

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated September 2025

Commissioned by



Department
for Education

Created by



It is important that at Anker Valley Primary the grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governance all understand their respective roles and perform these in a way that enhances the effectiveness of the school.’**

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage, and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy), and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which makes the plans easily transferable between working documents. The school is expected to use the funding to make additional and sustainable improvements to the quality of physical education, school sport and physical activity (PESSPA) offered. School, therefore, can use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers.
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

[gov.uk guidance](#) supports this plan including the 5 key indicators across which schools should demonstrate improvement. This document supports the evaluation of Anker Valley’s provision and to report on the spending.

This document will start with the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any underspend from previous years, as well as on the impact it has on pupils’ PE and sport participation and attainment.

The Sport’s Leader at Anker Valley will regularly (Termly) update the table and publish it on the school website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copies will be posted on the school website by the end of the academic year and no later than the 31st of July 2025.



Details with regard to funding
Please complete the table below.



Total amount carried over from 2024/2025	£0
Total amount allocated for 2025-2026	£0
How much (if any) is intended to be carried over from this total fund into 2025-2026?	Schools with more than 16 pupils: £16,000 plus £10 per pupil.
Total amount allocated for 2025	£17,116
Total amount of funding for 2025/2026. To be spent and reported on by 31st July 2026.	£17,116

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.	Current data is not available as the school only has up to Year 4.
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least twenty-five metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above	Not applicable as there is no Year 6 cohort
What percentage of your current Year 6 cohort uses a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? Please see note above	Not applicable as there is no Year 6 cohort
What percentage of your current Year 6 cohort performs safe self-rescue in different water-based situations?	Not applicable
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity above and above the national curriculum requirements. Have you used it in this way?	Not applicable at present

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: 2025/2026		Total fund allocated: £17861	Date Updated: September 2025	
Key indicator 1: The engagement of <u>all</u> 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: 48% (£8,000)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about. what they need to learn and to consolidate through practice:	Make sure your actions are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Promote quality physical activity opportunities for children daily and ensure that lunchtimes provision enables children to be active, strengthen relationships with peers and promote enjoyment / wellbeing.	-Utilise lunch times effectively as a productive time to promote extended opportunities for physical activity and encouraging those fewer active learners to participate more fully. -Lunchtime equipment to be purchased to increase physical activity and encourage sporting activity at lunchtime.		£5000 -Resources are available for the children to access at lunchtime e.g., hoops, balls, bats, etc.	-Continue to build a bank of resources for the children to use at lunchtime, especially as the school continues to grow. -Continue to monitor and evaluate the effectiveness of lunchtime sports clubs using an external provider to engage those that are not attending after school clubs.
Increase opportunities for physical activity and building physical strength in EYFS outdoor area.	-EYFS area resources to be purchased to support increased physical activity and building physical strength (bikes and scooters).		£1000 -71% of pupils in EYFS achieved the GLD. -71% of pupils achieved the PD ELG.	Continue to enhance physical development through additional resources, particularly for the development of gross motor skills e.g., building and the outdoor provision.
Raising the profile of sport for all children across the school.	-Sporting activities are available every day. -Sport is encouraged for all children in PE lessons with an emphasis on being competitive at intra and inter school		£2000 Sports activities are available for all classes during lunchtimes, throughout the day in EYFS and daily either as a club or PE lesson in Year 1. All children have taken part in.	Sporting achievements are celebrated weekly in achievement assembly and on social media.

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<p>Outdoor education (Cosy Club): Provide opportunities to ensure that skills flourish not only academically but also with a focus on social and emotional needs.</p>	<p>level.</p> <p>-Enrichment continues therefore classes receive regular opportunities to access lunchtime provision supervised by Progressive Sport and using a range, each week of foci e.g., building blocks, Lego, construction with Magna Tiles.</p> <p>- Physical activity increased and new skills developed to raise activity levels and self-esteem.</p>		<p>- Children develop a range of key life skills.</p> <p>-Parent voice indicates that parents feel that lunchtime is especially important and secures better learning in the afternoon following a good lunchtime with peers.</p>	<p>- Cosy Club is well established with a range of resources for outdoor sessions.</p>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 3% (£1000)</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about.</p> <p>what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>To measure impact of PE/ physical activity provisions through assessment. Opportunity to also highlight any pupils who are a cause for concern</p>	<p>PE lead to review the use and impact of the Power of PE scheme including assessment.</p> <p>Throughout the academic year the activities delivered are designed to allow children to develop their performance in all of the relevant P.E Outcomes specified in the assessment.</p> <p>Every lesson plan includes information about which P.E Outcomes to focus on.</p> <p>More and less able children identified by staff and appropriate provision put in place.</p>	<p>£1000</p>	<p>PE scheme has been implemented now in Year 1-4, and staff have had support with the delivery of the new scheme.</p> <p>PE leader has carried out an audit with staff which indicates improved confidence in the delivery of the scheme, the successes, and the next steps.</p> <p>Children are receiving higher quality PE lessons.</p>	<p>PE Subject leader training planned for next year to support development of PE assessment tracking – whole school. In addition, to look closely at the motor competencies; declarative knowledge; procedural knowledge; FMS - locomotor, stability, manipulation within our curriculum/scheme. Revisit vocabulary and create vocabulary progression document.</p> <p>PE scheme to continue (2025 but to be reviewed in readiness for Summer 2026) (PE lead has adapted slightly in response to</p>

				<p>staff audit and curriculum overview)</p> <p>PE training for new staff (particularly in the use of wall gym equipment) on delivery and assessment using the scheme and making assessments against the PE outcomes.</p>
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6% (£1800)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
All school staff feel confident in their knowledge and teaching of PE, across all areas of the curriculum. Any areas for development for individual staff members or whole school to be addressed through targeted CPD. PE leader to be kept informed of any local/national developments in PE and school sports.	<p>PE lead to review the use and impact of the Power of PE scheme including assessment.</p> <p>PE Lead from AVPA to work alongside other trust PE leads to share good practice.</p> <p>PE learning walks throughout the year and coaching offered to help staff internally.</p> <p>PE lead monitors pupil voice during subject leader time (termly)</p>	<p>£800 Imoves subscription</p> <p>£1000</p>	<p>Staff audit indicates staff confidence in the Power of PE scheme and it's coverage.</p> <p>Higher quality PE lessons and a broader range of PE activities with clear progression across all year groups.</p> <p>Pupils are engaged with and enjoy PE. Clear progression is in place for all pupils.</p> <p>One Note assessment secures where children are assessed to be/ gaps.</p>	<p>PE scheme to continue next year and be introduced into Year 4.</p> <p>PE training for all staff (particularly in the use of wall gym equipment) delivered by Progressive sports.</p> <p>Imoves has been embedded and is working well in most classes – PE lead to provide some additional support for teachers and TAs next year that are less confident.</p> <p>We will need to purchase this subscription annually.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				41% (£13220)

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Children to have opportunities to try and succeed in a variety of different sports, through PE, school sport, and physical activity.	<p>-A wide range of sporting activities to be offered as extra-curricular clubs. Teachers and external providers will run these.</p> <p>-The long-term plan (LTP) for PE will cover all the key areas for the NC but will also offer a wide range of different sports.</p> <p>-Organise experience days for children to engage in different sports e.g., football tournaments.</p> <p>-Organise trips for pupils to engage in different sports e.g., through Fierte Festival.</p> <p>-Sufficient equipment to offer a wide range of sporting opportunities to all pupils.</p> <p>-Enrichment days (Dance, Scootability, etc).</p>	£13220	<p>Children have been provided with a wide range of opportunities to provide broader experience for all children.</p> <p>These include:</p> <ul style="list-style-type: none"> -Tri Golf -Dodgeball -Football -Dance -Laser Tag -Archery 	Continue to organise activities that promote an active lifestyle and ensure children have a broader range of opportunities. In Spring 2026 Pupil Voice: What are their interests/hobbies. What would children like to have the opportunity to gain experience/play/experience.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3% (£1000)
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Anker Valley children to compete safely in competitive matches against other schools within and outside of the Trust. Develop links with local sports clubs to encourage pupils to attend out-of-school hours.	-To use local and academy links to arrange matches/tournaments in different sports. -Signpost children to local clubs so that they can access sport at a level that they require. -Increased intra-school competitive events throughout the year linked to school opportunities and individual abilities so all can experience competition. - Track number of children taking part in sport. -Local sports clubs to be advertised around school and in leaflets to be sent home. -PE lead to be actively involved in the Tamworth Sports Committee.	Tamworth Sports Council £100 Staff time / transport costs £900	Registers and tracking show increased participation in interschool sports competitions. - Intra-school events ensure all children have the opportunity to become involved in competitive sport.	-Create annual events with other schools so that these matches can be easily arranged in future. -Continue to identify how intra-school events can be carried out across the year and then moving forward. -Staff build sporting relationships with schools across the Trust and across Tamworth that can continue to grow in subsequent years.

Head Teacher:	Maria Hamblin
Date:	September 2025
Subject Leader:	Stuart Hunter
Date:	December 2025/January 2026
Governor:	Julia Jones
Date:	December 2025

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

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