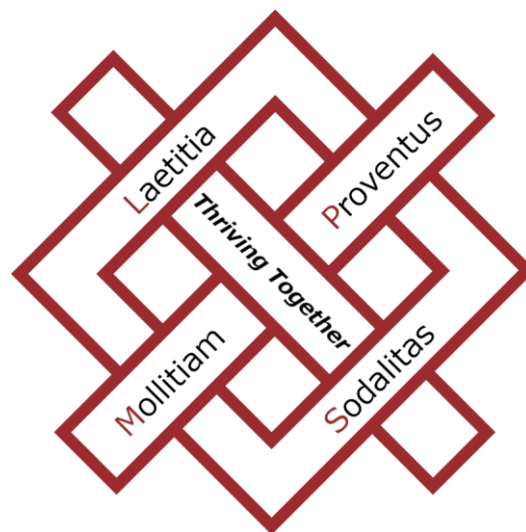


# Primary P.E. and Sport Premium Report and Planning Document

## Lytchett Matravers Primary School 2025-2026



How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2025/26	£20,170
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£20,170

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC program of study**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

**86%**

**N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2026.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

**59%**

Please see note above

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

**91%**

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**

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26		Total fund allocated: £20,170	Date Updated: November 2025	
<b>Key indicator 1:</b> The engagement of <u>all</u> 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: 15%
Intent	Implementation		Impact	
<b>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated :</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
To ensure physical education is fully inclusive and enjoyable for all by embedding clear interventions.	<ul style="list-style-type: none"> <li>Trained TAs to deliver weekly Learn to Move interventions for those children identified by previous assessment and current SEND profiles.</li> <li>TAs to feedback progress and assessment to children's class teachers.</li> <li>Information to be used within class teacher's lessons to provide further inclusion.</li> </ul>	£1250 for the school year – 1x afternoon to run the LTM intervention (KS1/ KS2)  EYFS afternoon support	<ul style="list-style-type: none"> <li>Children accessing the Learn to move intervention will be further supported throughout the day with selected children.</li> <li>Positive mental health and further developed gross and fine motor skills within the classroom which can be developed throughout the school.</li> </ul>	To continue to provide support for selected children (which have been identified at the end of the year), to continue this development.  P.E. lead to work with EYFS lead to consider how to develop and utilise the approach across Reception year group.
To increase the percentage participation for vulnerable children, including pupils receiving Pupil Premium Grant and those with SEND, in all sports.  <i>Links with Key Indicator 4</i>	<ul style="list-style-type: none"> <li>Share materials and resources with staff, to support and encourage both individual and group learning for pupils with SEND.</li> <li>Opportunities to be organised for children with SEND to take part in adventurous outdoor sporting activities outside of school, including events with competitive elements.</li> </ul>	£500 (KN to support fixtures & attend PEDSA to facilitate wider opportunities for SEND pupils)  Specific equipment for SEND pupils	<ul style="list-style-type: none"> <li>All P.E. lessons inclusive of all pupils: lessons observed to display clear differentiation for children with SEND across all year teams.</li> <li>Increased % of children with SEND participating in extra – curricular sporting activities.</li> <li>Increased % of children with SEND participating in sports outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Follow up events to specific opportunities arranged for SEND pupils to maintain engagement.</li> <li>Expansion of lunch time activities to be inclusive and allow for skills developed to be utilised.</li> <li>Tracking to record numbers of pupils with SEND / PPG attending sporting events and experiences.</li> </ul>

Created by:



Supported by:



	<ul style="list-style-type: none"> <li>PE Lead / Extra curricular Lead to analyse participation in extra-curricular sports activities for SEND and PPG pupils.</li> </ul>	£200		
All pupils undertake at least 30 minutes of physical activity a day.	<ul style="list-style-type: none"> <li>Increase physical activity of all children at play and lunchtimes. Widen opportunities for the MUGA to be utilised as a multi-sports area. Include basketball and handball on another playground.</li> <li>Year 5 Sports Leaders to attend training (November 2024) and then to work with Year 6 (trained in 2023) to ensure they increase opportunity for all children to become more active and participate in a sport during break and lunchtimes.</li> <li>Play Leaders to link with Bronze Ambassadors to develop physical activity opportunities during break and lunchtimes.</li> <li>Use of pupil voice to select activities and promote engagement from children.</li> </ul>	£1000 play equipment, to include further sporting equipment, e.g. resources for hockey games, equipment for MUGA and playgrounds at break times.	<ul style="list-style-type: none"> <li>Increased % of children participating in break and lunchtime activities.</li> <li>Sports Leaders trained to provide fun games during break and lunchtimes.</li> <li>Decreased % of First Aid injuries during break and lunchtimes.</li> <li>Sports Leaders to have an increased impact across the school, working with Student Voice &amp; Play Leaders.</li> </ul>	<p>Bronze Ambassadors have developed their own challenges to be carried out during playtime.</p> <p>To develop how they could be used in the KS1 playground.</p> <p>Continue to widen resourcing to enable engagement in sports at lunchtimes (e.g. hockey) – pupil voice to determine activities.</p> <p>Use of research to determine amount of activity for children during a typical day.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated :	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To promote Health and Wellbeing through sport to increase participation in activities.</p> <p><i>Link with Key Indicator 4</i></p>	<ul style="list-style-type: none"> <li>• To meet with teachers and TAs across the school to ensure that they are confident with activities and subject knowledge that they can provide for the children to promote healthy, active lifestyles that will support wellbeing.</li> <li>• Promote physical activity through a range of clubs and activities (e.g. raising profile of cross country running)</li> <li>• To develop Bronze Ambassadors to promote Health &amp; Wellbeing to link with their role within the school.</li> <li>• To gather feedback from teachers and children to evaluate impact of the week.</li> </ul>	£197 supply costs	<ul style="list-style-type: none"> <li>• Pupil Survey demonstrates positive attitudes to school, health and wellbeing.</li> <li>• Pupil engagement is positive and children make good or better progress both in lessons and over time (see teachers' planning and assessment records).</li> <li>• Relationships with relevant outside agencies widened with evidenced impact from partnership work.</li> <li>• Promoted activities are taken up and engaged with by children.</li> <li>• Bronze Ambassadors supporting during P.E. lessons, widening opportunities for peer-peer support.</li> </ul>	<p>To hold Healthy Me Week every other year (next one to be scheduled 2027).</p> <p>Links to external agencies are sustained and lead to wider support for active lifestyles, health and wellbeing of pupils.</p> <p>Assessment of fitness levels of children shows 95% of children are able to complete sustained physical activity.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				70%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To maintain the quality of children's physical education instruction to ensure staff are competent and confident; with a focus on fundamental skills.	<ul style="list-style-type: none"> <li>P.E. subject leader to plan and undertake a series of lesson observations within EYFS and KS1 to look at teaching, learning and assessment in physical education.</li> <li>Sports Coach to provide enhanced CPD, weekly for HLTAs, SENDCO and key staff, including those with less experience in teaching P.E. and those with P.E. as an identified development strand.</li> <li>PE lead and teaching staff to discuss positive outcomes and what areas there are for development / Teacher questionnaire to be completed where applicable.</li> <li>Clear CPD to be implemented for individual</li> </ul>	<p>£197.00 supply costs to release PE Lead.</p> <p>KN £11000 Sports Coach</p> <p>Sports equipment £1500</p>	<ul style="list-style-type: none"> <li>Lesson observation in P.E. lessons demonstrates effective development of key skills within each strand of the curriculum.</li> <li>CPD evidence to have impact on standards of teaching and learning and increased confidence of practitioners.</li> <li>Positive engagement from pupils in P.E. lessons.</li> <li>Pupils make good or better progress both in lessons and over time.</li> <li>Lessons demonstrated to be</li> </ul>	<p>Curriculum documentation continually reflected on and developed to promote progress across all main strands.</p> <p>Curriculum is progressive in its development of knowledge and skills across the school.</p> <p>Intervention evident in key areas of the P.E. curriculum, e.g. EYFS profile.</p>

	<p>teachers based on their identified needs.</p> <ul style="list-style-type: none"> <li>PE plans will continue to be monitored, with a clearer focus on intent and implementation, with catch up skills and techniques included.</li> </ul>		<p>inclusive and support progress for all.</p>	
<p>To improve the quality of children's fundamental skills and techniques across physical development strand in EYFS.</p>	<ul style="list-style-type: none"> <li>Focussed work with EYFS Team to work with PE and Sports Coach to plan and deliver high quality opportunities to develop physical development in EYFS.</li> <li>SLT to observe opportunities for development and provide direct feedback to Early Years Educators.</li> <li>Sports Coach to provide enhanced CPD for Early Years Educators, to discuss positive outcomes and what areas can be further developed.</li> <li>Consultation with EY specialists in relation to resourcing and environment to support physical development in the early years.</li> </ul>	<p>KN £1000 Equipment £550</p>	<ul style="list-style-type: none"> <li>Staff to attend practical CPD during the day to increase confidence.</li> <li>Improved confidence will then impact positively on the children through improved teaching and learning.</li> <li>Lesson observations / learning walks including in relation to the environment demonstrate positive progress across EYFS in physical development.</li> <li>Focus of lessons are child centred and as a result pupils are engaged and keen to learn and improve.</li> <li>As a result, pupils made good or better progress both in lessons and over time.</li> </ul>	<p>% of pupils meeting expected standard in physical development is above national average at the end of EYFS.</p> <p>Pupils continue to achieve well across the primary phase as a result of secure foundations in the development of specific skills and knowledge in EYFS.</p>

	<ul style="list-style-type: none"> <li>•Resourcing for outside space to promote physical development.</li> </ul>			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To develop the range of sporting activities on offer to our pupils in order to get more pupils involved in organised sport.	<ul style="list-style-type: none"> <li>• Organise providers and timetable sessions.</li> <li>• Ensure adequate staffing and suitable environment for activities to be completed.</li> <li>• Take registers and analyse attendance and engagement, including for vulnerable groups.</li> </ul>	£300 leadership time. £680 administration time for club organisation	<ul style="list-style-type: none"> <li>• Further increase the amount of pupils engaged in after school / lunch organised sporting activity when compared to 2024/5 academic year.</li> </ul>	Use of parental surveys and pupil voice to consider sporting activities to facilitate in school. Focused lunch clubs to be initiated to support fitness. Bespoke PPG focused club to provide direct encouragement to become involved.



To develop the PE curriculum to ensure a broader experience and range of sports and activities is offered to all pupils.	<ul style="list-style-type: none"> <li>• PE lead to develop progression of skills document which can link to the knowledge and techniques which require to be covered across the year groups, through the teaching of a broader curriculum</li> <li>• Detailed and progressive planning to be used to ensure this is embedded across the school</li> <li>• Equipment required for new sports and activities</li> </ul>	£400 curriculum leadership time.	<ul style="list-style-type: none"> <li>• Children taking part in PE lessons will be well resourced and planned, with teachers being confident in what they are delivering</li> <li>• Children will make accelerated progress in all of their PE skills and techniques – when other sports are allowed to be played (netball, rugby etc) they will be able to use the skills they have learnt within these sports; teachers to make explicit links between them (this will be detailed in planning)</li> </ul>	<p>New sports have been embedded into the curriculum – volleyball, dodgeball, badminton, kwik cricket.</p> <p>Further review will consolidate these additions and develop the quality of provision.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

To sustain platinum award for School Games participation.	<ul style="list-style-type: none"> <li>• Maintain participation in a range of events linked to School Games initiative, including: <ul style="list-style-type: none"> <li>○ Football</li> <li>○ Cross Country</li> <li>○ Athletics</li> <li>○ Handball</li> <li>○ Multi-sports</li> </ul> </li> <li>• Analyse participation from key groups of pupils, including SEND and pupils receiving the Pupil Premium Grant.</li> <li>• Expand range of events attended, for example to include the Yr5/ 6 Athletics and Gymnastics competitions.</li> </ul>	Release time for competition / cover staff  £1400	<ul style="list-style-type: none"> <li>• Increased % of children attending extra-curricular sporting clubs, fixtures and events.</li> <li>• Increased % of pupils with SEND and in receipt of PPG attending competitive sporting events.</li> <li>• School teams to compete in varied sporting competitions.</li> <li>• All events attended to be celebrated in whole school assembly.</li> </ul>	To continue working with SGO to attend fixtures.  Pupils evidenced to maintain interest in sports following on from competitive events, e.g. attending after school club / registering for organisations outside of school.
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Signed off by	
Head Teacher:	Matt Vernon
Date:	16.12.25
Subject Leader:	Nicola Markham
Date:	16.12.25
Governor:	Dave Dorrell
Date:	16.12.25