



Primary PE and Sport Premium Action Plan Impact Review – 2025 - 2026

2026 - 2027

“All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government’s ambitions for a world-class education system.” DfE – PE and sport premium for Primary schools, November 2019

What is it?

Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing, and lowering anxiety and depression). Children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

In 2013, the government outlined their new system to ensure primary schools across the country were provided with funding for primary physical education and school sports. The Sports Premium funding is provided to improve the quality and breadth of PE and sports provisions, in order to meet this aim.

Government Outline on how the funding should be used

The government has given schools the freedom to determine how to use their funding. The main aim is that all pupils experience the funding’s impact by helping them to develop healthy lifestyles, improve physical literacy and increase participation in physical activity both in and out of school. The funding must be used to make sustainable improvements to the quality of PE and sport in schools. This includes increasing the amount of opportunities children have to engage in sport and physical activity during PE lessons, lunch times, in the school day and after school.



Sports Premium at Farnborough Grange Nursery and Infant Community School

At Farnborough Grange, we endeavour to ensure that the benefits of the funding lasts longer than the years for which we receive it. Therefore, we use the funding to develop and add to the PE, physical activity and sport that we provide and to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

We endeavour to secure improvements in the following 5 key areas:

- Engagement of all pupils in regular physical activity daily
- Increase confidence, knowledge and skills of all staff in teaching PE and sport across the school, including Nursery
- Broaden experience of a range of sports and activities offered to all pupils to enhance opportunities for children, including the most vulnerable
- Increase participation in sports across the school with a strong uptake of clubs
- Developing healthy competitive attitudes towards sports

Our PE Curriculum

We deliver a range of sports and activities across the school. These aim to promote a healthy life style and inspire the children by ensuring that individual progress is achievable and can be identified and praised. Opportunities within the PE curriculum are carefully planned to ensure exposure to different sports, and pupil progression in every sport. We strive to ensure that our children have a minimum of 2 hours of competent, well planned and engaging PE lessons a week, as well as enriching their opportunities for physical activity and sport during playtimes, lunchtimes and after school clubs as well as house competitions.

To ensure that sports and physical education within the school are consistently high quality, **Premier Education** are employed to run one of the two hours across classes in Reception, Year 1 and Year 2. Their role is to deliver extra curriculum PE lessons, after school clubs and lunch time clubs and through the



use of CPD enhance the skills of staff. They also provide consistent assessments of all children within the curriculum every half term to support and enhance staff assessments for PE. These are accessible by all staff members and it allows them to track their children's physical literacy progress against the national Curriculum objectives and identify where support with sport is needed.

Our aim is to enhance provision for disadvantaged, SEND and gifted pupils (ensuring access for all). This is done by planning lessons that are tailored to individual and class ability. Applying individual challenges, goals and success criteria for each child during a PE lesson will not only provide this access but also enhance the children's experience during a PE lesson. Lunchtime clubs run to support children further who require more physical fitness or have SEND needs, are vulnerable and not exposed to the same level of fitness in their home environment, and to provide more opportunities to partake in new sports. This is over and above the two hours of physical activity every child receives.

Beyond the School Day

There is a wide variety of extra-curricular clubs that will be provided by the school throughout the academic year. These are run and monitored by **Premier Education**, as well as other external providers and the school.

Children flourish when they are given the opportunity to work with different teachers and coaches and have a chance to try new sports such as netball, street dance, country dancing, multi-skills, ballet, gymnastics, net and wall games and invasion games. The pupils are given sporting opportunities from teachers and coaches of both genders to promote gender equality and opportunities that some children may not have the opportunity to experience outside of school.

These clubs also provide the school with the opportunity to signpost and direct children's parents to local clubs if their children display good ability in a specific sport.

We monitor participation across the school to decipher uptake against gender, SEND, pupil premium and vulnerable groups and ensure we promote equality, inclusion and a real sense of belonging for every child with sports and promoting healthy lifestyle and wellbeing.

Our Key Achievements



As a school, our attendance to clubs at lunchtime and after school is very inclusive for vulnerable groups and all children. This suggests that the variety of clubs provided are inclusive and the uptake is strong. This passion for sport is what we want to become rooted in the children, so that this desire remains with them for life.

We have and continue to make closer relationships with outside organisations, teams and clubs including Farnborough Football Club. They have offered families, and children, free tickets to the club to encourage engagement and said we can visit them to further provide opportunities to external sports and activities.

We provide unique enrichment opportunities such as ballet and cheer leading, showing that we are broadening the diet of the sports experienced by our pupils. This deepened enrichment opportunities makes a profound difference to the children in our school and parents and carers have expressed how thrilled they are that the school offer such great sporting opportunities.

Expected Intent:

- To increase the amount of physical activity for children daily. To continue to develop children's core strength and gross motor skills in order to help them master skills in PE.
- All children will increase the amount of daily physical activity that they take part in.
- All children's health, wellbeing and fitness will remain a priority. Evidence of improved fitness levels and engagement in sporting activities and clubs is evident in sports club analysis.
- An increase in all children's knowledge and understanding and awareness of the importance of leading a healthy and active lifestyle.
- Parents are aware of how to lead a healthy lifestyle for their children. Some parents engage in activities to promote exercise, engage in healthy food preparation and support their children with their engagement in exercise.
- Children have access to many inclusive sports and specialist coaches that they would not usually have access to at home and these are enhanced in team building activities and lunchtime zones outside.
- Each week we provide a healthy exercise club for those pupils who find sport more challenging or lack motivation, which can lead to them being physically unfit. The benefit for these children is noticed in PE assessments and staff observations.



Building upon our previous successes, this action plan outlines how we will use our funding to make additional, sustainable improvements to physical education and sport. For the 2025-2026 academic year, our primary focus is driving physical enrichment for Pupil Premium (disadvantaged) and SEND pupils, alongside expanding targeted lunchtime and after-school club provisions.

Total Anticipated Funding (2025-2026): £17,180

These are the 4 key priorities for the school Sports Premium Funding to enhance sports.

Priority 1: Expanding Targeted Physical Activity Clubs (Lunchtime & After-School)

Intent: To increase daily physical activity, health, and fitness levels for all children, specifically targeting and motivating those who find sport challenging or lack physical fitness.

Implementation: Establish a weekly specialised "healthy exercise club" designed specifically for pupils who lack motivation or find traditional sports difficult. Broaden the extra-curricular timetable to offer inclusive lunchtime and after-school clubs that focus on building core strength and basic gross motor skills before progressing to complex games.

Impact & Sustainability: Club tracking analysis will demonstrate an upward trend in attendance from vulnerable cohorts. Children will master foundational physical skills, embedding a long-term habit of physical activity.

Priority 2: Enhancing Inclusive Play & Team Building in Lunchtime Zones

Intent: To ensure every child has daily access to inclusive sports, structured physical activity, and specialist coaching during unstructured school hours.

Implementation: Redesign and enhance the outdoor playground into specialised "lunchtime zones." Introduce structured team-building activities and provide specialist coaching support during these times, ensuring activities are highly accessible for SEND pupils and those who require additional support to engage with their peers.



Impact & Sustainability: Observation data and pupil feedback will show an increase in active minutes during lunch breaks. Peer-to-peer team building becomes embedded within the school's daily routine, reducing playground isolation.

Priority 3: Developing Core Strength, Gross Motor Skills, and Physical Literacy

Intent: To systematically build children's fundamental core stability and gross motor control so they can fully access and master the wider PE curriculum.

Implementation: Utilise specialist coaches and upskilled school staff to deliver targeted motor-skill interventions across Early Years and KS1. Integrate core-stability exercises directly into daily routines, playground zone challenges, and specialised clubs to support SEND pupils with physical development delays.

Impact & Sustainability: Assessment data will show improved physical literacy and gross motor capabilities across the school, creating a sustainable foundation as children transition into Key Stage 2.

Priority 4: Whole-School Wellbeing Education & Parental Community Engagement

Intent: To raise awareness of healthy, active lifestyles across the whole school community, extending the impact of the premium from the pupils to their home environments.

Implementation: Deliver workshops and activities that increase children's understanding of health and fitness. Actively involve parents by sharing guidance on healthy lifestyle habits, running joint parent-child exercise sessions, and sharing practical ideas for healthy food preparation at home.

Impact & Sustainability: Families become active partners in the school's fitness mission. Pupil conferencing will demonstrate a clear understanding of healthy choices, and parental engagement logs will show an increase in healthy habits supported at home.

2025-2026 Primary PE and Sport Premium Action Plan and Impact



Focus Area & Key Indicator	Finances Allocated	Activity Status	Summary of Planned Actions (Focus on PP / SEND / Clubs)	Expected Impact on Participation & Attainment	Monitoring & Evidence
Priority 1: Expanding Targeted Physical Activity Clubs (Key Indicator 4: Broader Experience of Sports & Activities)	£13,000 (Extra curricular club subsidies from specialist coach)	Continued & Expanded	Fund a diverse rotation of alternative lunchtime clubs and after-school clubs across the year (e.g. gymnastics, football, hockey, tri golf, bike ability, inclusive multi-skills and ballet). Directly ring-fence and fully subsidise places for PP and SEND children to eliminate barriers to attendance. Each week, provide a dedicated healthy exercise club specifically for those pupils who find sport challenging or lack motivation, which can lead to them being physically unfit. Provision of club for various groups to enhance participation.	Broader physical literacy exposure for children who cannot access clubs outside of school. Club participation metrics show at least 50% representation from PP/SEND cohorts. Evidence of improved fitness levels and engagement in sporting activities and clubs is evident in sports club analysis.	Club registers monitored termly by PE Lead against school demographics. Premier Education assessment tracking used to view progression. Sports club monitoring and pupil conferencing.



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<u>Impact</u> The improvement of core strength and core stability is noticeable by teaching staff and reflective in PE assessments with an improvement of more children gaining age related expectations by the end of this academic year. Improvements in PE assessment have been noticed from children's starting points and progress has been good or better with 44/54 children (81%) meeting ARE in Year 2, 25/30 (83%) in Year 1 and 43/52 (83%) in Reception meeting the expected standard. Across KS1 in physical development (Reception/year 1 and 2 combined) this means 82% have met the expected standards. This has increased from last year, which was 78% ARE across KS1. An increase in children participating in lunchtime games club and after school sports clubs has been noticeable, including an increase in the uptake of vulnerable children, including Pupil Premium (PP) and SEND children, specifically at lunchtime. 58/136 (pupils) 43% of children attend 1 or more Sporting club each week across the year. 18/136 (pupils) 13% of children attend 2 Sporting clubs each week. 9/41 22% of PP children attend 1 or more clubs each week after school, 7/42 17% of SEND children attend 1 or more clubs each week 43/72 47% EAL children attend 1 or more clubs each week. 52/136 38% of children said they attend another club out of school. Lunchtime club analysis shows further engagement and participation. PP children 95% 39/41 attended a club across the year 12/41 29% in Autumn term and 12/41 29% in Spring term 15/41 37% PP attended in the summer, so 39/41 children attended a lunchtime sports club learning games and skills (Football, Hockey, tri golf and athletics) with our Sports Coach. 9/136 28% of children across the year completed a fitness club (Identified by staff from PE observations of children who could benefit from additional exercise and skill development). 39/136 28% had an additional reward sporting club chosen by teachers for exceptional behaviours linked to the school values.					



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This analysis shows the positive impact of the targeted lunch time sports provision. The SENDCO asked staff to identify PP pupils who would benefit from this enrichment, and participation rates are high, showing a positive impact. However, what is clear is that there is a significant reduction in participation for PP pupils in after school clubs, and this needs to be an area of focus going forwards. This analysis shows positive club engagement and participation during the targeted lunchtime clubs, providing this extra enrichment and opportunity to develop physical fitness and learn new games and skills to lead a healthy active lifestyle. Pupil conferencing also identified that children speak very highly of the clubs, PE lessons and games/skills they are learning with 100% saying they enjoy PE lessons (focus groups of 20% of children in each class) and the extra-curricular clubs and activities that school provide for further sporting enrichment. Pupil voice on other after school clubs for next year have also been considered, so that we can further build upon this success.					
Priority 2: Inclusive Play & Team Building in Lunchtime Zones and Team games and activities	£1,180 (Equipment, resource)	Continued & Enhanced	Expand structured lunchtime zones. Deploy Premier Education coaches to teach and model new games and sporting skills and trained TAs to run specific sensory and low-arousal physical activity stations tailored to SEND	PP, SEND and vulnerable pupils achieve at least 30 active minutes during the school day. Reduced behavioural incidents at lunchtime due to high engagement of active activities. Year 2 pupils build leadership, empathy, and	PE Lead and LSA monitor daily uptake of zoned areas. Pupil premium tracking matrices used to check engagement profiles. Pupil voice interviews with both Sports Leaders and participants support new clubs for further



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(Key Indicator 2: Engagement in Regular Physical Activity)	packs & release time)		pupils, alongside high-energy games to target less-active Pupil Premium children. Enhance outdoor spaces with targeted team-building activities. Recertify a new cohort of Year 2 Sports Leaders; PE Lead to train leaders during a dedicated lunchtime session to run cooperative, low-stakes playground games designed to pull in isolated or vulnerable peers.	communication skills. Infant playground becomes self-sustaining and inclusive during unstructured times.	enrichment. PE Lead observations of lunchtime games. Super starts and Fantastic finishes support parental engagement with understanding about healthy lifestyles. Team games and in-house competitions further enhance team building and physical activity with a competitive edge.

Impact

Zoned lunchtimes are effectively continuing to work well with children accessing more equipment to support their activity and physical levels during the day. There has been an increase in targeted physical activity addressing gross motor skills, large scale motor skills, balance, co-ordination and agility. Most children are participating in different activities each lunchtime within their zones. This is broadening their experiences and skills in relation to gross motor development, balance, core stability, visual and special awareness, hand eye co-ordination and team games and skills. Children's gross motor skills are significantly improved through using equipment and their fitness levels are improving over time, which is evidenced through observation of playtimes and lunchtimes. Pupil questionnaires have shown that the children feel they have equipment to develop their



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physical fitness with 85% saying they are engaged, and enjoy the equipment and games on offer. Children have expressed verbally and in pupil conferencing new skills they have learnt, and that they feel the exercise is “fun, develops their fitness and engaging.” The daily availability of this zoning approach is sustainable due to the longitudinal nature of it. This is inclusive for all children within the school, including our most vulnerable children, with staff modelling how to safely use equipment and enhancing sporting skills. Our Sports coaches for our teams also support the running of these lunchtime zones and will engage children who require help and support, giving ownership and children a deeper level of responsibility. Our super starts and fantastic finishes are also very well attended by parents each half term with on average 83% of parents attending these key events with their child and is linked to healthy eating/preparation of food, or exercise and physical experiences together.					
Priority 3: Staff expertise to develop Core Strength & Gross Motor Skills (Key Indicator 1: Confidence)	£1,000 (CPD sessions & curriculum tools)	Enhanced	Deliver targeted staff meetings and CPD sessions Premier Education and the PE Lead focusing on adapting the Get Set 4 PE scheme to meet all needs. Focus directly on how to continue to develop children's core strength and gross motor skills in order to help them master skills in PE. Upskill Early Years and KS1 staff to run motor-intervention "brain breaks"	Classroom teachers gain confidence in scaffolding physical movements for Varied abilities, ensuring sustainable, high-quality delivery without ongoing coach dependency. All children will increase the amount of daily physical activity that they take part in and improve gross motor skills evidenced in PE assessment and in EYFS provision.	Pre- and post-CPD staff confidence audits. Planning and lesson drop-ins by PE Lead to review inclusive scaffolding and gross motor progression tracking.



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& Skills of All Staff)			and physical active routines in classrooms and across the school (sensory circuits).		
Staff confidence teaching PE has increased compared to last year with 80% of teachers across the school now very confident, and staff are now seeking support from myself and the PE coach if they want specific coaching or further CPD bespoke to them or their class. Last year this was only 60% of teachers confident in PE. Lesson observations across the school show a strong engagement for all children in PE lessons, including the most vulnerable and a good progression of skills, with pupils confidently able to articulate what skills they are learning and the purpose of healthy eating and exercise on mental health, lifestyle and wellbeing. Pupil Data in PE is overall strong as mentioned above and an improvement has been seen compared to last year. This ensures children are in a strong place when moving onto the junior school, and that pupils value the importance and understand the necessity of fitness and sports in their life. Gross motor skills in the EYFS has seen noticeable improvements this year with the development of physical activity in the outdoor area and Bikeability accessible for all Reception children.					
Priority 4: Whole-School Wellbeing, Celebrations & Parental Engagement	£2,000 (Specialist workshops & festival costs)	Additional	Host inclusive Sporting events with an end-of-year Sports Day featuring adapted, non-elimination multi-skill carousels. Bring in specialist workshops during themed curriculum weeks to increase all children's knowledge, understanding,	100% of children regardless of physical ability or socioeconomic background—experience positive, rewarding sports competition based on personal improvement. All children's health, wellbeing and fitness remain a visible	Pupil voice and conferencing after Sports Day and workshops. Photo/video documentation of engagement on the school portal including Instagram and the school website.



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(Key Indicator 3: Raising the Profile of Sport & Key Indicator 5: Competitive Sport)			and awareness of the importance of leading a healthy and active lifestyle. Actively engage parents so they are aware of how to lead a healthy lifestyle for their children; run community initiatives where parents engage in activities to promote exercise and engage in healthy food preparation.	school priority. Families directly support their children with their ongoing engagement in exercise. Parents participate in extra curricular events support the health fitness and wellbeing of children.	Parent feedback and engagement in workshops.

Impact

This year parents were invited to engage in Sporting activities and events for an afternoon in June, to engage both children and their families in physical activities and enhancing and developing community bonds, and healthy exercise with the wider school community. The uptake and engagement for this event was fantastic with 91% uptake. Additional extra-curricular sporting events have been planned effectively into the year including pancake races, a colour run and dance events by a specialist. This has increased community engagement and raised the profile of sport for all. Parent feedback has been very positive and children have talked about these events being a highlight of the year for them. Engagement of making, for example healthy pizzas and fruit salads, has provided further opportunities for both pupils and parents to learn about the benefits of healthy food, and learning creative ways to support the 5 a day approach we talk about throughout the school.

