



PE and Sport Premium Review 2025-2026 and Inclusion Action Plan 2026-2027

Black Firs Primary School

PE and Sport Premium Review 2025-2026

School Context

During 2025-2026, Black Firs Primary School continued to prioritise physical education, inclusion, wellbeing and active lifestyles. The PE and Sport Premium funding was used strategically to improve the quality of physical education, increase participation in physical activity, develop staff confidence and ensure pupils with SEND accessed a broad and balanced physical curriculum.

Key Successes

Increased Participation in Physical Activity

- Daily active opportunities were embedded across the school day.
- Participation in extracurricular clubs remained high across all key stages.
- Targeted pupils, including disadvantaged and SEND pupils, accessed a wider range of sporting opportunities.
- Increased participation in inter-school competitions and festivals.

Quality of Physical Education

- Staff confidence in teaching PE improved through curriculum support and coaching.
- Progressive units ensured pupils developed physical literacy, coordination and teamwork skills.
- Greater consistency in assessment and tracking of physical development.

Inclusive Provision

- Adapted activities enabled pupils with additional needs to participate more successfully.
- Early intervention programmes supported pupils with gross and fine motor skill development.

- Increased use of sensory and movement-based strategies to support regulation and engagement.

Outdoor Learning

- Outdoor environments were utilised more effectively to promote active learning.
- Pupils accessed structured and child-led physical challenges during playtimes and curriculum sessions.
- Development of outdoor learning opportunities supported wellbeing and resilience.

Areas Identified for Further Development

The school's self-evaluation identified the following priorities:

- Further improve the quality and structure of lunchtime provision.
- Develop specialised physical activity opportunities for pupils with SEND.
- Increase support for pupils requiring sensory regulation and motor skills intervention.
- Expand physical literacy opportunities across the wider curriculum.
- Develop outdoor learning as a vehicle for health, wellbeing and physical development.
- Enhance provision for pupils within The Nest enhanced resource classroom.
- Introduce a consistent PE curriculum through PE Passport.

PE and Sport Premium Action Plan 2026-2027

Vision

To develop an inclusive, physically active school where all pupils, including those with additional and complex needs, develop the confidence, competence, knowledge and motivation to participate in lifelong physical activity.

Priority 1

Develop High-Quality Lunchtime Physical Activity Provision

Rationale

Observations indicate that playtimes and lunchtimes offer significant opportunities to increase daily physical activity levels, particularly for less active pupils and those requiring structured play support.

Actions

- Introduce structured lunchtime activity zones.
- Train Midday Assistants in active play leadership.
- Develop sports leaders across Key Stage 2.
- Provide targeted activities for vulnerable pupils and SEND pupils.
- Expand equipment available for active play.
- Link lunchtime activities to PE Passport physical literacy outcomes.

Success Criteria

- Increased pupil participation in physical activity during lunchtimes.
- Reduction in behaviour incidents during playtimes.
- Increased engagement of SEND pupils in structured activities.
- Positive pupil voice regarding lunchtime experiences.

Impact Measures

- 90% of pupils regularly engaging in structured physical activity at lunchtime.
- Reduction in recorded lunchtime behaviour incidents by at least 20%.
- Increased participation of identified SEND pupils measured through provision tracking.

Funding Allocation

£4,500

Priority 2

Introduce a Sports Apprentice to Lead Inclusion and SEND Physical Development

Rationale

Additional staffing will provide targeted support for pupils requiring adapted physical activity and intervention programmes.

Actions

- Employ a Sports Apprentice, working with Sports Coaching Group apprenticeship programme.
- Deliver targeted support within PE lessons.
- Run intervention programmes for identified SEND pupils.
- Support pupils with ASC, ADHD and sensory needs during physical activity.
- Work alongside class teachers, SENDCo and inclusion team.

Success Criteria

- Increased participation and engagement of SEND pupils within PE.
- Improved confidence and independence during physical activity.
- Better access to extracurricular sport.

Impact Measures

- 100% of identified SEND pupils accessing tailored support.
- Teacher assessment demonstrates improved participation rates.
- Increase in SEND representation within extra-curricular activities.

Funding Allocation

£12,000

Priority 3

Develop Sensory Circuits and Physical Regulation Programmes

Rationale

An increasing number of pupils require movement opportunities to support self-regulation, attention and readiness to learn.

Actions

- Establish daily sensory circuits.
- Create indoor and outdoor sensory pathways.
- Train staff in delivering sensory regulation activities.
- Develop pre-learning movement programmes.
- Monitor pupil outcomes through intervention reviews.

Success Criteria

- Improved readiness to learn.
- Improved attention and concentration.
- Reduced anxiety and dysregulation.

Impact Measures

- Reduction in behaviour incidents linked to sensory dysregulation.
- Improved attendance and engagement for targeted pupils.
- Positive feedback from staff and parents.

Funding Allocation

£1,050

Priority 4

Develop Motor Skills United Approach for Fine and Gross Motor Development

Rationale

Early identification highlights a significant number of pupils requiring support for motor development, handwriting, coordination and core strength.

Actions

- Implement Motor Skills United programmes.
- Train teaching assistants and intervention staff.
- Deliver targeted small-group interventions.
- Introduce screening and progress monitoring.
- Link intervention outcomes to EHCP and SEND support plan targets.

Success Criteria

- Improved gross motor coordination.
- Improved fine motor control and handwriting readiness.
- Increased independence in classroom tasks.

Impact Measures

- Measurable progress against baseline assessments.
- 85% of participating pupils achieving intervention targets.
- Improved classroom engagement and independence.

Funding Allocation

£750

Priority 5

Develop Physical Activity Provision within The Nest Enhanced Resource Classroom

Rationale

Pupils with complex needs require adapted and highly personalised physical development opportunities.

Actions

- Create bespoke physical development curriculum pathways.
- Purchase sensory and physical development resources.
- Deliver personalised programmes using PE Passport adaptations.
- Develop movement breaks and sensory regulation opportunities.
- Increase opportunities for therapeutic outdoor learning.

Success Criteria

- Pupils engage in daily physical activity.
- Improved physical confidence and emotional regulation.
- Improved communication and independence.

Impact Measures

- Individual progress evidenced through EHCP outcomes.
- Increased engagement in physical activity sessions.
- Improved regulation and readiness for learning.

Funding Allocation

£1,500

Priority 6

Promote Outdoor Learning and Physical Literacy Across the Curriculum

Rationale

Outdoor learning supports physical development, resilience, teamwork and wellbeing while increasing opportunities for movement across the school day.

Actions

- Develop outdoor learning curriculum links.
- Increase active learning experiences.
- Enhance outdoor environments for physical challenge.
- Provide staff training in outdoor learning.
- Embed physical literacy language across curriculum subjects.

Success Criteria

- Increased use of outdoor environments.
- Improved resilience and teamwork skills.
- Greater pupil engagement in learning.

Impact Measures

- Every class accessing outdoor learning at least fortnightly.
- Increased pupil physical activity levels.
- Positive pupil and staff feedback.

Funding Allocation

£2,500

Priority 7

Implement PE Passport Two-Year Rolling Programme with Enhanced Gymnastics and Dance Provision

Rationale

The introduction of PE Passport provides a coherent progression model, stronger assessment systems and broad curriculum coverage.

Actions

- Introduce PE Passport across school.
- Implement two-year rolling curriculum.
- Provide staff training and curriculum support.
- Develop specialist support for Gymnastics and Dance.
- Enhance assessment and reporting systems.

Success Criteria

- Consistent delivery of PE across all year groups.
- Improved teacher confidence.
- High-quality progression in Gymnastics and Dance.
- Robust assessment procedures.

Impact Measures

- 100% curriculum coverage achieved.
- Staff confidence surveys show improvement.
- Assessment data demonstrates progression across all strands.
- Increased pupil enjoyment and participation.

Funding Allocation

£1400

Summary Budget Allocation 2026-2027

Priority	Cost
Lunchtime Provision Development	£4,500
Sports Apprentice	£12,000
Sensory Circuits	£1050
Motor Skills United	£750
The Nest Provision	£1,500
Outdoor Learning	£2,500
PE Passport Implementation	£1,400
Total Planned Expenditure	£23,700

Intended Whole-School Impact by July 2027

- Increased daily physical activity levels across all pupil groups.
- Improved inclusion and participation for pupils with SEND.
- Enhanced physical literacy from EYFS to Year 6.
- Improved gross and fine motor development outcomes.
- Greater pupil independence, resilience and wellbeing.
- High quality structured lunchtimes promoting active lifestyles.
- Fully embedded PE Passport curriculum with strong progression in Dance and Gymnastics.
- Effective physical development provision within The Nest enhanced resource classroom.
- Stronger links between physical development, wellbeing, attendance and academic engagement.