Orchard Lea Infant School **PE Funding Form, 2025 to 2026**

Review of 2024 to 2025

What went well?	How do you know?	What did not go well?	How do you know?
All KS1 staff have felt that their skills and subject knowledge regarding teaching PE have improved as a result of working alongside a specialist coach. Staff have had specialist training in teaching dance and our curriculum has been enhanced through a new long-term dance plan. Staff have had specialist teaching in how to lead a forest outdoor session. Pupils have had access to clubs and summer term 59% of pupils have accessed a club. 174 places have been offered over the year. At lunchtime, pupils have been active through use of bikes and also a club run by a qualified coach. Pupils needing support with fine/gross motor skills have been accessing a sensory circuit club each morning.	Staff have fed this back in a staff meeting and regularly comment on how useful the sessions have been. Staff have accessed the training and the long-term plan is in place. Dance lessons are being taught well. Happens each Friday. Club attendance forms/data. This happens each lunchtime. This happens before school each day and has led to a reduction in behaviour incidences.	We would like to gain a bronze level award for competition and there is not enough evidence for this. The range of activities at lunchtime could be improved. Equipment was not always available for pupils to use. Staff teaching pupils how to play active games and use the equipment. We would like to continue with the coach as not all aspects of the KS1 curriculum were able to be modelled by him.	Staff have felt that they have not given enough opportunities for competitive aspects of the lessons. Observations at lunchtime. One afternoon a week is not long enough to model all aspects of PE to staff.

Expected impact and sustainability to be achieved.

What impact/sustainability have we seen?	What evidence do you have?
100% of KS1 staff have fed back that they feel the coach working alongside them has increased their subject knowledge regarding the teaching of PE. Staff have had training on dance and a new sequence for teaching dance has been implemented. Staff have observed a forest school's specialist to support with using our outdoor environments. Modelling how to teach the sessions to staff. Pupils with SEMH have been supported through the daily use of sensory circuits. This also increases their daily exercise. Staff have been trained on how to deliver this. The number of girls and PP pupils who are accessing a club has increased. This will support these pupils to have good skills and also promote an active lifestyle for them. At lunchtime there is more active involvement on the active playground. For example, the use of bikes and an adult led activity each lunchtime. Pupils have been taught how to use bikes through bike ability lessons so they have the skills to ride a bike. Junior pupils have had play leader training and are running activities for pupils to participate in at lunchtimes (3x per week on the quiet playground).	Feedback from staff discussions, observing the PE sessions taught by the coach. Planning and long-term map for dance. All staff will be able to teach dance to a good standard. YR Staff are using the outdoors once per week on a Friday morning. Sensory circuits occur every day before school for the pupils who need this. We have seen a reduction in the number of sanctions given out in the infant school. 52% of club places have been filled by girls. This has been tracked as part of our Equalities. Observations at lunchtime show that this is happening daily. About 15 pupils each lunchtime will join in with the adult led activity. Observations at lunchtime have shown that about 10 pupils at a time will engage with the activity.

Intended actions for 2025/26

What are our plans for 2024/5?	How are we going to action and achieve these plans?
Intent	Implementation
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.	
To encourage pupils to be active at lunchtimes, Y6 pupils (Play Leaders) will come over from the junior school to lead games with the younger pupils.	Pupils will come over following their training twice per week.
To audit the lunchtime equipment and ensure that pupils know how to play with it.	Following and audit of lunchtime equipment and pupil conferencing, equipment will be bought to support active play at lunchtime.
To teach pupils some active games to play at breaktimes.	The first session of PE each term will have a focus on a playground game that pupils can play.
To ensure that we have quality equipment to inspire pupils to take part in activities at lunchtime.	A Sports Coach will run a lunchtime active club once per week.
Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement.	
To train new members of staff on sensory circuits so that this activity can support pupils to regulate their emotions and senses.	The SENDCo will book the training and organise this for support staff.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	
We will be continuing to employ a Sports Coach for one afternoon per week to model quality lessons to staff so that staff have the skills	Every Tuesday, Teachers will be able to observe best practise and teach alongside a sports coach. The coach will work with Y1 for the

needed to teach PE effectively and so that there is a legacy to the funding. Funding for the PE Leader to network with other schools and work with a PE Advisor. Training for staff on using the grounds- outdoor adventure. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils A Sports Coach will be employed one lunchtime per week to run an active club. This will be based on developing keys skills and also supporting pupils to be able to play independently. To promote after school clubs by offering a club to all pupils once per year and to all disadvantaged pupils each term. To train pupils how to ride a bike/scooter properly. Key indicator 5: Increased participation in competitive sport To ensure that there is at least one opportunity per term for pupils to engage in an interclass or inter house competition or competitive games.	first half of the academic year and then work with Y2 on afternoon per week. Different modules will be modelled from last year. Training will be booked for staff so that they can make best use of our grounds and teach basic skills of orienteering to pupils. Once per week a Sports Coach will run a club, starting with some key skills and basic games that pupils can then play independently. Disadvantaged pupils will be offered one club per term for free. Bikeability training will be booked and pupils will be taught the skills they need to access this life skill. To release staff in KS1 once per half term so that pupils can take part in competitions.

What intended impact/sustainability are we expecting?	How will we know? What evidence will we have?
At lunchtime there is an opportunity for all pupils to take part in an active activity.	Observations at lunchtime.
Staff will feel more confident and empowered to teach PE and lessons will be good or better.	PE lessons will begin in YR and 100% of staff will know what a good lesson looks like and will have the skills to teach a good lesson. Some outdoor adventure will be planned out across the curriculum and 100% of staff will feel confident to teach it.
Through working with an advisor, the PE Leader will know the strengths and points for development.	Our assessment grid will show that pupils are achieving our expected levels in PE across KS1.
Pupils in KS1 will be able to ride a bike/scooter	Bikes/scooters will be able to be used at lunchtime and pupils will have the skills
Internal data shows that pupils are on track for PE across KS1 unless there is an identified additional need.	The tracking system will show that pupils are on track as the PE curriculum is taught well. Impact of the Sports Coach.
Staff have experience at organising competitions and this can be continued once the funding has stopped.	Planning and observations will show that the events have happened.
Through attending clubs, pupils may develop and interest in sports and continue.	Our data will show that clubs are well attended.

Costs for 2025 to 2026

Amount received: £16,880		
Key Indicator	Action	Cost
1	Lunchtime clubs and equipment	£1,500
2	Sensory circuits training	£200
3	Sports coach	£7,000
3	PE network and Advisor	£1,000
3	Outdoor Adventure training	£300
4	Scooter/bike training	£230
4	Cost of funding additional clubs	£5,460 (26 pupilsX£70 per term X 2 terms)
5	Cost of competitions	£1,190
	Total	£16,880

The funding will be reviewed by School Leaders and the Resources Committee in April and July.