



Sports Premium Plan and Evaluation 2025-26

Amount of Grant Received:		Amount of Grant Spent:		Date Agreed:	July 2025	Date to be Reviewed:	July 2026
Principles for use of PE and Sports Premium Funding:							
<p>We use the funding we receive to focus on the five key indicators as outlined by the Government and provide additional opportunities for our children to enable them to achieve well in these focus areas:</p> <ul style="list-style-type: none"> • Key indicator 1: The engagement of all pupils in regular physical activity • Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement • Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport • Key indicator 4: Broader experience of a range of sports and activities offered to all pupils • Key indicator 5: Increased participation in competitive sport <p>We will use the Youth Sport Trust PE and Sport Premium Tracker across the year to monitor the budget and expenditure in real time across the year.</p>							

Intended Plans 2025 / 26 <i>(Against each key indicator)</i>				
	Intent <i>What are your plans?</i>	Implementation <i>How are you going to action and achieve them?</i>	Impact <i>What impact / expected impact / sustainability are you expecting?</i>	Expected Evidence <i>How will you know? What evidence do you have or expect to have?</i>
1	Ensure all pupils access regular physical activity to support physical and mental wellbeing.	Freddy Fit support in September to train play leaders on how to support physical activity at playtimes and lunchtimes. How to look after and store the equipment after each break. Play Leaders to be trained up to ensure all children are engaging	Improved physical activity levels across the school day. Greater engagement in learning due to increased alertness and regulation. Pupils are more physically active and motivated at break and lunch.	- Timetables and class logs. - Pupil voice on enjoyment and activity. They can discuss games that they like to play and know how this improves their physical and mental health. - Photos/videos of playground activity.

		<p>in physical activity. Resources to ensure play leaders are running physical activities throughout dinnertime. Freddy Fit after-school club to be offered by PE lead each half term for target year group.</p> <p>Wigan Athletic ran a range of after school clubs once per week and taught new games.</p> <p>Regular after school sports clubs in a broad range of sports, such as football, multi-sports, gymnastics, dance, yoga, tag rugby.</p> <p>Zones on playground maximises activities and Play Leaders manage resources for these spaces.</p>	<p>An increase in fitness will be seen in through short bursts of daily high intensity physical activity. Fully inclusive – all pupils regardless of age and ability can succeed. Cycle of year groups each half term – these clubs are inclusive to all, regardless of ability level.</p>	<ul style="list-style-type: none"> - Named Play Leaders in action. - Club registers and club lists across the full year. Club attendance and registers show participation is high.
2	<p>Profile of PE and sport being raised across the school as a tool for whole school improvement.</p> <p>Use sport and PE to build resilience, engagement and a positive, inclusive school culture.</p>	<ul style="list-style-type: none"> - Link sport to wellbeing: promote exercise as part of mental health. - Introduce a Play Leader weekly award linked to sports values. - Celebrate sporting effort in assemblies/newsletters. - School Play Leaders to oversee playtime equipment and report any damaged or lost equipment to subject leader who organises replacements. 	<p>PE and sport become a motivational driver for personal development and attendance. Children display stronger resilience, teamwork and perseverance.</p> <p>Giving children ownership of a budget helps them to understand the value of money and equipment, and in turn take care and pride in it. Pupils are motivated to lead as their voices are heard.</p>	<ul style="list-style-type: none"> - Assembly themes and newsletters. - Pupil interviews and case studies. - Behaviour or effort logs noting improvements. - Attendance of targeted pupils improves.

3	<p>Develop confident, skilled staff who can deliver high-quality PE sustainably.</p>	<ul style="list-style-type: none"> - Introduction of Complete PE this year to guide planning and progression. - Provide training via Complete PE CPD. - Use external specialists for dance/gymnastics/ football with scheduled teacher observation to build skills. Employ Wigan Athletic Community Trust for half a day per week to team teach alongside Teachers and ECT to share their knowledge and expertise with a focus on maximising participation. - Support new PE lead through trust networks. Subject Leader to attend LLG meetings and Subject Leader training and disseminate to wider school staff 	<p>Staff have greater confidence and competence. Curriculum coverage improves. Sustainability increases as staff rely less on external coaches. New subject leader has increased confidence and competence. ensures competition dates are in the school calendar in a timely manner. Subject Leader liaises with after school club providers to ensure pupils attending competitions have learned the rules and well prepared.</p>	<ul style="list-style-type: none"> - CPD logs and evaluations. - Lesson observations. - Staff surveys on confidence. - Quality assurance from PE lead. - Complete PE concise curriculum overview and clear progression of skills.
4	<p>Ensure all children, including SEND and DAP, experience a diverse and engaging PE curriculum. Broader range of sports for all pupils.</p>	<ul style="list-style-type: none"> - Development of wellbeing and physical activities by Pastoral Manager engaging outside agencies to support targeted pupils. - Children to physically develop their gross motor skills through engaging in physical activities using a wide range of bikes and trikes. - Attend a wide range of Wigan School Games events. 	<p>Greater enjoyment and wider skill development. Children able to participate in raft building, orienteering, kayaking, paddle boarding, hill Increased participation in non-traditional activities. Inclusive opportunities for all pupils. Pupils in Reception and Year 1 are more physically able to participate in gross motor skills.</p>	<ul style="list-style-type: none"> - Participation data tracked by group. - Pupil voice and engagement logs. - Photos and write-ups of special events on the school weekly newsletter and on website. - Equipment audits and timetables. - Attendance at top up swimming sessions.

		<ul style="list-style-type: none"> - Track participation across key groups (SEND, girls, boys, disadvantaged). - Invest in lunchtime equipment to encourage varied activity. - Ensure all children can access a range of sports and physical activities – inside and outside of school - regardless of SEND or disadvantage. To contribute to the cost of a residential visit for Year 5 pupils to learn and practise outdoor adventurous activities at Low Bank Ground, Coniston. - Ensure all children have access to top-up swimming sessions where needed regardless of SEND and disadvantage. - Ensure all children have chance to attend external dance festival regardless of SEND and disadvantage. 		
5	Increase opportunities for pupils to experience competition at all levels.	<ul style="list-style-type: none"> - Attend Wigan School Games events. - Subject Leader enter KS2 teams into events/competitions, at least for one per half term to meet the requirement for GOLD Active Mark. - Overtime payments to TAs who are first-aid training to ensure 	<p>Raised aspiration, confidence and pride through competition. Improved skills in teamwork, leadership and resilience. Staff develop capacity to lead events.</p>	<ul style="list-style-type: none"> - Calendar of events and participation records. - Photos and pupil quotes. - Staff feedback and handover notes.

		<p>participation at events can be adequately staffed in a safe way.</p> <ul style="list-style-type: none"> - Use coaches to model running competitions for future sustainability. - Children in all year groups to participate in a range of intra-year group sports competitions in order to access and participate in a range of sports. 		
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Review of 2025/ 26 <i>(Against each key indicator)</i>				
	What went well? <i>What impact and sustainability have you seen?</i>	How do you know? <i>What evidence do you have?</i>	What didn't go well?	How do you know?
1				
2				
3				
4				
5				

Meeting National Curriculum and Water Safety Requirements <i>(Year 6 2025 – 26)</i>		
1	What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of the academic year?	
2	What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of the academic year?	
3	What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the academic year?	

4	Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	
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