

Primary PE & Sports Premium Funding 2025 – 2026

Evidencing the Impact

School: Phoenix Infant Academy

Review of last year 2024/25

What went well?	How do you know?	What didn't go well?	How do you know?
<ul style="list-style-type: none"> • Increased Engagement in Physical Activity: The school successfully ensured that pupils engaged in regular physical activity aligned with Chief Medical Officers' guidelines, supporting health and wellbeing by embedding at least 30 minutes of physical activity daily. • Effective Use of Playground Resourcing: Investment in playground resources (£2,000) enhanced opportunities for pupils to participate in organised games and activities during break and lunch times, promoting sustained physical activity throughout the school day. • Broader Range of Sports and Activities: A diverse and inclusive offer of sports and physical activities was provided, enabling all pupils to experience a wide variety of physical education opportunities beyond the core curriculum. • Increased Staff Confidence and Skills: Staff demonstrated improved confidence, knowledge, and skills in 	<ul style="list-style-type: none"> • Increased Engagement in Regular Physical Activity: Evidence shows that pupils are engaging in physical activity aligned with Chief Medical Officers' guidelines of at least 30 minutes daily, supported by targeted playground resourcing. • Effective Use of Funding for Playground Resources: £2,000 was allocated to playground resourcing, which has enhanced opportunities for pupils to participate in organised games and physical activities during break and lunch times, contributing to sustained activity levels. • Broader Experience of Sports and Activities: The allocation of 38% of funding to broaden the range of sports and activities offered has resulted in a wider variety of physical education opportunities available to all pupils. • Increased Confidence and Skills of Staff: Staff have benefited from professional development, as indicated by improved confidence, knowledge, and 	<ul style="list-style-type: none"> • More investment is needed with staff confidence development. • Opportunities for competitive sport participation, and broader experience of sports needs to be reviewed beyond the School Sports Network to identify ways to increase this. • Challenges in sustaining and embedding new initiatives or resources beyond the initial funding period. 	<ul style="list-style-type: none"> • Not all staff accessed the PE Dance CPD • Only 5 opportunities for external sports competitions were provided by SSSPAN; although all were attended • New initiatives and engagement plans were not sustained because there had been insufficient time and training allocated for this to happen effectively.

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teaching PE and sport, which contributed to higher quality teaching and better pupil outcomes in physical education.

- **High-Quality Extra-Curricular Opportunities:**

Extra-curricular activities were effectively positioned as an extension of the curriculum, with high levels of attendance driven by pupils' desire to improve proficiency rather than solely for competitive representation. Barriers to participation were thoughtfully addressed.

- **Leadership and Pupil Roles in PE:**

Pupils were given leadership opportunities, such as sports leaders during lunchtimes, who helped organise games, manage equipment, and encourage peers to engage in physical activity, fostering responsibility and enthusiasm.

- **Supportive Environment for SEND Pupils:**

Clear and predictable routines, visual cues, and tailored support strategies were implemented to help pupils with SEND engage fully in PE lessons, ensuring inclusive access and progress.

skills in teaching PE and sport, which has positively impacted the quality of delivery.

- **Sustained and Reviewed Funding Use:**

The funding use is regularly reviewed and linked to the five key indicators, ensuring sustainability and alignment with whole-school improvement goals.

- **Positive Impact on Competitive Sport Participation:**

Funding allocated towards increasing participation in competitive sport has supported more pupils to engage in school competitions and sporting events.

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- **Assessment and Feedback Practises:**
Meaningful and varied assessment approaches were used to check pupils' declarative and procedural knowledge, with regular moderation within the PE department to maintain consistency and inform teaching adaptations. Pupils were able to articulate their strengths and areas for improvement confidently.
- **Promotion of PE Beyond the Classroom:**
The school organised visits to sports facilities and events, invited role models to inspire pupils, and linked physical activity initiatives (e.g., Daily Mile) to the PE curriculum, reinforcing the importance of movement and exercise.
- **Sustainable Funding Use:**
The allocation and use of Sports Premium funding were regularly reviewed to ensure alignment with the five key indicators, supporting sustainable improvements in pupil engagement, staff development, and broader sporting experiences.

Intended actions for 2025/26

What are your plans for 2025/26?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Increase engagement of all pupils in regular physical activity, aiming to exceed the Chief Medical Officers' guideline of 30 minutes daily. • Further raise the profile of PE, sport, and physical activity as a core element of whole-school improvement. • Enhance staff confidence, knowledge, and skills in teaching PE and Dance through targeted professional development. • Broaden the range of sports and activities offered to pupils, including more inclusive and diverse options. • Increase participation rates in competitive sport and intra-school events. 	<ul style="list-style-type: none"> • Allocate funding to update and expand playground and PE equipment to support more varied and frequent physical activities. • Deliver a comprehensive CPD programme for PE staff and lunchtime supervisors focused on inclusive practice and new sports. • Develop and promote an inclusive extra-curricular programme with targeted outreach to underrepresented groups. • Organise regular inter-house competitions and participation in local sports fixtures to encourage wider competitive involvement. • Implement a robust monitoring system for pupil activity levels, attendance at clubs, and competitive participation.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<ul style="list-style-type: none"> ● Increased daily physical activity levels for all pupils, contributing to improved health and wellbeing. ● A sustained culture of high expectations and enthusiasm for PE and sport across the school community. ● Enhanced teacher expertise leading to improved quality of PE lessons and differentiated support for all pupils, including those with SEND. ● Greater inclusivity and diversity in sports participation, ensuring all pupils access activities that suit their interests and abilities. ● Higher rates of competitive sport participation, fostering teamwork, resilience, and school pride. ● Long-term sustainability through ongoing funding reviews, staff training, and embedding successful initiatives into school routines. 	<ul style="list-style-type: none"> ● Regular data collection on pupil physical activity levels using surveys, observations, and activity trackers. ● Monitoring of attendance and engagement figures for extra-curricular clubs and sporting events. ● Feedback from staff CPD sessions and pupil voice surveys reflecting increased confidence and enjoyment. ● Records of participation rates in competitive sports and intra-school competitions. ● Annual review of Sports Premium spending and impact reports demonstrating progress against key indicators. ● Evidence of integration of PE and sport initiatives into whole-school improvement plans and policies.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none">• To be added Summer 2026	<ul style="list-style-type: none">• To be added Summer 2026