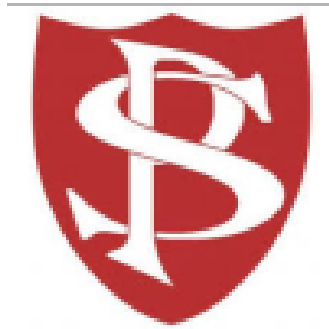


PE and Sport at St Pauls C of E Primary Withington

Action plan 2026/2027 and position statement



Subject leaders: D. Ellis

D.Ellis



Reported by A.lee

Amount of Grant– £TBC

The Action Plan aims to ensure the effective use of the new Primary PE and Sport Premium. The vision aims for all pupils leaving our school to be physically literate and equipped with the knowledge, skills and motivation necessary for healthy, active lifestyles and lifelong participation in physical activity and sport.

The plan aims to **(intention):**

- improve the quality and breadth of PE and sporting provision
- increase participation
- ensure all pupils develop healthy lifestyles
- ensure all pupils achieve the performance standards they are capable of
- make improvements now that will benefit pupils joining the school in future years

The 5 indicators we aim to see improvements against are **(impact):**

- The engagement of all pupils in regular physical exercise – kick starting a healthy lifestyle
- The profile of PESSPA being raised across the school as a tool for whole school improvement
- Increased confidence , knowledge and skills of all staff in teaching PE and Sport
- A broad experience of a range of sports and activities being offered to all pupils
- Participation in competitive sports increased
- Fitness levels of all year groups increased

This plan was shaped by the advice offered to schools by the Department for Education in its communication to schools in June 2013. It was designed to directly address the key findings and recommendations of the Ofsted Report:

“Beyond 2012 : Outstanding PE for all Schools”

Key achievements to date: See impact report for detail, summary below				
Actions for 2026 2027 2025/2026				Impact report 2026 2027 and actions for 2027 2028 on new action plan and below from impact report and data. Aim to increase sustainability due to reduced funding.
Data: 2025-26 – supporting setting actions				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
	2026			
Attainment from formative assessment	Working towards	Expected	Greater depth	
Year Rec	3%	97%		
Year Two	4%	79%	17%	
Year Four	5%	76%	19%	
Year Six	22%	55%	23%	
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				Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement
- Increase play street to 6 x per year - Initiate Bike right delivered for year 5/6 - Run external workshops for whole school in active skills for playtime – skipping workshop or other equivalent - Formalise the expectations for active learning on a weekly basis in classes to ensure minimum of 2x per week - Increase interventions and upskill Tas to support PE lessons				Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
- Introduce a PE section on the school newsletter and share any local/national events we are celebrating. - Celebrate National Sports week including researching sports hero’s with a focus in inclusivity and hero’s who overcome challenges.				Key indicator 5: Increased participation in competitive sport
Additional actions				
Swimming				

- Introduce cross class competition to year 3/4 and ensure year 5/6 continue this minimum of 2x per year.
- Continue with local tournaments weekly – increase to joining 1 Manchester competition per term.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Continue with Get set for PE and ensure new members of school staff know how to access and use
- 2x new teacher receive support from PE expert -Callaghan
- Sports coach to upskill TA team on lunchtime active play.
- Interventions to be observed by TA team to increase pupils self esteem and confidence in sport so Tas can deliver in the future – sustainability

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- Research inclusive sports to come into school – Bocca- curling , archery for taster session s
- Set target vulnerable pupils up in sport clubs where other offers not included
- Ensure a 10% minimum of sports teams are vulnerable and disadvantaged pupils.
- Invite external sports clubs in to share what is on offer in the community e.g. karate/basketball – send information to all parents
- Make links with local cricket and squash clubs

Key indicator 5: Increased participation in competitive sport

- Introduce cross class competition to year 3/4 and ensure year 5/6 continue this minimum of 2x per year.
- Continue with local tournaments weekly – increase to joining 1 Manchester competition per term.
- Share Parkrun with families

Additional actions – leadership and management

- Write action plan and record of evidence

• Monitor and action the SDP priorities – consistency in PE offer class to class and inclusion in PE lessons • Share overview of expectations for all lessons – create support for assessment Swimming • Continue top up swimming • Ensure pupils joining the school after year 4 we have information regarding swimming levels.	
<u>Subject leader sustainability</u> All upskilling and shared practice is being invested in to ensure sustainability across school if funding is withdrawn. School ensures we invest beyond the allocation and this will be a commitment from St Pauls SLT as PE and healthy living is a priority in keeping all our pupils safe and active. A new PE lead is starting in 2026 2027 and will take over the action plan – the initial period will be used to hand over and work with PE expert gathering advice on high quality monitoring to ensure the current level of PE and sport at St Pauls is maintained and strives for improvement.	
Meeting national curriculum requirements for swimming and water safety Due to two years of Covid and only one term of swimming our data has dropped significantly.	Please complete all of the below: Year 6 start of 2020/2021 – aim to increase
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	2021/22: 78% 2022/23: 33% 2023/24: 43% 2024/2025:67% 2025/2026:70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	2021/22: 81% 2022/23: 63% 2023/24: 70% 2024/2025:56% 2025/2026:76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	2021/22: 44% 2022/23: 78% 2023/24: 80% 2024/2025:46% 2025/2026:61%

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?

Yes/No

Funding: TBC – Planned spend 2026 2027 - Budgeted £22,000

- Pat Callaghan & LSC for CPD - £17,000
- Extra curricular opportunities- £6,600
- Equipment -£2000
- Subscriptions – 1350
- Competitions - £3500
- External coaching staff (afterschool and lunchtime) - £3500
- Swimming - £1000
- PE scheme: £550 for a year
- Manchester City EYFS: £1800

Total spend:

Academic Year: 2027/2028	Total fund allocated: TBC	Date Updated: September	
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			Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils :	Intention Actions to achieve:	Funding allocated:	Evidence and impact :
-Boosts regular community engagement, gives children safe outdoor spaces to play, and increases physical activity levels outside classroom hours. -Equips upper Key Stage 2 pupils with essential road safety skills, builds cycling confidence, and encourages sustainable, active travel to school. -Re-energises playtimes by introducing	- Increase play street to 6 x per year - Initiate Bike right delivered for year 5/6 - Run external workshops for whole school in active skills for playtime – skipping workshop or other		

new, accessible physical skills, lowering playground behaviour incidents, and motivating less active pupils. -Embeds physical movement into the wider curriculum, reduces sedentary time in the classroom, and improves pupils' focus and academic engagement. - Enhances the quality of inclusive PE delivery, builds staff confidence, and ensures targeted support so that SEND and less active pupils make rapid progress.	equivalent - Formalise the expectations for active learning on a weekly basis in classes to ensure minimum of 2x per week - Increase interventions and upskill Tas to support PE lessons			
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils :	Intentions Actions to achieve:	Funding allocated:	Evidence and impact :	Sustainability and suggested next steps:
-Increases the profile of PE across the school community, improves parental engagement, and connects families with local physical activity opportunities. -Promotes equality and diversity by inspiring pupils through diverse sporting role models, boosting empathy, and fostering a resilient mindset toward personal challenges. -Drives healthy team spirit and school pride, broadens participation in competitive sport for younger pupils, and builds teamwork across different year groups. -Raises the school's competitive profile, provides higher-level challenge for gifted and talented pupils, and exposes children to diverse sporting environments across the city.	- Introduce a PE section on the school newsletter and share any local/national events we are celebrating. - Celebrate National Sports week including researching sports hero's with a focus in inclusivity and hero's who overcome challenges. - Introduce cross class competition to year 3/4 and ensure year 5/6 continue this minimum of 2x per year. - Continue with local tournaments weekly – increase to joining 1 Manchester competition per term.			•

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Intention Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Ensures consistent, high-quality PE delivery across all year groups and streamlines the onboarding process for new staff members. -Accelerates early-career teacher development, raises the standard of teaching and learning, and builds long-term staff confidence in PE delivery. -Maximises the use of playtime equipment, empowers support staff to lead games, and significantly reduces structured play safety or behaviour incidents. -Secures long-term sustainability by building TA capability to independently run targeted interventions, directly boosting vulnerable pupils' emotional wellbeing and sports participation.	- Continue with Get set for PE and ensure new members of school staff know how to access and use - 2x new teacher receive support from PE expert - Callaghan - Sports coach to upskill TA team on lunchtime active play. - Interventions to be observed by TA team to increase pupils self esteem and confidence in sport so Tas can deliver in the future – sustainability			
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Widens sporting horizons by exposing all pupils to adaptive, lifelong sports, ensuring every child—regardless of physical ability—can experience success in physical activity. -Closes the enrichment gap by providing targeted, barrier-free access to physical activity for children who need it most, improving their school connectedness. -Guarantees equity of opportunity, ensures	- Research inclusive sports to come into school – Bocca-curling , archery for taster session s - Set target vulnerable pupils up in sport clubs where other offers not included - Ensure a 10% minimum of sports teams are			

school representation reflects the diverse student body, and raises the aspirations of disadvantaged pupils. -Strengthens school-to-club pathways, gives grassroots clubs a platform to inspire pupils, and actively breaks down barriers to community sports participation for families. - Establishes sustainable community partnerships, broadens the school's sports network, and creates direct pathways for pupils to pursue niche sports outside of school hours.	vulnerable and disadvantaged pupils. - Invite external sports clubs in to share what is on offer in the community e.g. karate/basketball – send information to all parents - Make links with local cricket and squash clubs			
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Impact School focus with clarity on intended impact on pupils:	Implementation Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
-Drives healthy team spirit and school pride, broadens participation in competitive sport for younger pupils, and builds teamwork across different year groups. - Raises the school's competitive profile, provides higher-level challenge for gifted and talented pupils, and exposes children to diverse sporting environments across the city. -Promotes a whole-family approach to health and fitness, encourages sustainable weekend activity habits, and connects the school community with free, accessible local fitness events.	- Introduce cross class competition to year 3/4 and ensure year 5/6 continue this minimum of 2x per year. - Continue with local tournaments weekly – increase to joining 1 Manchester competition per term. - Share Parkrun with families		•	
Additional actions – leadership and management				Percentage of total allocation:
				N/A
Impact School focus with clarity on intended impact on pupils and staff: -Secures complete transparency and	Implementation Actions to achieve: • Write action plan and record of evidence	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

accountability for the PE premium spend, providing clear compliance documentation for governors and Ofsted. -Eradicates variance in teaching quality across year groups, ensuring every pupil experiences an equally high-standard, highly inclusive PE lesson regardless of their classroom. -Establishes clear, consistent benchmarks for student progress, reduces teacher workload through structured assessment tools, and ensures accurate tracking of pupil attainment.	• Monitor and action the SDP priorities – consistency in PE offer class to class and inclusion in PE lessons • Share overview of expectations for all lessons – create support for assessment			
			•	•
Swimming				
PUPILS' SWIMMING ABILITY (impact) Implementation	PUPILS' SWIMMING ABILITY (intention) Implementation	Funding	Evidence and impact	
-Maximises the number of pupils meeting the statutory National Curriculum requirement to swim 25 metres confidently and competently before leaving primary school. -Eliminates gaps in student data, allows for immediate targeted intervention for new arrivals, and ensures swimming provision is tailored accurately to current pupil needs.	• Continue top up swimming Ensure pupils joining the school after year 4 we have information regarding swimming levels.		•	•