership skills.</p> <p>Conduct pupil voice to listen to the types of activities pupils enjoy and follow up on ways to incorporate these into lunchtimes</p> <p>Speak to lunchtime staff to identify strengths, weaknesses and opportunities to improve lunchtimes.</p> <p>Deliver playground games as a unit within PE lessons to teach pupils new games to do and embed playground rules/ charter.</p> <p>SHAPE Arrows Leader award [archery]</p>	<p><b>CB / LA / OPAL team</b></p>	<p>Ongoing 2025/6</p>	<p>Playleader cost - £10,563</p>	<p>The development of physical activities on offer at lunchtimes has increased overall activity levels at lunchtimes and has enabled pupils to gain a range of skills and benefits including improved physical health and skills development, enhanced social skills and emotional wellbeing.</p> <p>The extension of some of these activities and also the development of other physical activities on offer at lunchtimes has enabled pupils to gain greater benefits and have been the perfect chance to grow independence , self esteem, improve their fitness and social skills</p> <p>New equipment that has been purchased which has enabled all pupils to access high quality equipment to engage them in lessons</p>

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<p>enjoy and follow up on ways to incorporate this.</p> <p>Improve pupils physical activity levels through structured lunchtimes and active learning within lessons</p> <p><b>Key Indicator 1</b> <b>Key Indicator 3</b> <b>Key Indicator 2</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>	<p>Data on behaviour and attendance.</p> <p>First aid incident reports</p>	<p>Train lunchtime staff to follow this up and encourage pupils to play these and teach them other games to do at lunchtimes</p> <p>Train Bronze ambassadors to lead and run activities and encourage and support other pupils.</p> <p>Organise whole school assembly or do class assembly to launch new lunchtime opportunities and discuss playground rules / OPAL rules</p> <p>Collect favourite games ideas from parents and other members of the community and combine with staff and pupil favourite games to make a school booklet of activities to do at lunchtimes. Invite parents in to lunchtimes to assist/ volunteer on a day to come and share their game.</p> <p>Organise more OPAL play resources</p> <p>Ask for donations of equipment to use at lunchtimes e.g small world play/ dressing up</p> <p>Organise a fund raiser [Colour run] to raise money for new lunchtime play equipment. Allow pupils to then have an amount per class to purchase new equipment and use this to talk to them about looking after and respecting the equipment to make it last.</p> <p>SHAPE colour run to be organised</p>				<p>and practice and improve their physical skills. A range of equipment is available for adaptive teaching as and when it's needed. Effective storage has been sorted which means that teachers and pupils can quickly get what is needed and lessons run smoothly maximising the time for pupils to get started and be active.</p> <p><b>Evidence:</b> Lunchtime observations, LTS feedback, pupil voice, staff feedback,</p> <p><b>Sustainability</b> Opportunities available at lunchtimes will continue and we will look at other ways to enhance, grow and continue to improve this valuable time available for pupils.</p>
<p><b>Improving health and fitness</b></p> <p>To look at opportunities to develop pupils understanding of living a healthy life and increase their fitness levels.</p>	<p>Government obesity strategy: (30mins active in school 30mins at home)</p> <p>school health data</p> <p>Pupil voice</p>	<p>Review PE curriculum and explicitly plan for discreet unit of work aimed at improving pupils fitness levels and developing their knowledge of how to stay fit and healthy.</p> <p>Look at links to what it is taught in the science curriculum and where there may be an overlap or joint learning opportunities could enhance understanding.</p> <p>Organise opportunities throughout the year – Sports Day / colour run / OPAL day</p>	<p>CB / MB</p>	<p>2025-6</p>		<p>Increased awareness of health recommendations and number of pupils meeting the 30mins within school and 30mins at home.</p> <p>Pupils have a good knowledge of how to stay healthy and what contributes to a healthy active lifestyle. They are using this and applying to everyday situations</p>

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<p><b>Key Indicator 1</b>  <b>Key Indicator 2</b>  <b>Key Indicator 3</b>  <b>Key Indicator 4</b></p>	<p>Parental feedback</p> <p>Staff questionnaire</p>	<p>Plan linked enrichment days to support learning around this:</p> <ul style="list-style-type: none"> <li>- Science and PE active curriculum day.</li> <li>- Healthy eating day</li> <li>- Skipping week – (April)</li> <li>- Sports week (June)</li> </ul> <p>Try new sports/ activities and ways to be physically active and discuss with pupils the many ways to meet health recommendations. SHAPE 'Unleash your drive' golf activities</p> <p>Pupils to interview other members of the school community and make posters (other pupils, staff, parents and governors) about how they meet health recommendations and the different ways this can be achieved.</p> <p>Expand active learning opportunities within other curriculum subject areas to ensure pupils and being kept active and engaged as part of the 30/30mins recommended.</p>				
<p><b>Active learning to improve whole school outcomes</b></p> <p>Look at and plan for ways in which PE can have an impact on other subjects and areas across the school to inspire and engage pupils and support them to meet their 60 active minutes</p> <p>Raise the profile of other subjects within school by</p>		<p><b>Active learning across the curriculum</b></p> <p>Expand active learning opportunities within other curriculum subject areas to ensure pupils and being kept active and engaged as part of the 30/30mins recommended. SHAPE Curriculum support through dance unit of work. Enrichment dance activities to be organised.</p> <p><b>Writing Link</b></p> <p>Get pupils to do cards used to develop pupil gross motor skills</p> <p>Pupils to use PE/ sport to write for a purpose – e.g. competition reports, Interviews or health leaflets.</p> <p>-</p> <p><b>Reading link</b></p> <p>Get pupils involved in reading more within PE and outside of PE</p> <p><b>Within lessons:</b> Looking at and reading from posters (vocabulary/ health and safety), teaching cards (AIR resources) to get tips on their own technique and to evaluate others.</p>	<p>MB</p>	<p>By Oct 2025</p>	<p>£500 for enrichment sessions across the year</p>	<p>The curriculum has been enhanced through a range of enrichment and themed days. Through these opportunities pupils have practically explored ideas and themes in depth and had chance to creatively express their views and opinions, work with others to collaborate and consider their views and opinions.</p> <p>Increased attainment and enjoyment within other curriculum subjects through active learning opportunities delivered..</p> <p>Activities pupils have taken part in have inspired them and they enjoy taking part and being physically active,</p> <p><b>Sustainability</b></p> <p>Enriched curriculum days will continue to planned to inspire pupils curiosity and give</p>

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<p>combining them with physical activity and PE linked curriculum.</p> <p>Improve pupils physical activity levels through active learning within lessons.</p> <p><b>Key Indicator 1</b> <b>Key Indicator 2</b> <b>Key Indicator 3</b></p>		<p>TOPs/ activity cards to set up own sports or games</p> <p><b>Out of lessons:</b> Develop library of 'sport' topics/books to engage and inspire reluctant readers. Give points and responsibilities for pupils sharing information and stories of things they've read within discussions. Reading activity cards and challenges to complete at lunchtimes</p>				<p>them practical opportunities to explore their skills and learning.</p>
<p><b>Active travel</b></p> <p>To promote more active/healthy ways of travelling to school.</p> <p>To improve pollution and air quality outside school.</p> <p><b>Key Indicator 2</b> <b>Key Indicator 3</b></p>	<p>-audit of active travel</p>	<p>Engage with Walk to School Month in October through social media and promoting active travel. - Monitor active travel and create reward system for promoting active travel throughout the month.</p> <p>Contact Road Safety Education Officers for further road safety education resources and visit the "THINK!" website to find resources surrounding Be Bright Be Seen and general road safety.</p> <p>Engage with "Walk to School Week" in May</p> <p>Consider having "active travel week" , similar to current "walk to school week" integrated more into the school calendar- one week per term/half term</p> <ul style="list-style-type: none"> <li>- Children to receive a raffle ticket for each week they achieve 3/4 times active travel to school.</li> <li>- Each half term the raffle is drawn and one winner per phase receives a prize (active bundle of skipping rope, bat and ball etc)</li> <li>-</li> </ul> <p>Register for bikeability for Y3 and Y5</p>	<p>CB / MB</p>	<p>By Sept 2025</p>	<p>Within SHAPE costings</p>	<p>All children who participated in Bikeability passed Level 2 which has increased both their skills and safety awareness on the road. Children were also encouraged to increase the use of their bikes outside of school. As a result alongside the walk to school initiative 5 UKS2 children chose to cycle to school as their method of transport.</p>

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		<p>Create a group of Active Travel Ambassadors taking action (could be school council members) to promote active travel</p> <ul style="list-style-type: none"> <li>- Posters</li> <li>- Assemblies</li> <li>- Walk to school week</li> </ul>				
<p><b>To increase opportunities for pupils to compete and perform</b></p> <p>Take pupils to competition and festival opportunities outside of school.</p> <p>Go for school games marks award with SGO</p> <p>Continue to offer a range of competitive opportunities for all pupils.</p> <p><b>Key Indicator 4:</b> <b>Key Indicator 5</b></p>	<p>- Audit of areas to develop from working through games mark criteria.</p>	<p><b>Competition</b></p> <p>Check understanding of games rules and techniques for delivering various game-based activities in school.</p> <p>Liaise with SHAPE for support in participation in local competitions.</p> <p>Look at reviewing school games mark and opportunities for the school to get involved in competitions to inspire the pupils. <a href="https://www.yourschoolgames.com/about/school-games-mark/">https://www.yourschoolgames.com/about/school-games-mark/</a></p> <p>Continue to build in opportunities for little competitions in PE lessons through my personal best challenges and end of unit game situations</p> <p>Encourage engagement in competitive opportunities with a variety of schools and partnerships.</p> <p>Audit of staff and pupils linked to Sports Days and activities- what can we do better?</p>	MB/LA	Through-out 2025/26		<p>Audit as part of the school games mark has identified areas that can be improved and added to enhance the current offer for pupils with regards to competition and inclusion.</p> <p>Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication.</p> <p>Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. School achieving school games mark award</p> <p><b>Evidence:</b> Lunchtime observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. Areas improved through working towards school games mark criteria will also be sustained and built upon further in future years. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams.</p>
<p><b>Inclusion and equality</b></p> <p>To ensure the PE curriculum is inclusive and there</p>		<p>To complete school games inclusive health check on website and look at the results of this and areas for school to make improvements.</p> <p>Identify pupils who need physical interventions to help develop their PE skills, train TA's up to</p>			Budget for inclusive sports [equipment and / or wheelchair	<p>As a result of inclusive opportunities on offer all pupils have engaged in some form of competition or performance based activity this year. Feedback from pupils has been really positive and many have talked about 'key'</p>

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<p>are a range of opportunities for pupils of all abilities.</p> <p>To target pupils with SEND to engage in interventions/ clubs/ festivals to develop their skills</p> <p>To allow every child, regardless of gender or ability, to have an opportunity to represent the school at least once by the end of KS2.</p> <p>Increase awareness of BAME athletes and sports stars as role models</p> <p>Introduce a resource of posters and information cards within a display or to be used in lessons</p> <p><b>Key Indicator 1</b> <b>Key Indicator 4</b> <b>Key Indicator 5</b></p>		<p>support these pupils within lesson, in clubs or intervention sessions. Send activities home for pupils to practice and work on with parents also.</p> <p>Look at opportunities for less sporty/ less able pupils and also younger KS2 pupils to get involved in clubs and competitions within school.</p> <p>SHAPE – Paralympic games SHAPE inclusive P.E. practise support</p> <p>Purchase equipment to support inclusive sports such as boccia, new age curling, goalball, archery, golf Organise wheelchair basketball or similar</p> <p>Enrichment Day organized for dance including those from BAME cultures</p> <ul style="list-style-type: none"> <li>- Wangari Maathai and planting trees and making seed bombs</li> <li>- Tribal dances from around the world and traditions such as Hakka</li> <li>- Black athlete role models and celebrating their sports</li> </ul>			<p>basketball or similar - £500</p>	<p>moments of enjoyment and achievement. Many have expressed an interest in continuing with sports and activities.</p> <p>Pupils have had the opportunity to see others points of view and perspectives. They have improved their confidence and self-esteem through beating their own scores and trying their best.</p> <p>Pupils have learnt tolerance and have a greater empathy and appreciation for others through inclusive sports unit and enrichment experiences.</p> <p>Children are exposed to BAME athletes as role models for sport. Pupils are inspired through use of visual aids and teacher conversations with a range of diverse athletes and knowing about their achievements.</p> <p><b>Evidence:</b> Observations, Extracurricular registers, competition calendar and results. Staff feedback, pupils voice from school council.</p> <p><b>Sustainability:</b> Calendar of events will be used in future years to help continue to provide opportunities for pupils. Raised profile of health and well-being apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join clubs</p>
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<p><b>To make links with parents to engage pupils in physical activity</b></p> <p>To increase the awareness and engagement of parents in health and sports activities.</p> <p><b>Key Indicator 4</b> <b>Key Indicator 5</b></p>		<p>Further increase engagement and involvement with parents through: offering parent workshops, inviting them to observe/ join in with lessons and sharing ideas via parenthub and on the website.</p> <p>Share information with parents on PE, Sport and Activity as much as possible. Suggest ways in which they can support the school/ be involved e.g.</p> <ul style="list-style-type: none"> <li>- Taking their children to the swimming pool to develop water confidence</li> <li>- Sharing a favourite playground game</li> <li>- Getting them involved in fundraisers</li> <li>- Donating equipment.</li> </ul> <p>Enrichment days to be made available to all students for 'alternative' sports to promote a wider range of physical activities. Ask school council for ideas.</p>				<p>Parental engagement improved and parents being more physically active with their children at home.</p> <p>Many pupils have joined after school clubs and have joined clubs in the community or report back that they spend 'active time' as a family.</p>
<p><b>To make links with community clubs to signpost pupils on activities to be involved in outside school</b></p> <p>To increase links with community clubs and organisations.</p> <p><b>Key Indicator 4</b> <b>Key Indicator 5</b></p>		<p>Find out what other clubs pupils do outside of school and look at the potential of making links with these to signpost more pupils to these.</p> <p>Enrichment days to be made available to all students for 'alternative' sports to promote a wider range of physical activities. Ask school council for ideas.</p> <p>Signpost parents to these clubs and invite sports clubs, secondary schools scouts or any other groups into school to give presentations and demonstrations to the children to inspire them</p>				<p>Pupils have had the chance to experience new activities that they can continue with outside of school through direct links with community clubs. Pupils enjoyed learning new skills and meeting new people as part of these opportunities and a number of pupils have reported going on to join these external clubs and attending regularly outside of school.</p>