



George Washington
Primary School

Reviewed Sports Funding Plan

2025-2026

Approval Date: September 2025

Review Date: August 2026



George Washington Primary School Sports Funding Plan

<u>Academic Year- 2025-2026</u>	<u>Total Funding Allocated: £19,450</u>	
<u>Sports Premium- 5 Key Indicators</u>	<u>Total Spend</u>	<u>Percentage of total allocation</u>
Key Indicator 1 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.	£5920	30%
Key indicator 2: The profile of PESSA being raised across the school as a tool for whole school improvement	£0	0%
Key Indicator 3: Increased confidence, knowledge and skills in all staff in teaching PE and sports	£8680	45%
Key Indicator 4: Broader experiences of a range of sports and activities offered to all pupils	£0	0%
Key Indicator 5: Increased participation in competitive sports	£4850	25%

Key Indicator 1 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.		Percentage of total allocation: 30%	
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evaluation and suggested next steps
Quantity of equipment available to enable all children across to high quality PE sessions.	• Conduct a 2025– 2026 PE equipment audit to ensure correct equipment is purchased. • Purchase any identified equipment missing from the PE audit. • Replace damaged and unsafe PE resources to support high quality teaching of lessons. • All children to have access to equipment to fully engage in planned PE lessons. • Purchase basketball nets and markings on playground.	£1000	PE lead conducted PE equipment audit. Ordered new volleyballs to replace old for year 6 curriculum, 2 basketball nets have been purchased to increase activity on the playground. All children have had access to high-quality PE lessons and resources. Next year, keep up with regular equipment audits.
Training/supporting lunchtime staff to engage more children in active play at lunchtimes. Purchase quality equipment to be used to increase daily physical activity.	• Purchase of additional playtime resources and replacement of lost or broken resources. • Repaint markings onto playground to support staff with encouraging active play. • Conduct a playground equipment audit to ensure correct equipment is purchased. • PE leads to distribute equipment for start of academic year • Follow up meeting with SLT • PE leads and HTLA to carry out playtime and lunchtime observations • PE leads to lead CPD to further develop lunchtime assistants. • Year 5 children to take part in Young Leaders training (see K.I.4) • TAs/Lunchtime assistant to attend SLA training	£4200	Playtime resources have been repurchased on two occasions this year. This has been led by child voice and young leaders. Year 5 children attended young leader training. CPD has been led for lunch time assistants by external SLA with frequent check ins with PE lead. Purchased new orienteering course and had CPD delivered by staff. Continue to work on this next year to ensure young leader training and lunch time

			assistants promote active participation.
Increase the accessibility of playground equipment for early years provision.	- Audit current equipment and identify any additional resources that are required. - Liaise with early years lead to purchase equipment. - Early years staff to receive CPD training on development of gross motor skills within EYFS. - Termly review	£500	Purchased new balance bikes and pedal rollers to support early years provision. EYFS staff accessed whole school PE equipment and have taken part in whole school events. Continue to monitor next year.
Working to ensure maximum uptake of our extra-curricular clubs to engage as many pupils in extracurricular clubs as possible.	- PE leads to meet with ASC lead to discuss variety of sporting possibilities - Clubs to be decided after pupil voice/questionnaire - Review and evaluate uptake of after-school club provision. - Pupils engaged in extracurricular and community clubs following sessions. Increase in % of pupils accessing extra- curricular clubs.	£0- due to using staff knowledge of sport and varying possibilities. Staff to follow CPD from previous year.	Meeting with ASC lead. Questionnaires completed by chn in school. Tracked participation via registers. Continue with monitoring and working alongside ASC lead next year.
Continue Year 5 Young Leadership programme within school	30 Year 5 children to attend Young Leadership training October 2024 - Year 5 Young Leaders to receive 'Sports Leader' hi-vis to identify them during break times and lunch times - Year 5 Young Leaders to work with school council to organise playground games - Year 5 Young Leaders to meet with PE leads and Young leaders lead once a term to discuss actions and impact of Young Leaders during break times and lunch times	£220 new hi-vis	New hi-vis purchased for all pupils. Young leaders now have an active role and enjoyed participating in meetings with PE lead. Continue to use the hi vis vests and attend training next year.
Additional swimming top- up for Year 6	- PE Lead and swimming instructor to look at previous year's data (2024-2025) to assess % of children meeting National Curriculum requirements - Pupils in year 6 to be given additional swimming lessons - Assess and evaluate if sessions have had impact on children's progress	£0- Need to check pool slots. If needed, money from	£400 spent for this towards top up funding for year 6 chn. Depending on next year funding, try to promote and put more money towards top-up funding for year 6.

		coaching for year 6.	
Funding for external coaches to run active sports sessions	- Review external coaches from 2024-2025 through staff questionnaire and pupil voice – positives and negatives of weekly sessions and coach - Liaise with PE leads across the Oak Learning Trust to research and identify effective local coaches - Yearly overview timetable external coaches to work with children in EYFS, KS1 and KS2 in a range of sports and physical activities - Staff to teach alongside coach as a method of CPD for identified areas within the curriculum to develop knowledge and allow high quality teaching.	See Key Indicator 3 – Allocated £7000	Coaches have come into school to work with a range of year groups and areas of the curriculum across school. Teachers have been exposed to a range of CPD opportunities and ways to teach the sport the following year. Continue using external coaches next year using main school budget due to changes in PE sports premium funding.

Key indicator 2: The profile of PESSA being raised across the school as a tool for whole school improvement		Percentage of total allocation: 0%	
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evaluation and suggested next steps
Whole school involvement of Walk to School Month/Week	- Register school for National programme - Inform staff of dates - KS1 and KS2 assembly to inform pupils of the reasons why we are taking part in this event - Promote Walk to School week through letters home, FB, school website and Friday News of the reasons why we are taking part in this event.	£0- In school organisation	All children were made aware of Walk to School Week and active travel. Regular assemblies took place highlighting. Certificates were given out and whole school awards. Continue this next year.
Promote and use sporting role models	- PE leads to research and invite sporting personality into school - Inform and educate teachers about the importance of promoting sporting athletes.	Not applicable	Sports week included a range of taster events. Children loved to take part in a range of

	Sports Week to be based on different sporting role models		events and learn about different sporting role models. Try to invite personality next year.
Ensure PE and school sport are visible in school (assemblies, notice boards, pupil reward and recognition of children) to inspire children to take part.	- PE leads to liaise with HT to discuss displays. - PE leads to lead regular assemblies, alongside young leaders to discuss football achievements. - Celebration of other children's awards outside of school once per month. - Notice board to be updated for football league. - Children to discuss importance of PE during assemblies.	£0- In school organisation	Sport is a big part of our school and celebrating and marking this in our school has been a priority. Updated display and recognition on our newsletters. We also allow children to share this in assemblies. Football team has its own designated space in school to inspire children to take part. Continue to ensure PE is visible across school.
Engage and celebrate 'Change 4 Life'	- PE leads to liaise with Anthony Green for Change 4 Life - Set up Change 4 Life group based on targeted children and families - Assemblies to be delivered - Workshops focusing on targeted groups - Discussion of how to promote within community on newsletters and family groups.	Not applicable	In school Change 4 Life assemblies. Further work on this next year and reengage with Anthony Green to run workshops across the school. Target group workshops as well.

Key Indicator 3: Increased confidence, knowledge and skills in all staff in teaching PE and sports		Percentage of total allocation: 45%	
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evaluation and suggested next steps

Funding for external coaches to run active sports sessions	- Review external coaches from 2024-2025 through staff questionnaire and pupil voice – positives and negatives of weekly sessions and coach - Liaise with PE leads across the Oak Learning Trust to research and identify effective local coaches - Yearly overview timetable external coaches to work with children in EYFS, KS1 and KS2 in a range of sports and physical activities - PE leads to communicate with schools across trust to discuss different sporting coaches they recommend. - Schools to offer children taster sessions based on a range of different sports not included within the curriculum coverage i.e. golf, archery, curling. - Staff to teach alongside coach as a method of CPD for identified areas within the curriculum to develop knowledge and allow high quality teaching.	£5500	PE lead had a discussion with each year group and discussed curriculum overview. T's and PE lead's identified areas of curriculum they identified as their weakness so that we would invest in a coach as CPD. T to complete documents so that they can refer back to these in future. Chn been offered to participate in a range of activities such as archery, boogie bounce and penalty shootouts. To continue to work with a range of external coaches next year.
To continue to use Complete PE	- Update CPD for Complete PE at the beginning of the academic year. - Staff to use as an assessment tool for PE lessons - Identify and ensure all staff are confident with the use of Complete PE - Continuously monitor physical activity levels and identify the most appropriate target groups to achieve maximum impact. - Introduce SEND adaptation resources to ensure accessible for all	£180	Complete PE has been used a lot this year and has been full embedded into our school. School to continue with this as SEND resources have been useful.
Continue to offer CPD and up skill delivery of the teaching of PE and sports in order to improve progress and achievement of all pupils.	- Staff questionnaire analysis at end of Summer 2025 - Identify staff to attend CPD training courses for 2025-2026 - Make all staff aware of upcoming sports and PE training courses through messages in the staff room, posts on Teams etc - Monitor PE planning and feedback to staff with development points to improve - Research and identify coaches – support staff CPD in PE and sports skills - Deliver and installation of orienteering including staff CPD to broaden confidence in staff of delivery of the sessions.	£3000	See above- PE lead had a discussion with each year group and discussed curriculum overview. T's and PE lead's identified areas of curriculum they identified as their weakness so that we would invest in a coach as CPD. T to complete documents so that they can refer back to

			these in future. Chn been offered to participate in a range of activities such as archery, boogie bounce and penalty shootouts. To continue to work with a range of external coaches next year. We have used companies such as AAA gymnastics, Washington AFC, Champ Sports, All stars rugby etc.
Monitoring and mentoring staff	• Staff to be identified that PE is an area of weakness. • Staff to access CPD training led by SLA. • PE lead to work closely with member of staff to ensure high quality lessons • Share the teaching of lessons to allow staff to grow in confidence.	(see above-£400)	Staff have become more confident following CPD and training. PE lead worked closely with some members of staff to ensure high quality lessons and helped with planning progression of skills. PE lead to work closely with Year 5 and 6 next year, as well as PE coach.

Key Indicator 4: Broader experiences of a range of sports and activities offered to all pupils		Percentage of total allocation: 0%	
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evaluation and suggested next steps
External coaches to run active sports sessions to inspire additional clubs.	• PE leads to communicate with schools across trust to discuss different sporting coaches they recommend. • Schools to offer children taster sessions based on a range of different sports not included within the curriculum coverage i.e. golf, archery, kurling. • PE leads to work closely with different providers to check children's engagement and offer after-school clubs based on this.	£0-Covered by Indicator 1, 3 and 5.	Across the year, we have used a range of different external coaches. Some children have then started to participate in new after school clubs following from the external

			coaching in school. Continue to work with coaches next year.
Range of after school clubs to provide children with opportunities for different sporting and physical activities. External coaching led breakfast clubs	• PE leads to meet with ASC lead to discuss variety of sporting possibilities • External coaches to come into school to provide wider opportunities for chn to experience new sports • Clubs to be decided after pupil voice/questionnaire	Not applicable -see above	See above – Meeting with ASC lead. Questionnaires completed by chn in school. Tracked participation via registers. Continue with monitoring and working alongside ASC lead next year.
Higher percentage of target children engaging in after-school clubs.	• PE leads to meet with ASC lead to discuss variety of sporting possibilities • Monitor uptake and engagement of PP via trackers and registers • Communication with parents and carers regarding clubs • Clubs to be decided after pupil voice/questionnaire	Not applicable -see above	See above – Meeting with ASC lead. Questionnaires completed by chn in school. Tracked participation via registers. Continue with monitoring and working alongside ASC lead next year.
Continue to offer a range of active playtimes and lunchtimes to get more children engaged in PE and sports.	• Year 5 children to attend Young Leadership training as part of SLA package • Identify lunchtime assistant to take part in SLA CPD training course on Active Lunchtimes. • PE leads to continue to work with Anthony Green at Change 4 Life to identify and support disengaged children.	Not applicable -see above	See above- Playtime resources have been repurchased on two occasions this year. This has been led by child voice and young leaders. Year 5 children attended young leader training. CPD has been led for lunch time assistants by external SLA with frequent check ins with PE lead. Continue to work on this next year to ensure young leader

			training and lunch time assistants promote active participation.
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Key Indicator 5: Increased participation in competitive sports		Percentage of total allocation: 25%	
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evaluation and suggested next steps
Continue to attend cluster competitions and School Games competitions	- Register school with local SGO - Identify children to attend competitions - Monitor yearly and medium-term plans alongside curriculum files - Curriculum design to support children's engagement in School Games competitions. - Communication with parents and carers regarding competitions - Complete relevant risk assessments - Book appropriate transport for events - Introduction of after-school clubs to support preparation of competitions.	SLA Package- £2900 Transport- £1500 £4400	Transport remains a huge area of spending for us as we have ended up spending more than the planned amount. We have spent £3100 on transport and £2900 for the SLA. We have highlighted this with SLA and they are looking into a plan for next academic year. Children have loved to take part in activities and cluster competitions this year.
Washington School Football league and Cup games	- PE Leads and JS to assign two staff members to train and supervise football squad for 2025 - 2026 season - Pay affiliation costs to FA - PE leads and JS to run trails	£150	Children have loved the football this year. Continue to sign up and train next year. WMcM to also support with football where needed.
Girls' football team to take part in Washington Girls' League and Cup Games	- PE Leads and JS to assign two staff members to train and supervise football squad for 2025 - 2026 season - Pay affiliation costs to FA - PE leads and JS to run trails	£150	Children have loved the football this year. Continue to sign up and train next year. WMcM to also support with football where needed.
Introduce inter school competitions (class vs	PE lead to discuss with teachers intra school competitions – reintroduce tracking Daily Mile.	£150	Chn have had the opportunity to participate in inter school

class/year group vs year group)	• PE Leads across the trust to set up competitions in each of the schools. • Purchase new equipment for sports competitions • Young leaders to continue to track and update designated sports board of fixtures, results and tables.		and house Vs House competitions. They complete these at the end of each unit. We also took part in a school wide House VS House competition as part of marking the World Cup. Continue to do this and mark with certificates next year.
Higher percentage of disadvantage pupils engaging in sporting competitions.	• PE leads to discuss a variety of opportunities. • Monitor uptake and engagement of disadvantage pupils. • Communication with parents and carers regarding competitions.	Not applicable	Children with SEND have has opportunities to attend specialist led sessions as part of our SLA. We have tried to promote a love of sport across the whole school. We have also booked in school SEND opportunities too. Continue with this next year.