PE AND SPORTS PREMIUM ACTION PLAN

PE and Sports Grant Costing 2025/26

2025/26

School Name	Swanton Abbott Community Primary School	Academic Year	2025/26
Total Eligible Pupils	57	Total Funding Allocation	£16530

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	Primary PE Planning – online subscription to support all staff in the successful provision of high-quality PE. Includes lesson planning, schemes of work, assessment tools, and subject leader resources to ensure consistent, progressive teaching across the school.	External	FR Primary PE Planning	Whole school (universal provision) – supports high-quality PE for all pupils; not a targeted intervention but contributes to inclusive practice for SEND, disadvantaged pupils, and girls.	£395	£395

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").

Improve the quality and consistency of PE teaching across all year groups through access to high-quality schemes of work and lesson resources.

Increase staff confidence and subject knowledge, resulting in more effective delivery of progressive PE lessons.

Ensure all pupils experience a well-structured PE curriculum that supports skill development, physical literacy, and participation.

Support inclusive practice, enabling teachers to adapt lessons more effectively for SEND pupils and other identified groups.

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 will retain improved planning skills, confidence, and subject knowledge, enabling them to deliver high-quality PE lessons independently in future years.

The structured lesson plans and assessment tools will be embedded into the school's long-term PE curriculum, reducing reliance on external providers.

Resources can continue to be used and adapted annually, ensuring continuity and long-term curriculum stability.

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	Pupils engaged in activities at lunch time. Activities bought to keep engagement levels of children.	Internal	FR MSAs (2, permanent)	Whole school provision with additional encouragement for SEND pupils, disadvantaged pupils, and girls to increase participation and engagement during lunchtime activities.	£7080	£7080

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").

Increased Pupil Engagement:
A measurable rise in the number of pupils participating in structured lunchtime activities (tracked through staff observation logs or participation counts).

Improved Behaviour and Social Interaction:

Reduction in lunchtime behaviour incidents and improved peer relationships as pupils engage in purposeful, supervised activities.

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.

The investment in lunchtime activity equipment and structured play will provide long-term benefits, as the resources can be used year after year to maintain high levels of pupil engagement. Lunchtime staff will continue to lead and supervise activities confidently, supported by established routines and training that build their capacity to deliver active, inclusive play without reliance on external providers. The improved culture of active lunchtimes will become embedded within the school day, ensuring that future cohorts of pupils benefit from increased physical activity, positive social interaction, and reduced behavioural incidents.

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 leading PPA sessions. High quality PE sessions.	Internal	FR RE - HLTA (0.6)	Whole school, with targeted support as needed for: -SEND pupils (differentiated activities, adapted equipment) - Disadvantaged pupils (ensuring equal access and participation)	£5445	£5445

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").

High-quality PE provision is consistently delivered during PPA time, ensuring all pupils receive at least 2 hours of structured physical activity per week.

Improved pupil outcomes in physical literacy, coordination, teamwork, and resilience, measured through PE assessment records and teacher observation.

Increased engagement and confidence in PE, particularly among SEND and disadvantaged pupils, evidenced by improved participation and reduced non-participation rates.

Improved staff workload balance, enabling teachers to use PPA time effectively while ensuring continuity and quality of PE provision.

Enhanced behaviour and readiness to learn, with pupils returning from PE sessions regulated and ready for classroom learning.

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.

The HLTA gains ongoing practical experience and skill development in delivering high-quality PE, building in-school expertise that can be used year after year.

PE planning and resources created by the HLTA become part of a sustainable school PE curriculum, reducing future reliance on costly external providers.

The PE Lead and HLTA collaborate to embed consistent teaching structures, assessment strategies, and progression models, ensuring continuity across cohorts.

Improved pupil attitudes toward physical activity contribute to a long-term active school culture, with increased likelihood of maintaining strong participation levels.

Investment in high-quality practice during PPA ensures that the school can maintain strong PE provision even if staffing changes, as systems, schemes of work, and assessment procedures are already embedded.

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	Play leaders trained to support their peers with fun and engaging games and activities that they may not have tried before, with equipment.	Internal	FR	SEND pupils – providing inclusive, structured play opportunities that reduce social barriers and support positive interaction. Disadvantaged pupils – ensuring equal access to a range of new activities that	£1603	£1603

					promote confidence, teamwork, and enjoyment. Girls – encouraging higher participation in active play through games specifically chosen to boost engagement and confidence.		

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").

Increased pupil engagement in active play, reducing sedentary behaviour during break and lunchtimes.

Improved social skills, cooperation and teamwork as play leaders model positive interactions and inclusive attitudes.

Greater confidence and leadership skills among trained play leaders, measured through pupil voice and observations.

Higher participation rates in a wider variety of playground games and activities, particularly among pupils who previously lacked confidence or motivation.

Reduction in low-level behaviour incidents during unstructured times due to more purposeful, enjoyable activities being available.

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.

Once trained, play leaders continue to support their peers year-on-year, passing on skills and routines to new cohorts.

Activity cards, equipment, and structured play models become embedded in daily playground practice, ensuring long-term impact.

Staff overseeing play leaders develop confidence in managing active play, reducing reliance on external trainers.

A developing culture of positive, active, and inclusive play strengthens over time, supporting improved behaviour and wellbeing in future years.

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	Pupils able to join in with and enjoy a range of sports.	External	North Norfolk FR	SEND pupils – through adapted activities, inclusive practices, and differentiated resources to ensure access to a wide range of sports. Disadvantaged pupils – removing barriers to participation by offering a variety of accessible, enjoyable activities without additional cost. Girls – encouraging participation in sports where engagement is typically lower,	£400	£400

					broadening confidence and representation.		
	KI 5	Engagement stickers, certificates and trophies for involvement and engagement.	Internal	FR	SEND pupils – recognising achievements to boost confidence and motivation. Disadvantaged pupils – ensuring all pupils feel valued and celebrated for participation regardless of ability. All children – encouraging engagement in physical activities and competitions where participation may traditionally be lower.	£1607	£1607

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").

Increased pupil participation in PE lessons, break/lunchtimes, and extracurricular sports through a combination of diverse sporting opportunities and recognition for effort.

Pupils develop greater confidence, enjoyment, and motivation to take part in physical activities.

SEND, disadvantaged pupils, and girls are better supported, with tailored activities and positive reinforcement encouraging consistent engagement.

Pupils experience a broader range of sports and activities, helping them discover new interests and develop a wider set of physical skills.

Recognition through stickers, certificates, and trophies reinforces effort and achievement, creating a positive feedback loop that encourages repeated participation.

Staff are able to identify pupils needing additional support and track engagement, while fostering a culture where effort, teamwork, and participation are celebrated.

A measurable impact is seen through increased attendance at clubs, participation rates, and positive pupil feedback.

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.

The recognition system (stickers, certificates, trophies) and exposure to a wide range of sports can be embedded into the school culture, requiring minimal ongoing cost.

Staff confidence in delivering diverse activities continues to increase, reducing reliance on external providers.

Resources, equipment, and recognition materials can be reused year after year, ensuring long-term impact.

Positive reinforcement and enjoyment of physical activity encourage pupils to develop lifelong engagement and intrinsic motivation for sport.

A culture of celebration, effort, and participation is maintained, supporting sustained engagement from all pupils, including SEND, disadvantaged pupils and girls.

Peer-led recognition and mentoring opportunities can develop, creating a self-sustaining cycle of leadership, encouragement and inclusion across cohorts.

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
87.5	87.5	87.5
Number of pupils requiring top-up sessions	Plans for top-up provision	
1	N/A	

Funding allocated for top-up swimming/transport	Barriers and next steps
N/A	

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		Total Planned Spend	
Total Actual Spend		Unspent Funding (must be £0)	