FARNBOROUGH ROAD INFANT SCHOOL

PRIMARY PE AND SPORT PREMIUM

Strategic Plan, Monitoring and Impact Framework 2026–27

Learning, Caring and Achieving Together

Academic year	2026–27
Headteacher	Jennifer Sephton
PE / Sport Premium Lead	Laura Chew
Link Governor	Lucy Fletcher
Total allocation	£_____ (insert confirmed DfE allocation)

1. Strategic purpose and funding principles

FRIS will use the Primary PE and Sport Premium to make additional and sustainable improvements to Physical Education, school sport and physical activity (PESSPA). Spending will be driven by identified pupil and staff need, will build capacity within school, and will be monitored for impact throughout the year.

2026–27 planning principles

- Invest in staff knowledge, confidence and skills so improvements remain when external support ends.
- Use participation information and pupil voice to identify pupils who are less active or under-represented, including disadvantaged pupils and pupils with SEND.
- Connect PESSPA to whole-school priorities including inclusion, wellbeing, personal development, attendance and achievement.
- Provide a broad and equitable range of physical activities, with adaptations and targeted support where needed.
- Increase inclusive competitive opportunities through festivals, personal challenges, intra-school events and appropriate inter-school competition.
- Record spending accurately through the 2026–27 spend tracker and maintain evidence for the statutory digital expenditure return.

2. Review of 2025–26 and priorities carried forward

The 2025–26 plan established a strong platform: regular physical activity through the running track and Mash Up Mile; a broad extra-curricular offer; intra-school competition; specialist input in rugby, cricket, tennis, multi-skills and gymnastics; fine and gross motor interventions; Forest School; curriculum monitoring; and celebration of sporting participation and achievement.

2025–26 focus	What is retained	2026–27 development	Evidence collected
Regular physical activity	Running track, Mash Up Mile, half-termly mile runs and active clubs.	Move from offering activity to knowing who is active, who is missing out and why; strengthen active play at break/lunchtime.	Participation audit; club registers; pupil voice; targeted-group analysis.
Profile of PESSPA	Celebration assemblies, displays, performances and curriculum visibility.	Report impact to leaders/governors and families; link PE explicitly to wellbeing, inclusion and personal development.	Governor updates; website/newsletter examples; pupil voice; case studies.
Staff CPD and curriculum quality	Specialist support and monitoring of PE delivery.	Use specialists to coach staff, not replace them; target CPD from staff confidence audit; strengthen adaptive/inclusive PE and gymnastics.	Staff confidence survey; lesson visits; planning scrutiny; assessment; CPD evaluations.
Breadth and inclusion	Wide sports offer, motor-skills support, Forest School and outdoor learning.	Use participation data and pupil voice to broaden provision and remove barriers for SEND, disadvantaged and less-active pupils.	Participation dashboard; intervention records; SEND adaptations; pupil feedback.
Competition	Opportunities to represent school and tracking of pupils who have/not participated.	Plan inclusive intra-school competition for all and targeted inter-school/festival opportunities for a wider range of pupils.	Competition map; participation by group; pupil feedback; sportsmanship/leadership evidence.

Important evaluation note: the previous plan mainly records intended impacts rather than quantified end-of-year outcomes. The 2026–27 plan therefore strengthens baseline, monitoring and success measures so impact can be evidenced rather than assumed.

3. 2026–27 aims

Aim 1 – Staff capability – Increase staff confidence, knowledge and skills to deliver high-quality, progressive and inclusive PE, with a particular focus on areas identified through staff audit and monitoring.

Aim 2 – Active pupils – Increase regular physical activity across the school day and identify/support pupils who are least active.

Aim 3 – Whole-school improvement – Raise the profile of PESSPA as a contributor to wellbeing, inclusion, personal development, positive behaviour and achievement.

Aim 4 – Breadth and equity – Offer a broader and more equal range of sports and physical activities, removing barriers for disadvantaged pupils, pupils with SEND and less-confident pupils.

Aim 5 – Competition – Increase participation in positive, inclusive competitive experiences so that all pupils experience challenge, teamwork, resilience and success.

4. Plan, monitor and evaluate 2026–27

1. Staff confidence, knowledge and skills

Actions / implementation	• Complete an autumn staff confidence/CPD needs audit and use lesson visits to identify priority areas. • Provide curriculum-linked specialist coaching/CPD, including gymnastics and other identified areas; staff plan and teach alongside specialists before taking over delivery. • Develop inclusive/adaptive PE practice for pupils with SEND and differing confidence/physical development needs. • Protect PE lead time for monitoring progression, vocabulary, assessment and consistency across Reception, Year 1 and Year 2.
Success measures / intended impact	• Baseline and follow-up staff survey shows increased confidence in identified areas. • Lesson visits show consistent curriculum implementation, appropriate progression and adaptations. • Teachers can independently use shared planning/resources after specialist input. • Assessment information and pupil voice show improved engagement and standards.
Monitoring evidence	Staff audit; CPD records; planning; lesson visits; assessment; pupil voice; PE lead monitoring.
Sustainability	Knowledge, planning and resources remain in school; staff become less reliant on external delivery.
Indicative allocation	£_____

2. Regular physical activity

Actions / implementation	• Continue running track, Mash Up Mile/half-termly mile challenges and active opportunities across the day. • Audit club, break and lunchtime participation to identify pupils who are less active or not accessing provision. • Develop inclusive active play at break/lunchtime; train staff/pupil leaders where appropriate. • Maintain a varied club offer and remove barriers through targeted/free places where needed.
Success measures / intended impact	• All pupils have regular opportunities to be active beyond curriculum PE.

	• School can identify participation gaps by disadvantaged/SEND/less-active groups and responds to them. • Target pupils show increased participation over the year. • Pupil voice indicates that activities are enjoyable, accessible and reflect interests.
Monitoring evidence	Activity audit; registers; targeted-group dashboard; pupil voice; observations; club capacity/waiting lists.
Sustainability	Running track and active routines are embedded; staff-led clubs and trained adults sustain provision.
Indicative allocation	£_____

3. Profile of PESSPA and whole-school improvement

Actions / implementation	• Celebrate participation, perseverance, teamwork, improvement and leadership as well as sporting performance. • Share PESSPA opportunities and impact through assemblies, displays, website/newsletters and parent communication. • Provide termly PE/Sport Premium updates to SLT and governors, including spending, participation, impact and sustainability. • Link PESSPA evidence to school priorities for wellbeing, inclusion, personal development and positive attitudes to learning.
Success measures / intended impact	• Pupils can talk about why physical activity matters and recognise different ways to succeed. • Governors can explain how premium funding is used and the difference it is making. • Families are aware of opportunities and pathways into community sport. • Case studies demonstrate wider benefits for identified pupils/groups.
Monitoring evidence	Assembly records; website/newsletters; governor minutes; pupil voice; case studies; displays.
Sustainability	Recognition systems, reporting routines and curriculum links become part of normal school practice.
Indicative allocation	£_____

4. Broader and more equal experience

Actions / implementation	• Use pupil voice and participation information to shape a broad offer including local and non-traditional activities. • Continue specialist experiences such as rugby, cricket, tennis, multi-skills and other appropriate activities, ensuring staff learn alongside providers. • Continue targeted fine/gross motor support and inclusive/adapted equipment where evidence identifies need. • Use Forest School/outdoor learning and physical development opportunities to complement, not replace, the PE curriculum. • Strengthen links with local clubs and providers so pupils have clear pathways beyond school.
Success measures / intended impact	• Pupils experience a broad range of sports and physical activities across the year. • Participation is more equitable, with barriers identified and addressed for SEND, disadvantaged and less-active pupils. • Targeted pupils demonstrate progress in physical development/motor competence. • More pupils/families are signposted into sustainable community opportunities.

Monitoring evidence	Provision map; registers; group analysis; intervention assessment; pupil voice; community links/referrals.
Sustainability	Reusable equipment/resources, trained staff and established community links continue beyond the funding year.
Indicative allocation	£_____

5. Inclusive competition

Actions / implementation	• Create an annual competition/festival map including class challenges, personal-best events, sports days and intra-school competition. • Work with local School Games/partnership opportunities to access appropriate inter-school festivals and competitions. • Track who participates and deliberately widen opportunities beyond pupils who are already confident/high-performing. • Adapt rules, equipment, scoring and team selection where needed so pupils with different needs can participate meaningfully.
Success measures / intended impact	• 100% of pupils experience appropriate intra-school competitive/challenge activity. • A wider range of pupils represent the school or take part in external festivals/events. • Participation data shows improved representation of target groups. • Pupil feedback shows competition is experienced as enjoyable, fair, respectful and appropriately challenging.
Monitoring evidence	Competition calendar; registers; group analysis; photos/results; pupil feedback; staff reflection.
Sustainability	Annual competition structure and local partnership links are embedded and repeatable.
Indicative allocation	£_____

5. Termly monitoring cycle

When	Leadership actions	Participation & pupil voice	Curriculum/CPD	Governance & finance
Autumn baseline	Confirm allocation; approve plan; audit current provision.	Baseline clubs/activity/competition by group; identify least-active pupils.	Staff confidence audit; lesson visits; agree CPD priorities.	Enter spend tracker; governor review of plan and intended impact.
Spring review	Review progress and adapt actions where evidence shows gaps.	Repeat participation analysis; targeted pupil voice; check access/barriers.	Review specialist input and transfer of skills to staff; sample assessment.	Termly spend/impact report; check remaining budget and sustainability.
Summer impact	Evaluate each aim against baseline and success measures.	Final participation analysis; pupil voice; identify next steps.	Staff follow-up survey; curriculum/assessment review; next CPD needs.	Complete impact evaluation and prepare statutory digital return by deadline.

6. Spending tracker summary

The detailed DfE/afPE/Youth Sport Trust 2026–27 spend tracker should be maintained alongside this plan. Enter the confirmed allocation and record actual expenditure by term against the relevant categories.

Category	Autumn	Spring	Summer	Year total
CPD	£	£	£	£
Extra-curricular opportunities	£	£	£	£
Equipment/resources	£	£	£	£
Membership/subscriptions	£	£	£	£
School Games/organised activities	£	£	£	£
External competitions	£	£	£	£
External coaching / specialist support	£	£	£	£
Other eligible spend	£	£	£	£
TOTAL	**£**	**£**	**£**	**£**

7. Swimming and water safety

FRIS is an infant school and does not have a Year 6 cohort, so the statutory Year 6 swimming attainment measures are not applicable to the school. If any Premium-funded water-safety or swimming activity is introduced, it should be recorded here and in the statutory return as applicable.

8. End-of-year evaluation and sustainability

Priority	What changed?	Evidence of impact	What will continue in 2027–28?
Key area 1			
Key area 2			
Key area 3			
Key area 4			

Key area 5			

9. Sign-off

Role	Name	Date
Headteacher	Jennifer Sephton	
PE / Sport Premium Lead	Laura Chew	
Link Governor	Lucy Fletcher	

Working document: Review at least termly and update allocations, evidence and impact as the year progresses.