PE AND SPORTS PREMIUM ACTION PLAN

PE and Sports Grant Costing 2025/26

2025/26

School Name	Mundesley Junior School	Academic Year	2025/26
Total Eligible Pupils	95	Total Funding Allocation	£16,950

SECTION A: Key Indicators

KEY INDICATOR 1

Increasing confidence, knowledge and skills of staff

High-quality PE depends on confident, knowledgeable teachers who can deliver structured, inclusive and progressive lessons. Investment in CPD, mentoring and coaching ensures that improvements are sustainable and reduce long-term reliance on external coaches. This directly benefits pupils by guaranteeing consistent teaching quality across the school.

Permitted use of funding:

- *CPD for teachers (courses, mentoring, shadowing, workshops, accredited training).*
- *Employing external coaches only where they support staff development (e.g. team-teaching, modelling lessons, mentoring).*
- *Resources, schemes of work, and assessment tools that improve teaching practice.*
- *Subject leader release time for PE monitoring, curriculum design, and staff training.*
- *Payment for overtime when a teacher leads additional CPD or runs clubs that extend pupil opportunity.*

Not permitted:

- *Paying teachers' core salaries or standard PPA cover.*
- *Paying coaches to replace teachers or deliver the statutory PE curriculum.*
- *Standalone pupil coaching with no staff involvement or skill transfer.*
- *Buying PE or staff uniform.*
- *Paying for generic "wellbeing" or non-PE training.*

Action ID	Key Indicator	Action Initiative Description Provide a clear description of the planned activity or intervention.	Category Identify the correct expenditure category	Provider/Staff Record the name of the external provider (if applicable) and/or the member of staff with responsibility for leading or monitoring the action.	Target Groups Indicate whether the action is designed to provide targeted support to pupils with special educational needs or disabilities (SEND), girls, or disadvantaged pupils.	Planned Spend State the projected cost of the action. Planned spend must align with the school's overall PE and sport premium allocation.	Actual Spend Record the final cost of the action once complete. This figure must be accurate, as it is reported to the DfE and used for accountability purposes.
	KI 1	*Staff confidence and*	*Internal*	***Welfare/Resource***	*SEND*	*£2300.00*	*£2300.00*

			skills - Widen pupil engagement and confidence competing		***Assistants*** *[E03] — CFR E03 — Subjective 9650 — Welfare/Resource Assistants Support staff leading playground games or active play*	Girls		
		KI 1	Staff confidence and skills - Primary PE Planning, online subscription to support all staff in the successful provision of PE	Internal	***Primary PE Planning*** *[E20c] — CFR E20c — Subjective 44180 — ICT Software and Systems (curriculum)*		£131.67	£131.67
		KI 1		N/A				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase the number of SEND pupils and girls participating in sport.
Supporting colleagues in CPD (shadowing and mentoring). Supporting successful lunch and after school clubs.

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Staff mentoring and shadowing ensures continued delivery of high-quality PE without reliance on external providers.

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Teachers have increased their confidence in delivering high-quality PE lessons through access to Primary PE Planning resources alongside support from external coaches and welfare/resource assistants. Staff have benefited from modelling, mentoring and shared practice, resulting in more consistent lesson delivery across the school. The lunchtime provision has also developed, with staff feeling more confident leading active play opportunities and supporting greater participation from SEND pupils, girls and less active pupils.

KEY INDICATOR 2

Increasing engagement of pupils in regular physical activity

The Chief Medical Officers recommend 60 active minutes daily. Many children, particularly those who are least active, need structured opportunities beyond timetabled PE to achieve this. By embedding activity into the school day (active playtimes, active travel, interventions), schools can boost health, wellbeing, and readiness to learn.

Permitted use of funding:

- *Playground markings, sports zones, and small portable equipment (balls, skipping ropes, cones, hula hoops).*
- *Training midday supervisors or play leaders to run active lunchtimes.*
- *Targeted activity clubs for less active pupils or specific groups (e.g. girls, SEND).*
- *"Daily Mile" or similar schemes; active travel programmes; activity trackers to monitor participation.*
- *Incentives that promote sustained active habits (stickers, certificates, small prizes).*

Not permitted:

- *Capital projects (trim trails, MUGAs, climbing frames, outdoor gyms, forest schools, or any item recognised as a fixed asset).*
- *Playground resurfacing or infrastructure.*
- *Routine supervision costs or staff contracted hours.*
- *Transport to statutory curriculum lessons (swimming, PE offsite).*

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	KI 2	***MSA Active Play*** *Pupils engaged in activities at lunch time. Competitive and well-run sporting activities offered. Timetable for provision?*	Internal	***MSA Active Play (Midday Supervisors)*** *[E07] — CFR E07 — Subjective 10150 — Midday Supervisors — Example: Staff running active lunchtime play sessions*	*SEND pupils SEMH pupils Pupils with ASC tendencies Disadvantaged pupils*	*£3236.00*	*£3236.00*
	KI 2	***Top-Up Swimming*** *Pupil safety in the water, important for a coastal location, excellent life-long exercise skills*	External	***Top-Up Swimming*** *Victory Swimming Project SP:SWIM – Top-up swimming & water safety*	*All pupils*	*£2310.00*	*£2310.00*
	KI 2	***Play Equipment*** *Pupils able to engage in physical play from a range of activities and having more choice to encourage physical*	Internal	***Small portable equipment (balls, skipping ropes, cones, hula hoops).*** *SP:EQUIP – Portable PE & active play equipment*	*All pupils*	*£2900.33*	*£2900.33*

			movement at play and breaktimes.				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in number of pupils engaging in active play and extracurricular clubs

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Improved offer at breaks/lunchtimes improves provision for all pupils

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

The range of lunchtime physical activities has increased significantly throughout the year. Midday Supervisors have successfully delivered structured active play sessions, encouraging greater participation from SEND pupils, pupils with SEMH needs, disadvantaged pupils and those who were previously less active.

Sports Premium funding enabled the purchase of a wide range of portable play equipment. This equipment has been organised into clearly labelled storage within the playground shed, allowing pupils to independently access resources and take ownership of active play. Year 6 Sports Captains now manage the equipment, promoting leadership skills whilst ensuring resources remain organised and accessible for all pupils.

Top-up swimming has improved pupils' confidence and competence in water safety, an important life skill for children living in a coastal community. Pupils have demonstrated increased confidence in swimming over 25 metres, using a range of strokes and understanding water safety.

Overall, pupils are engaging in higher levels of physical activity during breaktimes and lunchtimes, with increased opportunities to participate in structured and independent sporting activities.

KEY INDICATOR 3

Raising the profile of PE and sport across the school

When PE and sport are valued across the school, they contribute to wider improvement: behaviour, attendance, leadership, resilience and school culture. Celebrating achievements and making sport visible ensures it is not seen as an "add-on" but a central strand of whole-school development.

Permitted use of funding:

- *Celebration events such as sports weeks, "active days," or whole-school fitness challenges.*
- *Trophies, medals, badges, certificates (small consumables only).*
- *Communication materials — newsletters, website updates, videos, display boards.*
- *Pupil Sports Leaders or Ambassadors training and equipment (e.g. bibs, clipboards).*
- *Whole-school assemblies or initiatives promoting the value of physical activity.*

Not permitted:

- *Display furniture, cabinets, or digital screens (capital assets).*
- *Paying for marketing, branding, or non-PE publicity materials.*
- *Paying a staff member's salary solely to manage publicity or reporting.*
- *Any purchase that would normally be part of core admin budgets (e.g. website hosting).*

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	KI 3	***Bought in Professional Services - Premier Sport*** *Pupils engaged and enjoying physical education, pupils enjoying a range of sports including after school clubs*	*External*	*Premier Sport* *Weekly sports sessions, lunch club and after school club.* *SP:CPD – Staff training, coaching & skill development*	*All pupils*	*£7,315.00*	*£7,315.00*
	KI 3						

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in the number of sporting opportunities.
Increase in the number of pupils participating in extra curricular clubs

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Staff CPD and shadowing ensured continued delivery of high-quality PE

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Premier Sport / Active Education expertise has continued to provide high-quality coaching, lunchtime clubs and after-school clubs, increasing pupil participation in a wide variety of sporting activities. Staff have benefited from observing high-quality coaching, increasing confidence and subject knowledge to deliver PE independently.

Sport has maintained a high profile across the school through participation in clubs, competitions and celebration of sporting achievements. Increased opportunities have resulted in greater pupil engagement, improved confidence and enthusiasm towards physical activity.

KEY INDICATOR 4
Offering a broader, more equal experience of sports and activities

Pupils need exposure to a variety of activities, not just traditional team sports, so they can find something they enjoy and continue beyond school. Offering inclusive and diverse opportunities ensures gender balance, accessibility for pupils with SEND, and fair access for disadvantaged pupils. This develops lifelong participation habits.

Permitted use of funding:

- *Taster sessions or clubs for less traditional activities (yoga, dance, boccia, archery, fencing, outdoor pursuits).*
- *Equipment and resources specific to new or inclusive sports.*
- *External coaching where it broadens the offer and supports staff confidence.*
- *Subsidies to remove barriers to participation (e.g. disadvantaged pupils, SEND).*
- *Targeted activities that improve gender balance and inclusion.*

Not permitted:

- *Bulk purchases that exceed your de minimis capital threshold (e.g. outdoor classroom, climbing wall, forest area).*
- *Paying for offsite adventure trips that count toward curriculum PE.*
- *Kit or clothing (for staff or pupils).*
- *Paying for commercially operated community sport programmes not linked to your school's offer.*

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	KI 4	***Cluster PE subscription for competitive sport*** *Pupils engaged in a variety of sports and clubs which enable pupils to develop a range of skills and experience different sporting experiencing.*	*External*	*David Upton* *SP:COMP – Competition, festivals, inter-house / inter-school*	*SEND* *Girls* *Boys* *Disadvantaged*	*£525.00*	*£525.00*

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Regular competitions throughout the academic year
Increase in number of pupils attending these competitions

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Pupils offered a range of sporting experience to ensure a love of physical activity is developed

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Membership of the cluster PE partnership has enabled pupils to participate in a broad range of sporting festivals and competitions throughout the academic year. Pupils have experienced sports which they may not otherwise have accessed, increasing participation, confidence and enjoyment.

Particular emphasis has been placed upon ensuring opportunities are inclusive for girls, SEND pupils and disadvantaged pupils. Participation has broadened beyond traditional team sports, allowing more pupils to find activities in which they can be successful and develop lifelong positive attitudes towards physical activity.

KEY INDICATOR 5
Increasing participation in competitive sport

Competition builds resilience, teamwork and a sense of achievement. Access to intra- and inter-school competitions ensures pupils experience challenge, success, and personal growth. Done inclusively, competitive sport contributes to personal development, community spirit, and pride in school representation.

Permitted use of funding:

- *Transport to and from competitions, festivals and events (during or outside school hours).*
- *Entry fees for competitions and leagues.*
- *Equipment or bibs used for inter-house or school teams.*
- *Training or release time for staff to coordinate competitions or officiate.*
- *Hosting school tournaments or "Sports Days."*

Not permitted:

- *Transport to curriculum lessons (e.g. swimming, outdoor ed).*
- *Paying for pupils to attend private or commercial clubs unconnected to school provision.*
- *Paying coaches to deliver regular teaching or team management that is not sustainable.*

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	KI 5	***Transport (Competitions / Top-Up)*** *Pupils able to join a range of sports and compete as athletes against peers of similar ability. Pupils to enjoy success but also experience loss and therefore build resilience and personal development.*	*N/A*	*Regular competitions throughout the academic year [E19] — CFR E19 — Subjective 34950 — Transport of Pupils between School/Swimming*	*All pupils*	*£525.00*	*£525.00*

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in number of events the school can attend
Increase in number of pupils participating in extracurricular clubs

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Ensure active lifestyle embedded for all pupils
Ensure love of sporting activities is fostered

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Sports Premium funding has enabled transport to a wide range of inter-school competitions and sporting festivals. Without this funding many pupils would not have been able to access these experiences.

Throughout the academic year pupils have represented the school in numerous sporting events, developing teamwork, resilience, sportsmanship and confidence. Pupils have experienced both success and challenge, helping them develop positive attitudes towards competition and personal achievement. Participation in competitive sport has continued to increase across all year groups.

SECTION B:
Swimming and Water Safety
Year 6 Cohort

Permitted use of funding:

- *"Top-up" lessons for Year 6 pupils who didn't meet national standards earlier.*
- *Transport to top-up swimming sessions.*
- *Specialist instructors for SEND pupils or water safety enrichment sessions.*

Not permitted:

- *Core curriculum swimming for any year group.*
- *Transport for curriculum swimming.*

% able to Swim Competently 25m	*% able to use a range of strokes effectively*	*% able to perform safe self-rescue*
69% (22/32)	*75% (24/32)*	*87.5% (28/32*
Number of pupils requiring top-up sessions	*Plans for top-up provision*	
10	*Additional top-up swimming sessions have been provided through Victory Swimming Project to improve pupils' swimming competence, confidence and water safety. Sessions focused on pupils who had not yet met the National Curriculum expectations for swimming.*	
Funding allocated for top-up swimming/transport	*Barriers and next steps*	
£2310	*Although most pupils now meet the expected standards, a small number continue to require additional practice to develop stamina, confidence and proficiency across a range of strokes. The school will continue to prioritise top-up swimming for future cohorts, recognising the importance of water safety due to the school's coastal location.*	

SECTION C:
Governance, Accountability and Reporting

Named Governor Responsible for PE and Sports Premium Monitoring	*Mike Blake*	*Date of review meetings*	*Discussed during full governing body meetings. 1 per term.*

Evidence sources collected			
Club participation registers *Competition records* *Swimming data* *Staff feedback* *Sports Premium expenditure records* *Photographic evidence of purchased equipment* *SEG meetings (School Effectiveness Governor)*			
Confirmation that funding has been used in line with the conditions of grant	*The school confirms that all PE and Sport Premium funding has been spent in accordance with the DfE conditions of grant and has been used to improve the quality of PE, physical activity and sport across the school.*	*Website publication*	*This report will be published on the school's website by **31 July 2026** and will remain available alongside the previous year's report in accordance with DfE guidance.*

SECTION D:
Financial Summary

Total Received	*£16,950*	*Total Planned Spend*	*£16,950*
Total Actual Spend	*£16,950*	*Unspent Funding (must be £0)*	*£0*