

Cuckney C of E Primary School - Sports Premium Action Plan 2025-2026

Income – 2024/25 - **£17,485** Anticipated spending – **£17,500**

Key development priorities	Actions and strategies	Intended impact and sustainable outcomes	Evidence	Dates
KP1: <i>To ensure all children have access to high quality PE teaching.</i>	- 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. (£2,278) - 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 (Oct 25) - Curriculum reviewed (Aug 25) - Assessment data submitted termly
KP2: <i>To offer more opportunities for children to represent the school in sports and games.</i>	- To reinvest in the relationship with Mansfield School Sports team - School to participate in new whole school events, including	- Children get used to competitive sporting events. - 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 (Feb 26, Mar 26, Jun 26)

	Cross Country, Football, Handball and Athletics. - Travel to events/matches (£532) - New goalposts (£806)			- Football in the community penalty shoot-out competition (Summer 2026)
KP3: <i>To provide exciting and stimulating resources to facilitate PE lessons and physical activity in general.</i>	- Audit of PE resources already in school.¹ - Questionnaire completed by all staff about resources needed to teach PE to the curriculum.² - New equipment purchased to update curriculum resources (£2947)	- 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: <i>To offer a range of extracurricular activities that promote physical activity and are accessible to all.</i>	- Before/after-school physical activities. (£6,783) - Cricket club with qualified coach. - Secondary sports club with qualified coach. - 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. - Promote healthy lifestyles and the importance of taking an active part in the local community.	- Increase of numbers attending extracurricular activities through Cuckney CE School. - School staff work alongside external coaches to learn new skills and approaches. - High number of children 'migrating' from school to local sports club.	- New sports club to run from Autumn 2025 - Cricket club provided from Summer 2026

¹ Appendix 2 - Resources Audit

² Appendix 3 - Teacher PE resources questionnaire

	- Travel for swimming lessons and for physical extra-curricular opportunities (£1,960)	- Ensuring statutory requirements are met whilst providing safety and life-skills.	- Children bringing a wider range of healthy snacks and less chocolate based items.	
KP5: <i>To increase the profile of student mental health and wellbeing across school.</i>	- ELSA lead to deliver sessions and continue relevant training. (£930) - ELSA supplies (£150) - Forest School training and participation. (£) - Appointment and training of mental health and well-being lead. (Grant funded) - DART (formerly DARE) 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 2025/26 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?	15/17 – 88%
What % of your current Year 6 swim using a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	16/17 – 88%

What % of current Year 6 perform safe self-rescue in different water based situations?	16/17 – 94%
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?	Yes

Impact Report – End of Year 2024-2025

Income – 2024/25 - **£17,485** Spending - **£23,476**

To ensure all children have access to high quality PE teaching

Specialist P.E. teaching was externally provided for dance and gymnastics, such as ‘Disney Dance’ in Foundation and Year 1, in order to increase competence in areas of lower staff confidence. Higher quality teaching of Physical Education has led to an improvement in children’s confidence. Staff have reported high levels of enjoyment from all classes during P.E. sessions and that the children are enjoying the opportunity to be competitive and get outside again. After school cricket sessions from ECB Level 2 qualified coaches were delivered to Key Stage 2 throughout the Summer term, including an after school club. Pupil voice highlights that children of all ages are able to articulate the structure of their P.E. lessons and explain how they are improving. Children enjoy their P.E. lessons and recognise the importance of physical activity for health and wellbeing. Positive attitudes to P.E. are evident across the school.

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

The AllStars programme, in partnership with Welbeck Cricket Club, has led to children migrating to participation in the sport outside of school. A survey directed through local cricket clubs found that 22 either current or former students were still members of local cricket clubs seven years on. The improvement of the school's wraparound care provision has led to increased participation in physical activities outside of the curriculum whilst still under the school's care. Improving break-time snacks have had a positive impact on children's understanding of the importance of a healthy diet. Forest School for at least six weeks for all classes has led to increased outdoor activities and the development of other, physical, non-curricular skills. Outdoor, play-based learning naturally encourages children to move more without it feeling like "exercise." Activities like climbing trees, den-building, and exploring woodland are exciting and self-directed, making children more motivated to participate. Forest School has also helped children who may be reluctant in structured PE lessons find joy in physical activity.

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

- DART programme developed a wider knowledge of the dangers of habits that are dangerous to health and wellbeing, such as drinking alcohol or smoking tobacco.
- Well-being monitors, e-safety ambassadors, eco-warriors and school council members all took part in initiatives to improve mental health and wellbeing.
- ELSA delivery was prioritised to a set timetable for 2024-25.