

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action	Evaluation July 2026
CPD for all teaching staff in PE. Specialist support to work with teachers developing their PE skills set.	Teaching staff.	Key Indicator 1 – Increased confidence, knowledge and skills of all staff in teaching PE and Sport. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Teaching staff upskilled in their delivery of PE teaching. Teachers are more confident to deliver effective FMS during every PE sessions, supporting pupils to undertake extra activities inside and outside of school. More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.	£5125 for specialist coaches.	Teachers took part in a twilight CPD session. This investment has created a sustainable improvement in PE provision, with consistent teaching approaches now embedded across the school, supporting children to become more physically literate, active, and ready to learn using the FMS progression. Teachers and teaching assistants worked alongside specialist tennis, basketball and dance coaches. This increased staff confidence, skills and subject knowledge through observing high-quality practice and learning new teaching strategies.
Purchase of high-quality resources for EYFS to develop early gross and fine motor skills.	Children in EYFS/KS1 at Solent Infant School Teaching staff.	Key Indicator 3 – The profile of PE and Sport (activity) is raised across the school as a tool for whole school improvement.	High-quality resources lead to high-quality outcomes for the development of gross and fine motor skills for children in EYFS. This translates to increased outcomes for other areas of the curriculum as well as early progression with fundamental movement skills.	£2100	The resources provided children with regular opportunities to practise skills such as balancing, climbing, throwing, catching, grasping, threading and mark-making through structured activities and continuous provision. As a result, children have demonstrated improved coordination, control, strength

Purchase of high-quality, needs matched resources to support the physical development of children with SEND and AEN.	Identified children across the school as need arises.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	More pupils meeting their daily physical activity goal in EYFS, more pupils encouraged to take part in PE and Sport Activities.		and dexterity (only 12% of children in EYFS did not achieve the motor skills ELG). Increased engagement in physical activities has supported pupils' confidence, independence and readiness for learning. The resources continue to provide daily opportunities for physical development, ensuring a lasting impact on children's progress and physical literacy.
Purchase of high-quality resources to support curriculum PE teaching	All children at Solent Infant School. Teaching staff.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	Ensures that there are fewer barriers to the engagement of learners with SEND/AEN to access regular physical activity. Resources targeted to involve and encourage these children.	£2000 for a range of resources	Purchase of high-quality, needs matched resources provided adapted and accessible opportunities for children to develop fundamental movement skills at their own level. Some resources also supported children with regulation and met the range of sensory needs some children present with. This has engaged these children with learning and their gross/fine motor skills.
		Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.	Building capacity of school with high-quality resources to deliver excellent PE lessons.	£2000	The availability of appropriate, high-quality equipment enabled teachers to deliver a wider range of activities and provide greater challenge and support for individual needs. This has contributed to improved physical literacy and helped children make sustained progress in their physical development.
		Key indicator 4: Broader experience	Children able to develop skills using perfectly matched equipment to		

Purchase of a range of excellent resources to continue to develop active lunchtimes at SIS.	All children at Solent Infant School. Lunchtime Staff.	of a range of sports and activities offered to all pupils. Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	meet achieve the desired outcome. By having a range of new, innovative and exciting resources at lunchtimes, children will be able to practice a range of skills and enjoy being physically active.	£2630	These resources encouraged children to be active, play collaboratively and practise a range of physical skills through structured and independent play. As a result, children increased their levels of physical activity and further developed key skills such as balance, coordination, agility and object control. The resources also supported social development by promoting teamwork, communication and positive play behaviours. Increased engagement in active play contributed to improved wellbeing and helped children develop healthy, active lifestyles beyond PE lessons.
Purchase additional safety helmets.	All children at Solent Infant School.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Bikes to be used regularly and in addition to curriculum PE time. This will increase time physically active and develop life-long skills for active lifestyles.	£262	More children able to use the balance bikes at a time and safety is paramount. This is also a super driver for increased physical activity as children are really motivated to ride the bikes.
Subject leader release time for monitoring,	Teaching staff at SIS (development of	Key Indicator 1: Increased	A range of children able to access competitive sport when given		Children enjoyed taking part in sports events and festivals with other schools. These

coaching and taking children to competitive sporting events at events across the city.	excellent progress in PE across the school as a result of monitoring and feedback).	confidence, knowledge, and skills of all staff in teaching PE and sport. Key indicator 5: Increased participation in competitive sport.	opportunities.	£450	opportunities helped pupils apply and develop their physical skills in a real-life context, including agility, balance, coordination and teamwork. As a result, children demonstrated increased confidence, resilience and motivation to participate in physical activity. They learned the importance of perseverance, cooperation and fair play, while experiencing success and achievement beyond the classroom.
Whole School Sports Week. Updated at the request of EHT to be a Fitness Fiesta of four days	All children at SIS. All children at SIS.	Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement. Key indicator 4: Broader experiences of a range of sports and activities offered to all pupils. Key indicator 5: Increased participation in competitive sport.	Children across the school immersed in a focus on Fitness and Healthy Lifestyles. This event raises the profile of PE and Sport at SIS and children are offered a range of new and exciting sports and specialist coaching to try.	£1600	As a result of our Fitness Fiesta, pupils developed a greater understanding of the importance of keeping active and making healthy choices. Exposure to new sports increased participation, enthusiasm and confidence, encouraging children to find activities they enjoy. The focus days also helped to develop physical skills, teamwork, resilience and positive attitudes towards lifelong participation in sport and physical activity. These experiences contributed to pupils' overall wellbeing and promoted healthy habits from an early age.

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	<i>Not applicable at infant school</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>Not applicable at infant school</i>

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	<i>Not applicable at infant school</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	<i>Not applicable at infant school</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>Not applicable at infant school</i>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>(Name and Job Title)</i>
Governor:	<i>(Name and Role)</i>
Date:	