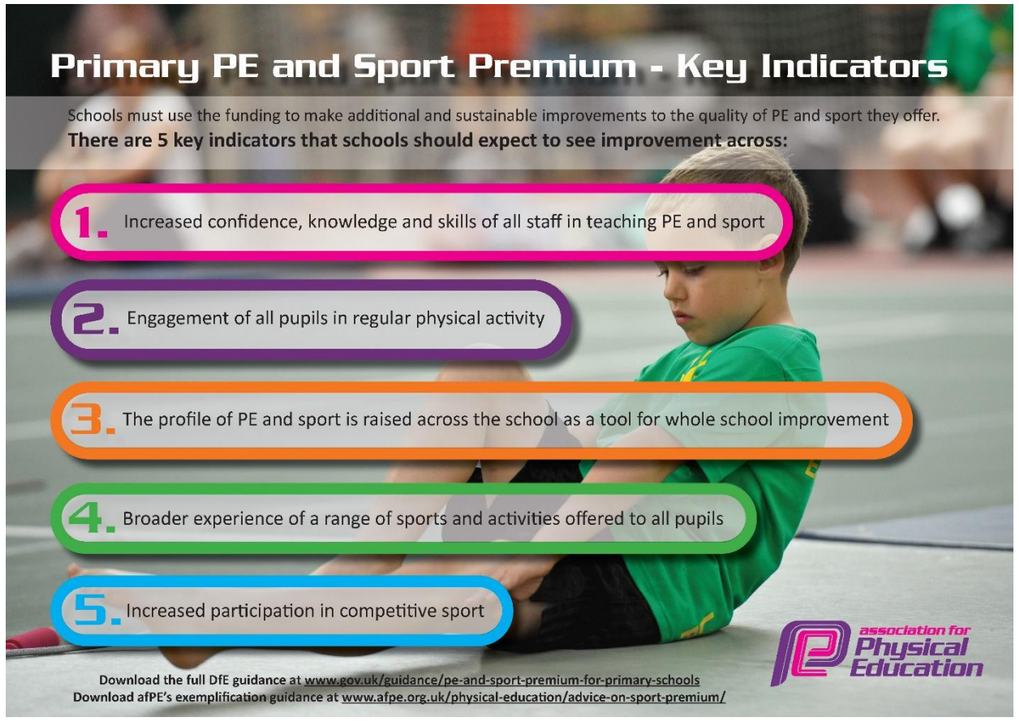
Sports Premium Grant
2025/2026
Planning & Impact Document

Key Indicators for the Sports Premium Grant Spending



Reporting Tool Categories

Allocation total: 19,030		
CPD	Predicted Spend	Actual Spend
External Training Course	1,100	1100
Upskill to deliver swimming		
CPD Internal Learning and Development	1,600	1,600
Online Training/ Resources Development		
External Coaches – Confidence and confidence	11,000	11,000
Total	13,700	13,700
Internal		
Extra Curriculum -Anything beyond normal comp	1,800	1,800
Internal Sports Comp		
Top Up Swim	1000	1000
Active Travel – WOW/Walk/Stride	1010	500
Equipment and resource	1100	1230
Internal Membership Fees		
Educational platforms and resources		
Total	4910	4530
External		
School Games		
Inter-school Sports Competition	1,400	950
External Coaching Staff	500	500
Total	1900	1450
Total Spend	Anticipated – 20,510	Actual – 19,680

Intent (Key indicator(K1) reference)	Implementation	Intended impact	Actual Impact (Positive/None/Negative/Not sure)	Sustainability	Spend category
(K1) To use external coaches to provide CPD to TAs in order to achieve quality-first teaching in all lessons by all adults	• TAs have a training session led by PE lead and Elite on how to provide access to all, especially those with SEND. • Both will then continue to monitor and mentor TAs to ensure that this training is implemented	• Increased confidence, knowledge and skills of TAs in using STEP to make adaptations in PE. • Increased % of children attaining ARE in all sports • increased confidence to use physical activity strategies when working with children requiring personalised approach to learning or self-regulation to manage behaviour • Increased confidence in and understanding of children's physical development, and the positive impact of physical activity to support cognition and learning	Positive • Staff voice reflects increased confidence levels. • Pupil assessment records demonstrate that most children across the school are on track. • Children are receiving high-quality teaching and adaptations are made for children so that ALL children are accessing PE skills. • Elite are in with Oasis modelling and mentoring the TAs how to adapt their task to meet the individual children's needs.	• All staff to share resources and team-teach with teachers in order to build and maintain long-term confidence. • Trained coaches will cascade learning to colleagues, embedding practice across the school. • Links directly made with SEND and inclusion strategy, and best practice for personalised learning support	External Training Course CPD Internal Learning and Development External Coaches – Confidence and confidence
(K1) To continue CPD for PE lead	• To work alongside Elite coaches to complete lesson observations and lead other CPD events for staff across school • To attend Voyage network meetings to discuss changes to PE and what can be implemented in school to provide better opportunities for children	• Increase PE leader's ability to identify strength and areas for development through observation of PE lessons and have professional dialogue with staff about developing the quality of provision • To upskill PE leader's understanding of their role as PE lead and help them develop an effective cycle of monitoring, evaluation and planning	Positive • Confidence in evaluating PE lessons to give constructive feedback to staff members as well as coaches to ensure quality teaching is happening across the school • Network meetings across the Trust to share information and guidance as to how to further develop the profile of PE in schools and to be kept up to date about any of the changes that are going to be taking place, ready to implement them when they take place	• Continue to embed this practise with the PE lead, making sure that all meetings are attended and regular learning observations are carried out through the academic year.	External Training Course CPD Internal Learning and Development External Coaches – Confidence and confidence

(K2) To introduce play equipment and playground leaders/ train TAs in developing games for lunch and play time	• To have a range of playground equipment for the children to use • To train playground leaders to help engage children in being active during play • To ask external agencies to run a club at lunch times	• For children to be active for the recommended 30- 60 mins per day	Positive • There is play equipment that the children are actively engaging with- more so on the KS2 playground. • Trim trail has been mended and added to- a lot more play has taken place here, on regular basis (multiple times per day in use). • There is a scheduled rota to ensure all year ages can access equipment safely and routinely. • Boston United have been in for a term at lunch time with KS2 Girls doing a football club and then with all of Year 2 running a multi-skills club. • Can we engage with Boston next year to help run a few more lunchtime clubs? Negative • Noticed that there are more boys using the equipment, sometimes taking up more space across the playgrounds – for example, dominating the basketball court • Playground leaders have not been implemented this year due to timetabling issues with lunches - need to complete training for them early next year to help adults in facilitating play. • Make sure that the children are aware (timetable more visible) of when it is their day on the gym so that they can actively use it. • Staff are not yet actively engaging or leading games to facilitate play as matter of routine - training needs to be held for this • Play equipment for Oasis to be considered	• To ensure that children are met with on a regular basis to provide feedback and teaching on what games will be played. • Ensure that playtime equipment is in good condition and correct places so that they are accessible.	**Active Travel – WOW/Walk/Stride** **Equipment and resource**
(K2) To ensure that sensory circuits are implemented for key children across the school	• Specified children across school are provided with access to sensory circuits on arrival to school - to be led by TAs Mon and Tues • Led and modelled by Elite coach Wed-Fri, in addition to TAs running it as part of daily routines for key children	• For children with SEND to combine physical activities into a structured, three-step sequence of alerting, organizing, and calming task	Positive • Adults and children are in a familiarised routine of how to use the equipment safely and for the purpose of regulation and readiness. Negatives • Storage of equipment, limited space, potential for misuse or damage	• To ensure that all the equipment that is used is in good condition and taken every morning to ensure children are able to do all the tasks. TAs shadow coach to ensure that they are delivering the session properly.	**External Coaches – Confidence and confidence** **Equipment and resource**
(K3) Sport is discussed and celebrated through our Park Pathway events and helps	• Raise the profile of PE and sport across the school community through	• Pupils are aware of and inspired by a broad range of sports and physical activities.	Positive • Sports clubs were delivered throughout the year by both external providers and school staff, offering a broad range of activities.	• Continue to celebrate sporting participation and	**Active Travel – WOW/Walk/Stride**

instil our whole school sense of belonging and PROUD values.	displays and social media. • Promote a wide range of sporting opportunities for all pupils through clubs and community events. • Develop pupils' confidence, wellbeing and personal development through sport and programmes ran through school. • Celebrate sporting achievement and participation both in and out of school during assemblies. • Foster a sense of belonging, pride and community through shared sporting experiences, like Sports Day. • Celebrate and raise awareness of sporting events across the world and events that encourage a healthy lifestyle through Park Pathway.	• Sporting achievements, both in and out of school, are regularly celebrated and recognised across the school community. • Increased pupil engagement in extracurricular sport and physical activity opportunities. • Pupils develop leadership, teamwork and responsibility through participation in sporting events and roles. • A strong sense of school pride, community and belonging is evident through high levels of participation in whole-school sporting events.	• Sporting achievements were regularly celebrated through assemblies and PE displays, raising the profile of sport across the school. • Nearly all pupils participated in Sports Day, with many taking on additional leadership and organisational responsibilities. • Pupils confidently shared sporting successes from both school and community settings, promoting positive attitudes towards participation and achievement in sport.	achievement through assemblies, displays and school communications to maintain the profile of PE and sport. • Maintain a diverse programme of clubs, competitions and whole-school sporting events to ensure sustained engagement and participation for all pupils.	
(K4) To provide the children with a broader experience of range of sports and activities that they can participate in outside of school hours	• To work with Boston Partnership to allow children to access a broader experience of sport across KS2 (This provides them with access to a variety of events, competitions and development days throughout the year) • To offer a range of clubs for children	• At least 70% of whole school to have participated in a club throughout the academic year	Positive • children have had the opportunity to compete this year in: New Age Kurling; Ultimate Frisbee; Orienteering • Elite has run: Dodgeball (Y5/6) Capture the flag (Y5/6) Multi-skills (KS1) Football (Y3/4) • Beyond Physical: Multi-skills (KS1) • Bikeability- 21 Year 5 pupils • Staff members have held running, football (both girls and boys)and girls sports club. Negatives	• Make sure that the children are continually provided with a variety of different club options. Popular clubs will be documented for future replication.	External Training Course External Coaches – Confidence and confidence Extra Curriculum -Anything beyond normal comp

			• Next year, we will need to book these earlier so that we get a greater range of activities for the children to access. • Matt runs a session that focuses on a Paralympic sport.		
(K5) To increase competitive opportunities for learners throughout the year	• To work with Boston Partnership to allow children to access a broader experience of sport across KS2 (This provides them with access to a variety of events, competitions and development days throughout the year)	• At least 50% of KS2 to have competed in a competitive sport outside of school • 100% of children to have taken part in intra-school activities.	Positives • children have had the opportunity to compete this year in: New Age Kurling and Ultimate Frisbee Negatives • Next year, we will need to book these earlier so that we get a greater range of competitions for the children to access.	• Resources and contacts gained through the partnerships will be retained and built into future planning beyond the funding period	**External Coaches – Confidence and confidence** **Extra Curriculum -Anything beyond normal comp** **Equipment and resource**

Swimming	Water safety	25m	Strokes	Actual impact	Spend category
Year 3				Changes to curriculum planning on swimming cycle made in the past two years has significantly impacted on improvements in pupils meeting criteria. Future data will be improved and more pupils already meeting criteria in years groups 3,4. Pupils have the equivalent a full year swimming across those year groups. Investment in time, training and top-up to remain a priority.	**Top Up Swim**
Year 4					
Top-up swimming (Year 6) - 30 chn	13% - secure	22% - secure	15% - secure		