

Cuckney C of E Primary School - Sports Premium Action Plan 2026 -2027

Income – 2025/26 - **£17,090**

Anticipated spend 2026/27 - **£12,817**

<i>Key development Priorities</i>	<i>Actions and strategies</i>	<i>Intended impact and sustainable outcomes</i>	<i>Evidence</i>	<i>Dates</i>
KP1: To ensure all children have access to high quality PE teaching	- MJR coaches to deliver P.E. to two different classes each term for Autumn and Summer terms. (£2,000) - Summative assessment in foundation subjects on tracker. - To participate in Mansfield School Sports, enlisting help of their staff. - Provide CPD for external training courses. (£3,309) - Online training (£366)	- Maintain high standards in PE lessons throughout school. - All staff to be confident and competent to use a range of learning styles in PE. - Most lessons to be good or outstanding. - Whole curriculum covered by all children to avoid 'gaps'. - All pupils to make progress in each lesson/ unit/ year, measured by new assessment. - Children to be more confident to try. - Children to be confident to lead playground sessions and P.E. warm ups, transferring skills to younger students	- Dialogue between P.E. co-ordinator and staff. - Lesson Observations - Pupil feedback forms - Child-led playground and PE sessions	- Pupil Voice (July 26) - Curriculum reviewed (June 26) - Assessment data submitted termly
KP2: To offer more opportunities for children to represent the school in sports and games.	- To reinvest in the relationship with Mansfield School Sports team (£4158)	- Children get used to competitive sporting events. (£750) - To develop teamwork and the importance of supporting one another.	- School completes all league fixtures - Improvement in team skills evident following tournaments	- Mansfield School Sports - Mansfield Town FC football tournaments

	- School to participate in new whole school events, including	Cross Country, Football, Handball and Athletics. - Travel to events/matches (£532) - New goalposts		(Feb 26, Mar 26, Jun 26) Football in the community penalty shoot-out competition (Summer 2027)
KP3: To provide exciting and stimulating resources to facilitate PE lessons and physical activity in general.	- Audit of PE resources already in school. - Questionnaire completed by all staff about resources needed to teach PE to the curriculum.2 - New equipment purchased to update curriculum resources (£5,298)	- Ideas for new play time resources to be shared between staff in order for resources to be sustainable. - New equipment will be used to provide a range of activities in PE sessions that matches up with new P.E. curriculum. - Less equipment to be replaced due to cross-over of equipment between play times and curriculum time.	- New equipment purchased for play and P.E. - All staff have access to new resources for P.E. via remote learning. - Completed staff questionnaires. - Audit of equipment to check against losses of previous periods.	Audit of equipment to check against losses of previous periods (Sept 2025)
KP4: To offer a range of extracurricular activities that promote physical activity and are accessible to all	- Before/after-school physical activities. (£3,427) - Cricket club with qualified coach. - Secondary sports club with qualified coach. (£1,135) - Continue healthier break-time snack policy	- More opportunities for children to get involved in extracurricular activities. - More variation available to fall in line with increase in pupil numbers. - Allows children to become involved in new activities that can be continued beyond primary school.	- Increase of numbers attending extracurricular activities through Cuckney CE School. - School staff work alongside external coaches to learn new skills and approaches.	- Sports club to run from Autumn 2026 - Cricket club provided from Summer 2027

		- Promote healthy lifestyles and the importance of taking an active part in the local community.	- High number of children 'migrating' from school to local sports club.	
KP5: To increase the profile of student mental health and wellbeing across school.	- ELSA lead to deliver sessions and continue relevant supervision and training. (£930) - ELSA supplies (£150) - Forest School training and participation. (£1500) - Update training of mental health and well-being lead. - DART to promote social wellbeing to Year 6 and to lead web-warriors training (£608)	- KS2 children able to lead sessions for KS1. - Improve concentration, behaviour and readiness to learn long term. - Equipping children with the tools and coping strategies to use at school and home when experiencing/witnessing difficult situations.	- Improved mental wellbeing. - Help children effectively talk about the way they are feeling and be able to re-centre themselves/express emotions after an experience. - To improve peer support networks. - Children to lead sessions.	Forest Schools throughout 2026/27 academic year

Meeting National Curriculum requirements for swimming and water safety	Percentage
What % of current Year 6 swim competently, confidently and proficiently over a distance of at least 25 metres?	12/15 – 80%
What % of your current Year 6 swim using a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	12/15 – 80%
Amount spent on top up swimming	£1,575

Impact Report – End of Year 2025 - 2026

Income – 2025/26 - **£17,090** Spending 2025/26 - **£20647**

To ensure all children have access to high quality PE teaching

To ensure all children have access to high quality PE teaching, specialist coaching was used to enhance provision in areas where staff confidence was lower, particularly in dance and gymnastics. External providers delivered engaging programmes, including Disney Dance sessions for Foundation and Year 1 pupils, helping to raise the quality of teaching and learning across the curriculum.

As a result, children have demonstrated increased confidence, enthusiasm, and engagement in PE lessons. Staff report high levels of enjoyment across all year groups, with pupils particularly valuing opportunities to participate in competitive activities and outdoor learning. Additional provision, including after-school cricket coaching delivered by ECB Level 2 qualified coaches and a cricket club for Key Stage 2 pupils, further broadened participation and skill development.

Pupil voice indicates that children across the school can confidently describe the structure of PE lessons, explain how they are improving their skills, and recognise the importance of physical activity for their health and wellbeing. Positive attitudes towards PE are evident throughout the school, with pupils showing increased motivation, confidence, and enjoyment in physical activity. Overall, the investment in specialist teaching and coaching has contributed to a higher quality PE experience and improved outcomes for all children.

To offer more opportunities for children to represent the school in sports and games.

Our upper KS2 football team represented school in locally organised matches, and were unbeaten. The team included a mixture of girls and boys too. The inter-schools cricket completion was cancelled by the external providers due to other schools being unable to field a team.

To provide exciting and stimulating resources to facilitate PE lessons and physical activity in general.

The school improved resources for both play/games times and for Physical Education, purchasing many new resources. Due to the successful auditing of school sports resources, the curriculum was able to be delivered in its entirety. This has led to increased engagement and motivation - novel and stimulating equipment (e.g. vortex howlers,) have sparked curiosity and kept students interested. Access to these resources has also improved physical development, supported cognitive and academic growth and benefited teachers with the planning, preparation and delivery of sessions.

To offer a range of extracurricular activities that promote physical activity and are accessible to all

To increase opportunities for children to represent the school in sport, the Upper Key Stage 2 football team participated in a number of locally organised fixtures. The team, comprising both girls and boys, performed exceptionally well and remained unbeaten throughout the season. These experiences provided pupils with valuable opportunities to develop teamwork, resilience, sportsmanship, and confidence while representing their school with pride. Although the inter-school cricket competition was cancelled due to insufficient team entries from other schools, opportunities for competitive sport remained a key focus of the school's provision.

To further enhance PE lessons and promote physical activity across the school, a range of new equipment and resources were purchased following a comprehensive audit of existing provision. This investment ensured that the PE curriculum could be delivered in full and to a high standard across all year groups. The introduction of engaging and innovative equipment, such as vortex howlers, increased pupil motivation, participation, and enjoyment in lessons and at playtimes. These resources have supported the development of physical skills, encouraged active lifestyles, and contributed positively to pupils' overall health and wellbeing. Staff have also benefited from improved resources, enabling more effective planning, preparation, and delivery of high-quality PE lessons. As a result, engagement in physical activity has increased, with pupils demonstrating enthusiasm, confidence, and a positive attitude towards sport and physical education.

To increase the profile of student mental health and wellbeing across school

To raise the profile of mental health and wellbeing across the school, a range of pupil-led initiatives and targeted support programmes were implemented. The DART programme helped pupils develop a stronger understanding of the importance of making healthy lifestyle choices and increased awareness of the risks associated with harmful habits such as smoking and alcohol consumption.

Pupil leadership groups, including Wellbeing Monitors, E-safety Ambassadors, Eco-Warriors and School Council members, played an active role in promoting positive mental health and wellbeing across the school community. Through leading initiatives, supporting their peers and contributing to whole-school projects, these pupils helped foster a culture where wellbeing is valued and openly discussed.

In addition, Emotional Literacy Support Assistant (ELSA) provision was prioritised and embedded through a dedicated timetable for 2025-26, ensuring consistent and targeted support for pupils who require additional emotional guidance. As a result, pupils have developed a greater awareness of personal

wellbeing, are better equipped to make informed choices about their health, and benefit from a school environment that actively promotes emotional resilience, positive relationships and overall wellbeing.