PE Funding Form, 2025 to 2026

Orchard Lea Junior School

Review of 2024 to 2025

What went well?	How do you know?	What did not go well?	How do you know?
All 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 fed this back in a staff meeting and regularly comment on how useful the sessions have been.	We would like to gain a silver level award for competition and there is not enough evidence for this.	We did not meet the criteria for the Silver Mark.
Staff have had specialist training in teaching dance and our curriculum has been enhanced through a new long-term dance plan.	Staff have accessed the training and the long-term plan is in place. Dance lessons are being taught well.	Sports clubs are not as well attended as they could be.	There is still space for more children to attend the sports clubs on offer. Dance club had to be cancelled due to such low numbers.
Pupils have had access to a range of sports clubs this year based on pupil voice. xxx places have been offered over the year.	The range reflects pupil voice- gymnastics, dodgeball, football, netball and dance. Club attendance forms/data.	We did not attend as many sports competitions that were on offer.	We did not attend all of the fixtures that were available to us.
At lunchtime, pupils have been active through Play Leader led games.	27 play leaders were trained. Observations outside at lunch. Positive feedback from children.	We did not utilize in school competition as much as was possible.	We only ran one inter-house sports event for upper and lower key stages. We could have done one a term. Year groups could have also competed when they came to the end of their sports units.
Pupils engaged in active lunches through use of sports equipment to play games as well as organised sports run by lunchtime staff- including girls only football.	Observations outside at lunch. Positive feedback from children.		
Staff had specialised training on sensory circuits and as a result group sessions have been run for children who need support regulating.	Sessions occur every morning, they are well attended by those invited and teachers report that those child who have attended are generally more calm and regulated in class afterwards.		

More children engaged with competitive sports events this year both in school through inter-house events and competitive events with other schools.	Register list of all children and number of events attended. Hockey, netball, football, school vs school sports day, dodgeball.		

Expected impact and sustainability to be achieved.

What impact/sustainability have we seen?	What evidence do you have?
100% of teaching staff have fed back that they feel the coach working alongside them has increased their subject knowledge and confidence regarding the teaching of those sports. Staff have had training on dance and a new sequence for teaching dance has been implemented. A staff member and a selection of Year 5 pupils are play leader trained. They can now train the next group of play leaders. Pupils with SEMH have been supported through the daily use of sensory circuits. This also increases their daily exercise and resulted in them being more regulated and able to access the curriculum. 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.	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. Feedback from staff member and observations of play leaders at lunchtime. Sensory circuits occur every day before school for the pupils who need this. Teachers feedback that children are more regulated when they return to class. xxx% 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 20 pupils each lunchtime will join in with the adult led sport- with a

At lunchtime there is more active involvement on the active playground with resources out and a staff member leading a competitive game.	different year group taking part each day and Friday being girls only.

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 more active at lunchtimes. To increase the number of children who can swim 25m Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement. Increase the number of children wo can access sensory circuits to help support more SEMH children to enable them to be more ready to learn.	Train further play leaders to continue leading activities at lunchtime. To ensure that we have quality equipment to inspire pupils to take part in activities at lunchtime. Clear rota of lunchtime activities so that children know what is available to them. Sports coach employed to lead a competitive sport once per week. Top up swimming sessions for those who require it after the first half term of lessons. Increase number of groups so that we have two morning and afternoon sessions and resources are available to be more responsive to children who are dysregulated. Ensure key staff members are fully trained and confident with teaching sensory circuits after the previous initial training.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport Continue to employ a Sports Coach for one afternoon per week to model quality lessons to staff so that staff have the skills 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 and teaching orienteering. ECTs to have fundamentals training as part of their induction. Staff to have swimming training so they can support with the teaching of swimming.	Sports coach to work with different staff for different sports compared to last year so that staff continue to develop their skills and confidence in all parts of the curriculum. Focus on staff that did not receive support last year or those who are ECTS. Training will be booked for staff so that they can make best use of our grounds and teach basic skills of orienteering to pupils. This will enable them to move away from the scheme of work and plan more engaging orienteering sessions. Book ECTS on fundamentals PE course to support their knowledge and understanding of teaching PE. Book training for staff to engage in swimming training- specifically supporting teaching from the poolside.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. To promote after school clubs by offering a club to all pupils once per year and to all disadvantaged pupils each term. To train a year group to ride scooters to help promote an active and safe way to travel to and from school.	Disadvantaged pupils will be offered one club per term for free. Scooter training will be booked and pupils will be taught the skills they need to access this life skill. Work with the infant school when booking clubs to that more children attend and can be sustained so that children from both schools benefit.

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. Employ a Sports Coach one lunchtime per week to run competitive house games.	To release staff in once per half term so that pupils can take part in competitions. Sports coach to model to teachers how to run inter-house competitions at the end of a games unit. Lunchtime sports coach to run weekly house competitions so all children have access to competitive sports.

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. There are staff and children that can help initiate active games and sports- play leaders and sports coaches. Staff will feel more confident and empowered to teach PE and lessons will be good or better. Staff will be more confident at running interclass and house sports events and this can be continued once the funding has stopped. Through working with an advisor, the PE Leader will know the strengths and points for development. Pupils in year 4 will have the knowledge and skills they need ride a scooter safely. Internal data shows that pupils are on track for PE unless there is an identified additional learning or physical need. Through attending clubs, pupils may develop an interest in sports and continue to engage in sports and competitive activities. Staff will be confident and leading an planning orienteering lessons and can move away from the PE scheme so that the sessions are more engaging.	Observations at lunchtime. 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. Our assessment grid will show that pupils are achieving our expected levels in PE. Pupil feedback from Year 4 will show that they have a better understanding of safe scooter skills and more children will scoot to school. The tracking system will show that pupils are on track as the PE curriculum is taught well. Impact of the Sports Coach. Planning and observations will show that the events have happened and a larger number of children engaged compare to the previous year. Our data will show that clubs are well attended.

Costs for 2025 to 2026

Amount received: £18,170		
Key Indicator	Action	Cost
1	Lunchtime clubs and equipment	£1,500
1	Top up swimming lesson and transport	£1500
2	Sensory circuits training	£390
3	Sports coach	£7,000
3	PE network and courses	£1800
3	Outdoor Adventure training	£390
4	Scooter/bike training	£1000
4	Cost of funding additional clubs	£4,480 (64 pupilsX£70 per term)
5	Cost of competitions	£1,500
	Total	£18, 170

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