



St Agnes Sports Premium

Action Plan 2025-26



Department
for Education



C.E. Primary School



Key Achievements 2024-25

School Games Mark Bronze Awarded

Activity/Action	Impact of plan & Spending	Comments
<p>Throughout the 2024–25 academic year, the school successfully prioritised daily physical activity through a range of impactful initiatives:</p> <p>Active 60 Minutes Initiative: The Active Minutes Tracker, introduced and completed multiple times across the year, enabled pupils and staff to monitor physical activity levels. This tool increased awareness of the importance of daily movement and promoted sustainable, long-term engagement across the school community.</p> <p>Personal Best Challenges: Opportunities were expanded to allow pupils to participate at their own level, which fostered confidence, motivation, and enjoyment. This inclusive approach had a clear positive impact on less active pupils and laid the groundwork for a Personal Challenge Week planned for the next academic year.</p> <p>Intra-School Competitions: A wider range of events, aligned with national and international campaigns, significantly boosted participation and school spirit. Events included:</p> <p>European Sports Day (Sept 27)</p>	<p>The school’s focus on daily physical activity had a clear and positive impact across the academic year:</p> <p>Increased Engagement: More pupils participated in daily physical activity through structured tracking, personal challenges, and competitive events, contributing to improved physical wellbeing and enthusiasm for being active.</p> <p>Improved Inclusivity: The Personal Best approach encouraged all pupils—particularly those who were previously less active—to get involved at their own level, boosting confidence and fostering a sense of achievement.</p> <p>Stronger School Community: Whole-school events such as intra-school competitions and national initiatives promoted teamwork, leadership, and school spirit, while also creating shared experiences across year groups.</p> <p>Enhanced Pupil Leadership: Older pupils took on roles in organising and leading activities, developing responsibility, communication, and organisational skills.</p> <p>Sustained Participation: The regular use of the</p>	<p>Next year, pupil leadership will be further expanded through new opportunities to lead and support physical activities during Breakfast Club. This will allow pupils to apply their leadership skills in a new setting while helping to promote active habits at the start of the school day.</p> <p>However, the school continues to face significant restrictions due to limited play space, which has made it increasingly challenging to broaden the PE curriculum and offer a wider range of sports. To address this, the school may need to consider allocating a portion of the Sports Premium funding towards hiring external venues, enabling pupils to access facilities that support more varied and high-quality physical education experiences.</p>

<p>Monster Kickabout (Nov)</p> <p>TCL Mini London Marathon (Apr 25)</p> <p>National Sports Week (June 25)</p> <p>School Sports Days (July 8)</p> <p>These competitions also developed leadership skills in older pupils and promoted teamwork and healthy competition.</p> <p>Year 6 Residential Trip: Held in Autumn 1, the trip saw strong engagement with 35 pupils attending. The high level of interest and positive feedback led to the early booking of the 2025–26 trip, demonstrating strong parental support and enthusiasm for adventurous, character-building opportunities.</p> <p>Collectively, these actions improved pupil engagement, increased inclusive participation, and helped embed sustainable daily activity habits. Plans were already underway to continue this momentum into the next academic year with consistency and further innovation.</p>	<p>Active Minutes Tracker embedded the habit of daily activity, with pupils and staff more aware of the importance of every active minute.</p> <p>Wider Family and Community Engagement: Strong uptake and early rebooking of the Year 6 Residential trip reflected increased family interest and support for wider, character-building physical experiences.</p>	
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Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school Projected Spend £ 10,000							Percentage of total allocation: %
Objective <i>What outcome are we trying to achieve?</i> INTENT	Specific actions <i>What will be the specific actions taken to achieve the objective?</i> IMPLEMENTATION	Success criteria for actions <i>How will we know if the actions have been successful?</i> IMPACT	Timeframe <i>When will the actions be completed and by whom?</i>	Costs		Monitoring <i>How will improvements be monitored?</i>	Sustainability and suggested next steps:
				Funding allocated:	Fund spend to date:		
To encourage children to engage in meaningful lunchtime play and activity. To raise daily activity levels and embed physical activity into whole-school rewards.	Continuation of Employment of 2 sports coaches from local Rushford Park football Club. Coaches to lead and engage pupils in active physical activities/ competitions. Development of Weekly Activity Trackers Linked to House Point Challenge - Pupils complete weekly trackers. - Converted into house points and announced weekly/termly prizes for best class/house/Pupil development etc - Promoted during celebration assemblies. School sports Leaders to work with coaches and also deliver activities in other zoned areas of the playground.	Pupils are actively engaged in meaningful activities during their free play at lunch time, facilitated using appropriate equipment. Reduced sedentary behaviour of pupils during lunchtime. More engagement in physical activities by girls (direct targeting of girls and timetabling access to MUGA pitch).	Sports Lead to liaise with coaches and provide support with the delivery of activities. Sports leader identification & training AUT 1 by PE lead. Sports Leaders to begin leading activities Aut 1 PE lead to monitor and assess coach impact each term At least 1 PE club to be available to pupils per term.	£10,000		PE lead and SLT to monitor lunchtime provision throughout the academic year. PE Lead to liaise with coaches weekly to ensure a broad, balance of activities Physical activity levels of pupils to be shown through Heatmapping of physical activity levels across the playground.	Continuation and development of Sports Leaders across the school. Lunchtime supervision staff to be trained to support Sports Leads. Reduction and eventual removal of Sports Coaches

<p>Promote physical activity at home.</p>	<p>School staff to deliver sports clubs during lunchtime. Targeting of girls through cheerleading/dance/Yoga sessions.</p> <p>Weight bearing activities promoted through use of school traversing wall.</p> <p>Sports Leaders to deliver series of Personal best Challenge activities through the year.</p> <p>Families to be asked to complete challenges at home, Promotion through school website and Class Dojo.</p>		<p>Personal Best Challenges to be completed EACH term.</p>				
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement							Percentage of total allocation:
Projected Spend £ 500							
Objective What outcome are we trying to achieve? Link to SIP? INTENT	Specific actions What will be the specific actions taken to achieve the objective? IMPLEMENTATION	Success criteria for actions How will we know if the actions have been successful? IMPACT	Timeframe When will the actions be completed and by whom?	Costs		Monitoring How will improvements be monitored?	Sustainability and suggested next steps:
				Funding allocated:	Fund spend to date:		
To develop leadership skills in YR4/5/6 pupils Develop life skills in pupils	Expansion & development of the Sports Leaders within school.	More pupils engaged in lunchtime activities as well as those qualified as leaders.	Autumn One- PE leads to identify and train new sports leads/implement skills logbook.	£500		Leadership Skills Logbooks (Yr 4–6)	
	Pupil-Led Intra-School Challenge Calendar. Sports Leaders to create and manage a year-round challenge calendar, including: Monthly personal best challenges Class vs class mini-competitions Inter-year group leagues at lunchtime and in after-school clubs. Support PE leads in the delivery of National events. Cross-Year Coaching YR5/6 sports leads to coach or support younger ones in a skill e.g. Yr 6 coaching Yr 1 in throwing skills during extra-curricular sessions i.e. breakfast club.	Sports Leaders develop their own physical literacy and skill base; help improve pupils under their supervision and guidance. Pupils have access to a minimum of 30mins of active play during lunchtime Builds empathy, communication skills, and confidence—raises profile of PE through mentoring.	Participation in: European Sports Day 27 th September Monster Kickabout November TCL Mini-London Marathon April 26 National Sports Week June 25 School Sports Day July 25	Sports Leader resources		What: Each Sports Leader or pupil involved in leadership roles (e.g. warm-up leaders, event organisers) keeps a simple log or journal. Includes: Roles undertaken, reflections on challenges, skills developed, and feedback from peers/staff. Use: Reviewed termly by the PE lead to track progress and target support. Regular Staff Feedback: Class teachers and support staff provide short observations on leadership during PE lessons or playground activities (e.g. teamwork, communication). Pupil Voice Surveys: termly surveys for leaders and participants to reflect on: Confidence in leading	

	Development of a PE Media Team (Yr 5/6) Creation of a pupil-led team to report on sports events, interview participants, write newsletter articles, and create display boards or videos	Develops communication, responsibility, teamwork, and IT skills while promoting PE achievements school-wide.				Skills they've developed How PE impacts their wider school life Challenge/Event Logs Records of all intra-school competitions, lunchtime activities, and personal best challenges led by pupils to be kept alongside all media team materials.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport							Percentage of total allocation:
Projected spend £2091							
Objective <i>What outcome are we trying to achieve?</i> <i>Link to SIP?</i> INTENT	Specific actions <i>What will be the specific actions taken to achieve the objective?</i> IMPLEMENTATION	Success criteria for actions <i>How will we know if the actions have been successful?</i> IMPACT	Timeframe <i>When will the actions be completed and by whom?</i>	Costs		Monitoring <i>How will improvements be monitored?</i>	Sustainability and suggested next steps:
				Funding allocated:	Fund spend to date:		
Improved quality of children's physical education to ensure they are competent and confident. To monitor pupil progress in PE more effectively, identify pupils requiring additional support, and tailor interventions, including extracurricular opportunities.	<p>School to fully implement the PE Passport app into school to support the delivery of high-quality physical education across all year groups.</p> <p>The digital platform will provide staff with a structured and progressive PE curriculum, detailed lesson plans, and clear learning outcomes, which will directly contribute to improvements in both teaching quality and pupil development.</p> <p>Further CPD support for staff will be provided to membership to the Youth Sports Trust & AFPE for safety guidance</p>	<p>PE Passport will ensure a more consistent approach to PE delivery across the school. As a professional development tool, PE passport will provide teachers access to guidance, video examples, and assessment tools that will strengthen their subject knowledge and improved overall PE lesson delivery.</p> <p>Staff will feel more confident in delivering high-quality, well-structured lessons, which will led to a more coherent experience for pupils as they move through year groups.</p> <p>Consistent use of PE Passport across the school will support the pupils in developing a broader range of physical skills, with lessons that are progressive, engaging, and tailored to their stage of development. As a result, pupils will show increased confidence in their abilities and greater enthusiasm for participating in PE lessons.</p>	<p>RL & AR to ensure all classes are registered onto the PE Passport system JULY 25 ready for immediate use Aut 1</p> <p>July 26 Renew membership to YST & AFPE</p> <p>Staff to use PE passport and complete assessments of lessons throughout each term.</p>	<p>Continuation of PE Passport membership</p> <p>£1677</p> <p>3 year plan</p> <p>YST club membership £260</p> <p>AFPE membership £154</p>		<p>Curriculum Mapping and Monitoring: The PE leads will work with staff to further refine curriculum coverage, ensuring clear progression across year groups and using the assessment data within PE Passport to identify strengths and areas for development.</p> <p>Pupil Progress Tracking: Greater use of the assessment tools will support more accurate tracking of individual pupil progress, allowing for earlier intervention and tailored support to meet all learners’ needs.</p>	<p>To ensure long-term impact, the school will continue to embed the PE Passport as a core tool for planning, delivery, and assessment of high-quality physical education. Its ease of use, structured progression, and alignment with the national curriculum make it a sustainable resource for both experienced and less confident staff.</p> <p>PE Passport will be used to support wider school improvement goals such as developing oracy, resilience, and leadership through PE.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Projected spend £1100							Percentage of total allocation: %
Objective <i>What outcome are we trying to achieve?</i> INTENT	Specific actions <i>What will be the specific actions taken to achieve the objective?</i> IMPLEMENTATION	Success criteria for actions <i>How will we know if the actions have been successful?</i> IMPACT	Timeframe <i>When will the actions be completed and by whom?</i>	Costs		Monitoring <i>How will improvements be monitored?</i>	Sustainability and suggested next steps:
				Funding allocated:	Fund spend to date:		
To ensure that equipment is updated to provide the best experiences for pupils to participate in a range of activities, both curricular and extra-curricular. To ensure that all pupils enjoy some form of sport or physical activity. Provide YR4, YR5, YR6 access to Outdoor Adventurous Activities. Promote physical activity by encouraging parent participation.	School to offer Enrichment Blocks or Taster Weeks to pupils (see timeframe) through lunchtimes and extra-curricular clubs.	Pupils have access to high quality equipment to facilitate progress and enjoyment within PE, allowing the enhancement of skills in a broad range of sports.	PE equipment audit and replenishment.	£700		Use attendance registers, pupil voice, and engagement tracking to see who is accessing what.	Build Staff Capacity
	Pupils to try less traditional activities like:	Engages different pupil interests and uncovers hidden talents.	PE leads Autumn 1 to survey pupil Interests. Use simple questionnaires to find out what activities pupils would love to try. Use the results to shape clubs, taster sessions, and after-school offers.			Aim for balance across ages, genders, and activity preferences.	Encouragement to class teachers and TAs to lead at least one enrichment activity per year. Offer CPD (e.g., PE Passport resources, local training) to build confidence.
	Archery, fencing, boxercise, parkour, yoga, handball, martial arts where possible link with local clubs.	Pupil voice drives provision and increases engagement.	Purchase Boccia and New age Curling equipment Aut 1	£400		Celebrate variety in newsletters, displays, and assemblies to raise the profile.	Resource Sharing: Creation of shared PE resource folder with activity plans and equipment guides for each enrichment block.
	Enrich the Curriculum with Themed Activity Weeks	Exposes pupils to quality coaching and signposts pathways beyond school.	Develop with Rushford Park coaches/Sports Leads an enrichment activity calendar for the year.			Include termly updates on competition participation and outcomes in SLT reports and Governor PE updates.	Team Approach: Use a rota so no single staff member is overloaded.
	Link to national/international events:	Build understanding of inclusive sport through active participation.					Make enrichment blocks part of your annual PE curriculum map and school events calendar.
	Olympic Week, Paralympic Awareness Day, Dance Around the World, Outdoor Learning Day	Pupils/families have an increased awareness of OAA activities. More YR5 pupils to register for YR6 residential.					
	Include cross-curricular links where possible (e.g., Olympic maths challenges).						

	<p>Lunchtimes to be used more creatively to promote equity and celebrate diverse physical abilities. More inclusive and adaptive Sports that are accessible for all i.e. Boccia, seated volleyball, new age kurling to be introduced.</p> <p>Sports Leaders/Rushford park coaches to run inclusive games and mini-sessions for:</p> <p>Skipping, hula hooping, target games, small-sided team games</p> <p>Rotation of activities by zone or theme each week.</p> <p>Creation of a Rolling After-School Club Programme. School to offer a range of clubs over the year.</p> <p>Autumn: Football, multi-sports</p> <p>Spring: Dance, Basketball</p> <p>Summer: Athletics, cricket</p> <p>Continued development of Outdoor and Adventurous Activities (OAA)</p> <p>Use school grounds creatively to create orienteering, scavenger hunts, team-building challenges. Use of local parks to complete OAA challenges</p>		<p>PE lead/SLT to liaise with staff and develop extra-curricular club calendar for 25-26. (JULY 25)</p>			<p>evaluate intra competitions with Sports Leads/Coaches</p>	<p>Link blocks to wider curriculum topics (e.g., dance linked to geography/cultures).</p> <p>Plan activities that support curriculum aims (e.g., OAA for teamwork, athletics for personal bests).</p> <p>Train Sports Leaders (Y5/6) to support delivery of lunchtime and enrichment activities.</p> <p>Resource Smartly</p> <p>Use versatile equipment (cones, hoops, bean bags) that can be reused across multiple activities.</p> <p>Buy once, use for years: e.g., a class set of boccia balls or skipping ropes.</p> <p>Store resources accessibly and maintain an inventory so nothing is wasted or duplicated.</p> <p>Create partnerships with local clubs or schools for occasional off-site activities if needed.</p>
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							<p>Develop relationships with local sports clubs and community coaches for occasional workshops or transitions to out-of-school clubs.</p> <p>Seek low-cost or free taster sessions to expose pupils to new sports.</p> <p>Use monitoring data to adjust or improve year-on-year and to justify continued time/effort</p>
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Key indicator 5: Increased participation in competitive sport Projected Spend £1620							Percentage of total allocation: %
Objective <i>What outcome are we trying to achieve?</i> <i>Link to SIP?</i>	Specific actions <i>What will be the specific actions taken to achieve the objective?</i>	Success criteria for actions <i>How will we know if the actions have been successful?</i>	Timeframe <i>When will the actions be completed and by whom?</i>	Costs		Monitoring <i>How will improvements be monitored?</i>	Sustainability and suggested next steps:
				Funding allocated:	Fund spend to date:		
Increase participation in sporting competitions and festivals	Increase Intra-School Competitions House/Team Tournaments: termly competitions in sports like	Participation Data (Quantitative) Track numbers and trends over time:	July 25 Renew membership to Manchester Active/MPETT	£1620		PE Passport, logbooks, or spreadsheets to track participation. Pupil Voice (Qualitative)	Rotate pupils so more get the chance to compete.

<p>accessible to all children.</p>	<p>football, netball, rounders, athletics.</p> <p>Lunchtime Leagues: Short-form leagues for different year groups—led by Sports Leaders.</p> <p>Personal Best Challenges: Pupils compete against themselves and improve over time (skipping, shuttle runs, etc.).</p> <p>Festival Format Days: Sport-specific afternoons (e.g. dodgeball festival, relay day).</p> <p>Cross-Year Events: Encourage Y6 vs Staff, or Y5 mentoring Y3 in mini games to build inclusion and spirit.</p> <p>Provide Inter-School Competitions to offer opportunities for pupils to represent their school in a competitive but inclusive environment.</p> <p>Create a local sports cluster or partnership</p> <p>Enter regional/national events:</p> <p>School Games</p> <p>TCL Mini London Marathon</p> <p>Panathlon Challenge (inclusive)</p> <p>Attend SEND/inclusive sports festivals for broader</p>	<p>% of pupils participating in intra competitions (aim for 100% across the year)</p> <p>Inclusion: % of SEND pupils, less active, or B teams involved</p> <p>Number of inter school events entered (target increase year-on-year)</p>	<p>Autumn 1</p> <p>Create a yearly calendar of events linked to curriculum or national events (e.g., Sports Relief, National School Sport Week) with Sport Leaders and Sports coaches.</p> <p>Train Sports Leaders (Y5/6) to plan, officiate, and lead lunchtime competitions ongoing</p> <p>Include non-traditional competitions (e.g., dance-offs, speed-stacking, boccia) to appeal to all interests.</p>			<p>Quick surveys or forms: “What did you enjoy?”, “What would you change?”</p> <p>Focus groups (e.g. Y5/Y6 Sports Leaders)</p> <p>Observations & Staff Feedback. Possible Staff note improvements in:</p> <p>Teamwork, communication, resilience</p> <p>Feedback sheets post-events can highlight challenges and successes</p> <p>Behaviour and Attitudes</p> <p>Pupils representing school data monitored for punctuality and behaviour around PE events</p> <p>Engagement in class and reduced behaviour incidents after active days</p> <p>Enthusiasm for representing school</p> <p>Leadership Opportunities & Impact. Tracking of the number of Sports Leaders. Record roles taken (e.g. refereeing, planning, reporting)</p> <p>Self-assessment/reflection logs on skills developed</p>	<p>Use of feedback to adapt and keep improving.</p> <p>Have themed “competition weeks” each term to showcase multiple sports.</p> <p>Recognise values (e.g. respect, teamwork) not just scores – this keeps it positive, inclusive and becomes embedded into school life.</p>
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What **impact/sustainability** have you seen?

	representation. (Manchester School games)					(communication, organisation) Visibility and Profile Across School evidence: Newsletters / social media Celebration assemblies Classroom displays / sports noticeboards	
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End of Year Review

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Swimming Data

Head Teacher:	<i>Mr. Shoab Uddin</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr. Russell Lammass</i> <i>PE LEAD</i>
Governor:	<i>Mr. Charlie Mok (School link Governor for PE)</i>
Date:	

