

# Feniscowles Primary School

## PE & Sport Premium Strategy

**Academic Year:** 2025–26

**Total Allocation:** £19,000

**Publication Date:** July 2025

**Review Date:** July 2026

## 1. Intent – Implementation – Impact

### Intent

At Feniscowles Primary School, our PE and Sport Premium strategy aims to ensure that every child develops the confidence, enthusiasm and range of experiences to live an active, healthy life. Our intent is built on three core commitments:

#### **1. Inclusion, equity and opportunity for all**

We recognise existing participation gaps for **SEND pupils, pupil premium pupils**, and children who do not naturally choose sporting activities. Our priority is to remove these barriers by widening our offer, increasing targeted access, and reshaping provision so that *every child* can find a meaningful, enjoyable way to be active.

#### **2. A broader, richer understanding of being active**

Our curriculum goes beyond traditional high-intensity invasion games. Through **musical theatre, ballroom dancing, gymnastics, inclusive sport** and creative movement, we will help children understand that physical activity takes many forms — artistic, expressive, social and competitive.

Ballroom dance is specifically used to **challenge gender stereotypes**, ensuring pupils experience:

- dancing as an activity for everyone
- boys with boys, girls with girls, mixed pairings
- a culture in which creativity and expression are equally valued alongside sport
- safe, inclusive participation for SEND pupils

This helps create a school environment where difference is normalised and celebrated.

### 3. Pupil leadership and pupil-led improvement

We will establish a **Sports Leadership Group** that gives children a central role in shaping PE, clubs, lunchtime activities and competitions. These leaders will conduct audits, support targeted provision, lead games and help drive improvements from the ground up.

## Implementation

### 1. Improving inclusion and participation (KI2 priority)

- Launch targeted opportunities for **SEND and PP** pupils.
- Track participation, lunchtime engagement, and club access for disadvantaged pupils.
- Introduce adapted clubs and ensure lunchtime staff are trained in inclusive activities.

### 2. Broadening the offer through innovative provision (KI4 priority)

- Deliver **Musical Theatre** specialist teaching across Y2–Y6 (£9,750).
- Deliver **Ballroom Dance** specialist coaching and linked teacher CPD (£2,500).
- Rewrite the PE curriculum to embed a high-quality dance pathway and improved gymnastics progression.
- Enhance club and enrichment offer through teacher-led clubs and specialist coaches.

### 3. Structured lunchtimes with improved behaviour

- Purchase £3,000 of equipment for active, inclusive lunchtime zones.
- Train lunchtime staff in active supervision.
- Introduce Sports Leaders to support activity stations and promote positive teamwork.
- Track participation, behaviour and engagement.

### 4. Strengthening competitive sport

- Full engagement in the School Sports Partnership (SSP £500). Use paid teacher-led clubs to prepare pupils for competitions.
- Provide £1,000 transport budget to ensure equitable access for all.
- Establish a calendar of **house competitions** to build team identity and raise the profile of sport.

### 5. Staff development

- PE teacher CPD in dance and gymnastics.
- Joint teaching, mentoring and curriculum support from external providers.
- Inclusion training for support staff and lunchtime staff.

# Impact

By July 2026, we expect to see:

## 1. Increased participation and equality

- **75% of SEND and PP pupils accessing enrichment or a club each term.**
- Greater diversity in club attendance — especially for children not traditionally engaged in sport.

## 2. Improved lunchtime behaviour and teamwork

- Higher levels of structured activity, reduced conflict, increased cooperation, and better engagement.

## 3. A richer, more inspiring curriculum

- Children experience dance, musical theatre and inclusive sport consistently and confidently.
- Teachers show increased confidence in dance and gymnastics delivery.

## 4. Cultural shift around stereotypes

- Pupils recognise dance as accessible to all — regardless of gender.
- Increase in boys choosing expressive movement activities and SEND pupils opting into performance-based opportunities.

## 5. Sustainable, long-term systems

- New curriculum, Sports Leaders, club structures and community pathways embedded beyond this year.
- Family **Pathway Booklet** produced to signpost ongoing active opportunities.

## 2. Summary of Key Challenges / Needs Analysis

- Limited SEND/PP uptake in existing clubs.
- Gap in staff confidence in dance and gymnastics.
- Curriculum content previously uninspiring in dance units.
- Behaviour concerns linked to unstructured lunchtimes and limited teamwork.
- Lack of broader clubs and creative/active opportunities.
- Need for specialist coaching to upskill staff and widen the offer.
- KS1 fundamental movement skills requiring targeted action.
- Need for community signposting to widen access beyond school hours.

### 3. Key Indicators Prioritised for 2025–26

Feniscowles will address all five indicators but prioritises:

- **KI2 – Engagement of All Pupils in Regular Physical Activity**
- **KI4 – Broader Experience of a Range of Sports and Activities**

### 4. Planned Spend & Rationale

Professional Development, Curriculum & Inclusion (KI1, KI2, KI4)

Action	Cost	Rationale	KPIs	Sustainability
<b>Musical Theatre specialist teaching (Y2–Y6)</b>	£9,750	Broaden curriculum; increase access for non-sporty pupils; enhance dance progression.	Increased participation; improved dance outcomes; PP/SEND engagement.	CPD elements included; curriculum rewritten to embed learning.
<b>Ballroom dance teaching + CPD</b>	£2,500	Challenge gender stereotypes; improve staff confidence; broaden offer.	Confidence ↑; equal participation across genders	Staff adopt units annually without external support.
<b>PE Teacher CPD (dance &amp; gymnastics)</b>	Included above	Address curriculum gaps; raise quality.	Higher lesson quality; teacher confidence logs.	Internal capacity grown.

Engagement, Inclusion & Lunchtime Behaviour (KI2)

Action	Cost	Rationale	KPIs	Sustainability
<b>Lunchtime active equipment</b>	£3,000	Improve teamwork; add structure; increase activity.	Behaviour improved; participation ↑	Sports leaders trained to maintain structures.

<b>Training for lunchtime staff</b>	£0– £300 (TBC)	Improve consistency & inclusive practice.	Reduction in incidents; improved engagement	Systems run without additional costs.
<b>Teacher-led clubs (£20/hr, approx. £2,400/year)*</b>	£2,400	Target PP/SEND; broaden offer.	75% SEND/PP uptake; club range ↑	Sustainable model due to staff skill growth.

\*Assumes 2 clubs/week × 30 weeks.

## Competitive Sport (KI5)

Action	Cost	Rationale	KPIs	Sustainability
<b>School Sports Partnership subscription</b>	£500	Access to competitions, festivals, CPD.	Every year group attends at least one event.	Local partnerships maintained.
<b>Transport budget</b>	£1,000	Remove barriers to attendance, particularly for SEND/PP.	Increased competition participation.	Families signposted to pathways for long-term continuation.

## Community and Pathway Development

Action	Cost	Rationale	Impact	Sustainability
<b>Community “Active Pathways Booklet”</b>	Minimal	Increase continuation into community sport.	Families access new opportunities.	Annual update becomes embedded process.

## 5. Swimming Statement

**Data to be confirmed July 2026.**

No Sport Premium funding allocated to top-up swimming this year.

## 6. Monitoring & Evidence

Feniscowles will monitor impact using:

- Lesson observations
- Pupil voice and pupil feedback
- Lunchtime activity tracking
- Club participation tracking linked to SEND/PP
- Sports Leader evaluations
- Curriculum quality reviews
- Competition participation logs

## 7. Success Measures for July 2026

- **75% of SEND and PP pupils regularly accessing enrichment.**
- Improved lunchtime behaviour indicators.
- At least a 20% increase in participation of “not typically sporty” children.
- All KS1 pupils show progress in fundamental movement skills.
- All year groups access a competitive event or festival.
- PE teacher confidently delivers full dance and gymnastics curriculum without external dependency.

## 8. Sustainability Strategy

- Curriculum rewritten to embed dance, gymnastics and musical theatre permanently.
- Sports Leaders and lunchtime structures embedded so they run without additional funding.
- Staff upskilled, reducing need for external coaching over time.
- Community pathway booklet created and reviewed annually.
- Playground structure and equipment support long-term activity habits.
- CPD legacy builds internal expertise for the future.

## 9. Governance Monitoring

- Termly monitoring via Headteacher’s report to PE governor.
- Governor scrutiny includes attendance data, impact measures, equality of access, behaviour, and value for money.
- End-of-year governor review to confirm compliance and sustainability.
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