



Deen Valley
Community Primary

PE FUNDING REPORT

Amount of Grant Received:	<u>£17,740</u>	Amount of Grant Spent:		Date Agreed:	July 2026	Date to be Reviewed:	July 2027
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Principles for use of PE and Sports Premium Funding:

We use the funding we receive to focus on the five key indicators as outlined by the Government and provide additional opportunities for our children to enable them to achieve well in these focus areas:

- Key indicator 1: The engagement of all pupils in regular physical activity
- Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
- Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
- Key indicator 5: Increased participation in competitive sport

Intended Plans 2025/ 26(Against each key indicator)

	Intent What are your plans?	Implementation How are you going to action and achieve them?	Impact What impact / expected impact / sustainability are you expecting?	Expected Evidence How will you know? What evidence do you have or expect to have?
1	• Ensure all pupils access regular physical activity to support physical and mental wellbeing.	- Maintain at least 2 timetabled PE sessions per week for every class. - Continue Friday (Forest School). - Embed regular movement breaks, Daily Mile, skipping, Personal Best challenges, school gymnasium, orienteering sessions, gym sessions as part of Fit in 15 programme - Train PE ambassadors up to support lunch time engagement of pupils. -Develop use of Cross Curricular Orienteering opportunities with a focus on how this can enhance outdoor learning. -Freddie Fit to spread the message and importance of sport for well-being termly.	Greater engagement in learning due to increased alertness and regulation. Pupils are more physically active and motivated at break and lunch. Increased confidence and ability.	- Timetables - Pupil voice on enjoyment and activity. - Activity heat maps showing increased engagement, especially for key pupils. - Photos/videos of playground activity. - Club lunchtime registers and personal best records



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2	Use sport and PE to build resilience, engagement and a positive, inclusive school culture. Raise the improvement of spelling and grammar through cross curricular orienteering approach.	-Continually embrace our key house values of Destiny, Respect, Equality and Humanity through intra house competitions. -Organise sports ambassadors to lead interhouse competitions. - Link sport to wellbeing: promote exercise as part of mental health. Highlight the importance of this in staff meeting - Celebrate sporting effort in assemblies/newsletters of all abilities and celebrate the success and participation of all.	PE and sport become a motivational driver for personal development and attendance. Children display stronger resilience, teamwork and perseverance. More children, particularly pupils with SEND, meet the expected standard in PE.	- Assembly themes and newsletters. - Pupil interviews and case studies. - Behaviour / effort logs noting improvements of personal bests. -Number of SEND pupils achieving the expected standard improves. -celebrate events entered over the year increases the number of pupils participating in extra curricular activities.
3	Develop confident, skilled staff who can deliver high-quality PE sustainably	. – Embed use Complete PE to guide planning and progression. - Provide training via Complete PE resources each term prior to their PE unit and SGO specialist when required. - Support PE lead through specialist coaching and regular opportunities to build knowledge of new approaches to PE and School sport with PE networking meetings. -Use of adaptive cards to increase confidence of staff in inclusive practices. -Resourcing and buying of equipment to meet the needs of all lessons on the curriculum path.	Staff have greater confidence and competence. Curriculum coverage improves. Sustainability increases as staff rely less on external coaches.	- CPD logs. - Lesson observations. -Governor visits. - Staff surveys on confidence. - - Quality assurance from PE lead. -Pupil voice.
4	Ensure all children, including SEND and DAP, experience a diverse and engaging PE curriculum.	- Continue Forest School of wider active offer. - Introduce termly enrichment sports experiences (Quidditch, Freddie Fit, Cricket, Squash) - Attend a wide range of Macclesfield School Sport Games events.	Greater enjoyment and wider skill development. Increased participation in non-traditional activities (Squash, footgolf, quidditch). Inclusive opportunities for all pupils through the School Games	- Participation data tracked by group. - Pupil voice -Sonar data and engagement logs. - Photos and write-ups of special events completed by media



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		- Track participation across key groups (SEND, girls, boys, disadvantaged). - Provide training opportunities for girls to take up sports such as football and squash to increase participation. - Embed use of adaptive teaching cards for all staff to use within PE lessons, ensuring the needs of all children are met. - Raise awareness of parents, particularly those with SEND needs on the importance of physical activity and school sport. - Work with SENCO to improve the participation of pupils through greater parental engagement in physical activity and school sport. - Train SEND pupils to be phys-kid leaders to enhance and improve social, emotional and communication skills.	festival and events package. Children of all abilities making progress against their starting points. Increased number of pupils of all abilities entering and participating in extracurricular activities. Pupils on the SEND register to develop confidence in leading in UKS2. Number of girls attending competitions to increase in both girls only and mixed team sports.	team and sent via interactive newsletter. - Timetables. - Curriculum Path. Health check questionnaire and action plan. - Platinum award achieved showcasing the commitment to the gender equality initiative.
5	Increase opportunities for pupils to experience competition at all levels	- Attend Macclesfield School Games events across all tiers (Celebrate, Inspire, aspire etc). - Attend Macclesfield Football Club Community Cup Tournaments for both girls and boys at all age levels from year 2- 6. - Attend the Squash community Cup Girls Only Tournament. - Swimming Gala to be attended by Year 6 pupils. - Attend mixed ability Gymnastic competition. - Plan and deliver 4 intra-school competitions termly / annually. - Use coaches to develop children's awareness of festival theme / activity prior to competition so they feel safe and secure to participate and engage.	Raised aspiration, confidence and pride through competition. Improved skills in teamwork, leadership and resilience. Staff develop capacity to lead events. Higher engagement of targeted groups.	- Calendar of events and participation records. - Photos and newsletter write ups. - Staff feedback. - Platinum award maintained from Sainsburys School Games.



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		-Ask middays to observe the coaches to develop CPD for sustainability. - Fund transport to external events using Sports Premium. -Attend Manchester City festivals and tournaments regularly across the year.		
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Evaluation

Review 2024 / 25 (Against each key indicator)				
	What went well? What impact and sustainability have you seen?	How do you know? What evidence do you have?	What didn't go well?	How do you know?
1	Girls participation in sport.	Results in events. Registers to all competitions show a high number of girls across the year groups attending a range of sports tournaments and fixtures. Mixed teams entered boys only competitions and achieved highly. Parent, Pupil voice, Newsletter highlights.		
2	Swimming results showcase 100% of pupils achieving the expected standard in swimming.	Swimming registers and certificates. 1 st in the Macclesfield Swimming Gala at Kings School.		
3	Participation of SEND pupils increased.	Participation within lessons observed 100% of children participating in lessons, developing positive and supportive relationships with their teacher – monitoring and data analysis. The use of Complete PE adaptive games and activities – and seeing the progression across the key stages -has developed confidence in staff.		
4				
5				

Meeting National Curriculum and Water Safety Requirements (Year 6 2025 – 26)

1	What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of the academic year?	100%
2	What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of the academic year?	100%
3	What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the academic year?	100%
4	Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No – All children left as either



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		intermediate or advanced.
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