Hallfield Primary School

Growing, Learning, Achieving Together

Sports Grant Premium Plan 2025 2026

Created by: association for Physical Education, Active Partnerships, YOUTH SPORT TRUST

Supported by: SPORT ENGLAND LOTTERY FUNDED, UK COACHING, UK active

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26	**Total fund allocated: £18,150**	**Date Updated: 01.09.25**	
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			**Percentage of total allocation:** 15%
Intent	**Implementation**		**Impact** measure / **Next steps**
To establish the sports leader role in supporting structured activities at playtime To raise the number of girls engaging in activities at lunchtimes.	- Pupil voice to determine what activities children would like to see at playtime - Create a rota with children for their responsibilities at lunch and play times - RE to support and manage the young leaders during this period with FM - Develop activity areas that change fortnightly to increase variety and the engagement of different children. - Refresher CPD for support staff who do playground duty and provide ongoing CPD support modelling activities and games - Continue to have 'coaches' in on Friday lunchtimes to provide different sports for children to engage with	1xhour per day	Pupil voice demonstrates that children - Have activities that they feel they can engage in - Girls feel that they have activities they take part in Observations of play and lunchtimes demonstrate - Consistent activities being provides - Staff engaging children - A variety of activities available over time Staff voice demonstrates they - Feel confident delivering activities - Can provide positive anecdotes of children at playtime CPOMS logs for incidences at these times are reduced. **Next steps** Sustainability and suggested next steps: Sports leaders have supported with: - PE lesson delivery - Managing activities at lunchtime - Sports day Activities run by lunchtimes staff (supported by sports coach and sports leaders) - Champ - Exercise equipment - Tennis - Football - Basketball - skipping

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			**Percentage of total allocation:** 20%
Intent	**Implementation**	**Impact measure**	
Increase parental engagement in sports to promote activity and interest in school and outside	- 2 sports events across the year for each year group that parents are invited to participate in, showcasing learning in school - Use the school newsletter to showcase the variety of sports activities and events as well as the school blog. - Parent workshops each term to share activities and games they can do with children at home - invite local clubs in to share what is available to children in the local area via parent meetings or promoting at the end of the school day	- parental attendance at events increases - children accessing clubs and sports outside of the school day increases	Sustainability and suggested next steps: - basket ball, tennis and football club were fully subscribed and funded by school. - Struggled to get engagement from parents other than sports day - School has engaged with outside activities in the LA N/S relaunch parent workshops in Autumn, involve the children as this brings more parents in. Continue to develop relationships with external clubs and opportunities
To increase opportunity to celebrate emotional regulation and teamwork through play / lunch activities, PE and sports clubs to support the school development focus on citizenship	- embed into the star of the week celebration - half termly celebration and awards (with parents invited in) - zones of regulation evident in the halls and playground areas - intervention program run, using PESSPA and 'interception' - timetabling of sports lead at lunchtimes to monitor and reinforce these goals - PE lesson focus to celebrate positive examples of role models	- Children demonstrate improved teamwork, communication and cooperation during PE lessons, lunchtime activities and Forest School. - Pupils are increasingly able to regulate their emotions and resolve minor conflicts positively through structured play and physical activity. - Sports Leaders and Peer	- Zones of regulation embedded across the whole day and visible in the MUGA - Interception intervention is running and embedded into forest school provision and the lunchtime activities facilitated by sports coach, particularly referencing the work during team activities. N/S Continue to build the lunchtime offer of sports and

	in sports		Mediators have developed leadership skills by acting as positive role models and supporting younger pupils. - Children demonstrate a greater understanding of respect, fairness, inclusion and teamwork, supporting the school's focus on citizenship	other activities that focus on team work and communication.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				**Percentage of total allocation:**
				25%
Intent	**Implementation**		**Impact**	
CPD sessions on inclusive practice, assessment and activity planning for all teaching and support staff to enhance the teaching of PE and the lunch and play time activity.	Support staff to have CPD session on inclusive practice. Sports leader to mentor in lessons, directing teachers / support staff in how to scaffold or support Staff meeting for teachers around assessment in PE. CPD sessions and playtime support for staff in running activities Senior leadership to monitor the implementation of activities at lunch and playtime.		- Reception and Year 5 demonstrate increased confidence in delivering high-quality PE lessons and adapting activities to meet the needs of all children. - Support staff confidently lead structured physical activities and provide effective lunchtime provision. - Staff demonstrate increased confidence in supporting children with SEND through inclusive practice and appropriate adaptations. - Increased consistency across PE lessons and lunchtime provision has resulted in a more positive, inclusive and engaging experience.	Sustainability and suggested next step: LSA's have been coached to support children with additional needs specifically, targeting gross motor skills in some cases and self-regulation during team work. All staff have been trained in the PE assessment. Assessments have taken place and show the majority of children on track and making progress. N/S To embed this further, informing lesson delivery

				more explicitly and ensuring new staff are confident in the assessment tool too.
Peer mentoring to ensure consistency in the teaching of PE for - Year 5 teacher - Reception teacher - Year 6 teacher	- A cycle of peer observation, team teaching and observing with feedback to support staff development.		Staff surveys show that - Teachers feel confident in their subject knowledge - Teachers can make adaptations to lessons for inclusion and to stretch children Lesson observations show consistently good teaching across all year groups.	Year 5 teacher reports that she is confident in employing the new PE scheme and in the appropriate pedagogy for PE lesson delivery. N/S support new staff with the scheme
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				**Percentage of total allocation:** **20%**
Intent	**Implementation**		**Impact**	
To increase the number of sports children engage in through lunchtime clubs and afterschool clubs	Sports coach to seek opportunities for external coaches (1 sport per term) Sports coach to support staff planning and running sports clubs. Discounted club offer for disadvantaged pupils		- Pupils have access to a wider range of sports and physical activities throughout the school day, including football, basketball, tennis, cricket, handball, volleyball, skipping and Forest School. - Increased participation in lunchtime has enabled more pupils to engage in regular physical activity. - Sports Leaders have developed	We continue to bring in external agencies to offer - Cricket - Basketball - Tennis In addition, the range of sports and activities has increased at lunchtimes to include skipping, tennis, handball, volley ball as well as

			confidence, leadership and communication skills by supporting PE lessons, Sports Day and structured lunchtime activities. - Pupils are taking greater responsibility for leading activities, supporting younger children and acting as positive role models. - A broader range of activities has encouraged more pupils, including those less confident in traditional team sports, to participate regularly and enjoy being active.	football and basketball N/S continue to search for new sports opportunities across the school day. Continue to fund club offer and staff to run activities at lunchtimes.
Key indicator 5: Increased participation in competitive sport				**Percentage of total allocation:** **20%**
Intent	**Implementation**		**Impact measure**	
To increase the opportunity for personal goal setting and improvement	Beat my best challenge for KS2 Half termly celebration assembly to incorporate outcomes of the challenge		- Children demonstrate increased confidence in setting, achieving and reflecting on personal goals. - Children are able to identify and celebrate their own progress through 'Beat My Best' challenges. - Children show increased resilience, determination and motivation to improve their	Children can all comment on their improvement in KS2.

			personal performance. - Celebration assemblies have recognised individual achievement, encouraging participation and a positive attitude. - Children demonstrate a greater understanding that success is measured through personal improvement as well as competition	
To increase inter school competition opportunity	LA to share the competition calendar so the school can engage in external competitions. Using the federation relationship between schools (OG, QP, Ess) to arrange tournaments and specific sports competitions.		- Chilren have benefited from a wide range of competitive and skill-development opportunities through specialist cricket coaching and external sporting partnerships. - A greater number of pupils have experienced high-quality coaching, preparing them to participate confidently in competitive sporting events. - Children demonstrate improved teamwork, resilience and sportsmanship through competitive activities and specialist coaching.	There has been a 30% increase on last year. N/S increase competition opportunity further through the relationships across the federation next year.

Signed off by 	
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Subject Leader:	Sylvia Bebas & Rashid El-Ouahabi
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