

Primary PE and Sport Premium

Total amount carried forward from 2025-2026	£0
Total amount allocated for 2026/27	£8,010
Total amount of funding for 2026/27 To be spent and reported on by 31st July 2027.	£8,010

Swimming Data

Swimming Data Report: 2025-2026	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	94%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	94%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
Has any PE and sports premium been used for swimming activities above and beyond the curriculum?	No

Primary PE and Sport Premium

Action Plan

Academic Year: 2026/27	Total fund allocated: £1,250		
Key indicator 1: The engagement of all pupils in regular physical activity –Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.			
Intent	Implementation	Evidence	Sustainability
- All pupils will engage in regular physical activity. - All pupils will undertake at least 30 minutes of physical activity a day in school.	- The ambitious PE curriculum is reviewed and embedded across school. - PE Lead co-ordinate curriculum offer and extended provision to ensure all pupils have access to regular physical activity. Monitor provision. - Active lunchtime programme implemented (30 minute access to active play daily in 5 zones). - Maintain Year 5 swimming provision and use PE Premium only for additional swimming intervention where assessment identifies a need. - Provide targeted catch-up swimming for pupils who do not meet the national curriculum swimming requirements, if required.	- All classes will offer 2 hours per week to deliver the PE curriculum. - The extended active provision will include 15 minutes daily mile and a further 30 minutes available x5 lunchtimes. All children will have access to 5 active zones. - After school sports provision will offer at least 3 sports clubs per week. - At least 80% of pupils working at age related expectations in PE. - All pupils engage in regular activity. - All pupils from Year 1 to Year 6 receive 2 hours of PE within the curriculum. - All pupils including EYFS undertake at least 30 minutes extended activity per day. - Latest swimming outcomes: 94% swim at least 25 metres competently, 91% use a range of strokes effectively and 94% perform safe self-rescue. - Free after school sports provision has been provided to	- Curriculum leadership capacity is built through ongoing training and coaching for the PE Lead and wider staff, ensuring long-term expertise in delivering a high-quality and inclusive PE curriculum. - Active play is embedded into daily routines (e.g. Daily Mile, zoned lunchtimes) and supported by midday supervisor training to ensure consistency and impact without reliance on external providers. - Swimming provision is strengthened by securing local partnerships and upskilling staff, enabling school-led catch-up sessions in future years. - Monitoring systems (e.g. pupil tracking, provision maps) will be embedded into school improvement processes to ensure ongoing evaluation and responsiveness beyond the current funding period.

Primary PE and Sport Premium

		encourage, Girls, SEND and disadvantaged uptake. This includes: Fitness and fun, Skipping, Netball, Football and Running. • Colour Run day at the end of the academic year to encourage an 'exercising can be fun' mindset.
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- Investment in reusable resources and equipment ensures physical activity can be maintained across the school year without ongoing cost burden.
- Whole school culture prioritises physical activity, supported by leadership commitment, pupil voice, and integration with health and wellbeing priorities in the wider curriculum.
- Core curriculum PE, the Daily Mile and established active lunchtime routines are sustained through existing staffing and provision; Premium funding is reserved for additional activity, targeted intervention and resources.

Primary PE and Sport Premium

Academic Year: 2026/27		Total fund allocated: £1,500	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.			
Intent	Implementation	Evidence	Sustainability
- Physical Education, School Sport and Physical Activity (PESSPA) available to all pupils in a range of ways across the school. - The pupils will be engaged, find their interest and increase participation through further community provision.	- Deliver an ambitious and varied PE curriculum weekly developed on the REAL PE principles. (2 hours per week) - Embed the Daily Mile challenge in all year groups. (Access support from TFC to promote and develop interest in Sunderland City running family events) - Commission targeted specialist coaching and enrichment where monitoring identifies a curriculum, participation or staff-development need. - Provide 1 extended sports provision for children and their families per term e.g. Fun and Fitness, HAF activities. - Provide targeted PE enhancement opportunities where they add value to the existing curriculum and support participation. - All classes attend the six flagship events infant agility, snow tubing, rebound festival, health and well-being, Active8 and transition. (Sunderland SLA) - All classes compete in the local school Games Festivals (Coalfields).-Hockey, Athletics, High 5 Netball, Gymnastics, Quadkids. - Complete the participation criteria identified to	- All children will participate and be engaged in the PE curriculum. - All pupils from Y1 to Y6 receive 2 hours of PE within the curriculum. - All children will engage in the daily mile challenge and improve their fitness level from their own starting points. - Targeted specialist coaching is used where it has a clear curriculum, participation or staff-development purpose, with impact evaluated through monitoring and pupil voice. - All pupils participate in the daily mile for 10-15 minutes per day which has resulted in an improvement of fitness levels throughout the year. - All children have participated in sports festivals and enhancement days to improve	- The school has embedded an inclusive PE curriculum supported by specialist coaches, enabling teachers to develop their own capacity to sustain provision independently over time. - Engagement in the Daily Mile and participation in regular festivals and events is now part of school culture, ensuring continuity without additional funding. - Partnerships with community providers and local authorities (e.g. Sunderland SLA) strengthen access to wider opportunities, with clear pathways for pupils to continue physical activity outside school. - The school's consistent pursuit of national awards (e.g. Gold/Platinum School

Primary PE and Sport Premium

	maintain the Active Sunderland and Games Mark Award at Gold/Platinum level. Source active experiences in the community and promote e.g. AAA Gymnastics, dance, Taekwondo, HAF.	fitness and awareness of healthy lifestyles. - Parents will engage with the physical development of their child. - The school has achieved 'Gold' and 'Platinum' awards and is working towards 'Silver' in Food and Nutrition.	Games Mark) ensures continued emphasis on high-profile PESSPA in school improvement planning. - Parental engagement in school-based physical activities builds wider community investment, helping embed healthy lifestyles across home and school environments. - Established curriculum PE, the Daily Mile, community promotion and routine participation are sustained without relying on Premium funding; expenditure is focused on targeted enhancement and additional opportunity.
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Academic Year: 2026/27	Total fund allocated: £3,500
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

Intent	Implementation	Evidence	Sustainability
All teachers have increased knowledge and skills in teaching PE. All teachers deliver high quality lessons.	- Deliver the 'Real P.E' scheme of work through the curriculum which focuses on the teaching and learning of fundamental moves. All staff complete updated Real PE training. - Enhance the PE curriculum with further outdoor and adventurous activity challenges in each year group. - P.E Lead to coach staff as necessary e.g athletics in KS1 and gymnastics in KS2.	- All P.E lessons taught are consistently good or better. - The quality and progression in P.E lessons is evidenced. - The teaching and learning of gymnastics are improved. - Teachers have improved subject knowledge. They feel confident and empowered to	- The Real PE programme provides a consistent and progressive structure that staff can continue to deliver confidently after initial training. - Ongoing CPD through the Sunderland SLA, staff coaching, and peer support

Primary PE and Sport Premium

	• Deliver high quality P.E lessons which are differentiated and challenge all pupils. • P.E Lead monitors the teaching and learning of PE in line with the school moderation schedule. • PE Lead to source targeted CPD for individual staff, informed by current monitoring and staff confidence audits, including relevant Sunderland PE SLA opportunities. • Lunchtime Staff attend CPD to develop subject knowledge. Use Active CPD package- Sunderland PE SLA. • PE Lead attends subject lead network meetings and disseminates information to all staff. • PE Lead attend PE Conference- Sunderland PE SLA. • Commission targeted specialist coaching and co-delivery in identified areas of development. Teachers jointly teach with coaches so expenditure builds sustainable staff expertise.	deliver high quality P.E lessons. • Targeted CPD and co-delivery improve staff confidence and subject knowledge in identified areas of need. • Children enjoy P.E, participate and feel challenged in lessons. • Pupil voice continues to be positive with samples of key demographics (e.g. SEND, PP) enjoying PE and enriching their curriculum. • 80% or more of pupils attain the expected standard in P.E.	ensures that new and existing staff continually develop skills aligned with the curriculum. • Subject leadership is strengthened through attendance at network meetings and PE conferences, ensuring the PE Lead remains informed and empowered to disseminate best practice. • Co-delivery with coaches builds teacher capacity rather than reliance, leading to lasting improvements in staff confidence and independent delivery. • A culture of reflective practice, driven by pupil voice and monitoring systems, helps identify future training needs within the school's self-sustaining CPD cycle. • Investment prioritises staff expertise and co-delivery so improvements remain after the funding period and reduce future dependence on external coaching.
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Academic Year: 2026/27	Total fund allocated: £1,260		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			
Intent	Implementation	Evidence	Sustainability

Primary PE and Sport Premium

• All children have access to a wide range of sports and activities within the curriculum and through extended provision. All children are interested and motivated to be active.	• Deliver 4 Play Leader sessions with KS2 children in September to develop leadership skills. • Year 5 attend leadership training. 'Play Leaders' to supervise in running activities during lunchtime. KS1 children 'Play Buddies' implemented in supporting adults with play. (Sunderland SLA) • Promote the 5 active zones at lunchtime, Loose Parts Play, MUGA, Trim Trail, competitive zone table tennis etc. and field play area, School yard games and active PE equipment bags. • Develop Zone 5 play area further- covering the 7 Real PE cogs of learning e.g. social skills, personal skills etc. • Source and deliver training for lunchtime supervisors - Sunderland SLA. • Provide targeted additional sporting opportunities in response to pupil voice and participation data, with particular consideration given to disadvantaged pupils, SEND pupils and pupils who are less active. • Plan, diary and implement HAF activities for target children (FSM). • Promote sports in the community in school and through the school website, Monument Centre and social media.	• Active lunchtimes are co-ordinated and delivered. All children are included. • Lunchtime Supervisors have developed their knowledge in supporting active play. • KS2 Play Leaders are trained and support other children at lunchtimes. • KS1 Play Buddies help at lunchtimes. • All children have access to a broader range of activities. They are interested and motivated to be active. • Increased numbers of children attend extended Sports provision. • Children know and understand how to lead a healthy lifestyle including being active. • After school sports clubs are well attended, including those children in receipt of PP and those with SEND. • Access to the LA Healthy Active Lifestyle programmes during school holidays has been encouraged. Primary PE and Sport Premium More children in receipt of FSM have attended. The school has allowed HAF sessions to be delivered on its premises and at a reduced cost. • Colour Run day at the end of the academic year to encourage an 'exercising can be fun' mindset.	• Leadership opportunities such as Play Leaders and Play Buddies build pupil ownership of active play, reducing long-term adult dependency. • Investment in zoned play areas, equipment, and Loose Parts Play creates a sustainable infrastructure for diverse activities beyond curriculum time. • Lunchtime Supervisor CPD ensures sustained delivery of active lunchtimes without ongoing specialist costs. • Strong links to community sports clubs and promotion through multiple platforms (e.g. school website, social media) maintain interest and access for families year-round. • The school's commitment to inclusive provision, including for FSM and SEND pupils, is embedded into the wider school values, promoting equitable access beyond the funding window. • Play Leaders, Play Buddies and established active zones continue through existing school systems; funding is focused on targeted equipment and additional opportunities rather than routine provision.
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Primary PE and Sport Premium

Academic Year: 2026/27

Total fund allocated: £500

Key indicator 5: Increased participation in competitive sport.

Intent	Implementation	Evidence	Sustainability
All children engage in competitive sport in school. More children engage in competitive sports within the wider community.	- All children participate in the School Games festivals. - All children participate in competitive school 'House' challenges. Develop into cross Key Stage competition. - School football team to participate in primary school cluster league. - Use existing facilities and equipment for hosted league matches, with PE Premium used only for essential competition-related costs where required. - School netball team participate in High 5 netball league. - Promote extended sports in the community in school, website and social media to encourage engagement. Collect information.	- All competitive Schools Games festivals are attended. - In-school House Games are conducted. Children experience competitive sports. - School football team participates in primary league. - School netball team established. - Netball team participates in primary league. - In-school House Games are conducted. Children experience competitive sports. Analysis of information on pupils attending sports in the community. - The school has increased participation in competitive sport through the football and netball leagues and inter school festivals and competitions, The school implemented cohort competitions, particularly in Key Stage 2 with rounders, football, netball and athletics.	- Inter-house competitions and Key Stage tournaments are now part of the school calendar, ensuring continued internal opportunities for competitive sport with no extra cost. - Staff capacity to organise and run teams (e.g. football and netball leagues) is being developed alongside pitch infrastructure investments to ensure sustainable participation. - Continued involvement in local cluster leagues and festivals is maintained through strong partnerships and strategic diary planning, embedding these as annual priorities. - Tracking of pupils' community sport participation helps the school identify ongoing barriers and provide responsive support in future years. - The celebration of competition and recognition of achievement across school assemblies, displays, and media helps build a lasting culture of aspiration and pride in physical achievement.

Primary PE and Sport Premium

			House competition, school teams and celebration of sporting achievement are embedded within normal school provision; the allocation is reserved for essential additional competition costs.
Head Teacher:	Kris Sadler		
Date:	01/10/26		
Subject Leader:	Emma Brown		
Date:	01/10/26		
Governor:	Julie Vincent		
Date:	15/10/26 (Ratified at LGB)		