

Key achievements to date until July 2026

Children continue to enjoy and look forward to PE lessons and are keen to further their skills during break, lunch and in after-school clubs. We have continued to develop our play provision promoting '**Moderate to Vigorous Physical Activity**.' We have benefitted from being associated with the **Creating Active Schools** initiative - supporting us in reviewing our practice and helping us shine a light on our student voice.

We have continued our link with CAT Dance Newcastle. A block of curriculum dance was very successful with staff supporting and learning from expert teachers the structure of a simple composition piece.

We hosted a **regional dance academy** being the hub for local talent. 11 of our children auditioned and were invited to attend. This dance group have performed at Middlesbrough Town Hall, Darlington Hippodrome and Dance City Newcastle. Five of our children auditioned for further elite tuition and currently attend special classes twice a week in Darlington and Newcastle. Our partnership with Middlesbrough Football Club continues to be a great success. We take part in several tournaments organised by MFC Foundation. We engaged in a six-week programme: The Joy of Moving programme which has inspired our children to lead active, healthy lifestyles through play and has helped them build positive physical habits. MFC Foundation helped plan develop and deliver a whole school Sports day which was well received by children and staff. We have enjoyed excellent support from the ECB in promoting Cricket across all ages. CPD was provided to Ta's and teachers in order that they could lead and support All stars (5-8) cricket club and Dynamos (9-11) cricket club. England hockey has piloted a six-week programme - curriculum delivery and after-school provision for our year four children. Following the end of our OSF funding we have maintained a strong after-school programme which offers a broad range of activities including cycling and roller-skating.

All children in Year 5 have had the opportunity to take part in a residential in the Lake district - developing problem-solving skills, resilience, and the capacity to face challenges individually, as a group and as a collective. They also have taken part in OAA including rock-climbing, kayaking, archery, hill - walking, ghyll scrambling and orienteering.

We continue to provide **HAF** programmes for our most vulnerable children. Helping to maintain physical activity during school holidays and promoting healthy lifestyles.

We have had an increased involvement in a wide range of competitions whilst also focussing on festival events to broaden participation with our target groups.

All children from Y4,5 & 6 have had 10 consecutive days **swimming** per year. We have also included a block of swimming for our Little Arch children.

We piloted a women-only exercise class using Nur fitness. Participants told us it was the first time in their lives they have exercised. They came back, brought friends and several began teaching the exercises to their daughters at home. The women told us it worked because they felt safe.

Areas for further improvement and baseline for 2026-27

Continue to tackle the challenge of raising participation rates amongst our girls and in particular Asian girls.

Continue to tackle the challenge of raising participation rates amongst our most sedentary children.

To work alongside our SEND children and staff to ensure engagement and promote the health and wellbeing of all.

To maintain our extensive after-school offer and develop pathways to club participation. E.g. Manilla cycle Club (British Cycling) Middlesbrough Roller Hockey Club

To develop a programme of routine physical activities into our **Breakfast Club** promoting fun physical habits that impact on wellbeing and health e.g. Skipping, Table Tennis and Dance.

To extend our club provision further by offering lunch-time clubs. This we hope will reach a greater percentage of children and will be targeted at those who have still not engaged.

We will continue to explore partners who can provide sport clubs beyond our 5:15 after-school offer.

MFC Wildcats programme for Girl's will begin in the Autumn term.

We will run a McDonald's Fun Football Centre from school on a Saturday morning engaging with children from the local area.

We will apply to Sport England Movement Fund to build on our successful pilot with local Mums and extend our offer to women in the immediate community of TS1.

Abingdon Primary School Details with regard to funding

Total amount carried over from 2024/25	£0000
Total amount allocated for 2025/26	£20,320
How much (if any) do you intend to carry over from this total fund into 2024/25	£0000
Total amount allocated for 2025/26	£20,320
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£20,320

Swimming Data

Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	It is our intention that Year, 4, 5 & 6 will receive 10 consecutive sessions this year. (There will be a block which our SEND Little Arch will attend Our Year 6 attend in July 2026 – results will follow this block of swimming.
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024. Please see note above	69%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	8%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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/No £6190? 30%

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Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26		Total fund allocated:	Date Updated:	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 17.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:		Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
To provide an outdoor environment (with equipment) that encourages active play 30 minutes of active play	Play equipment is introduced to the children – KS1 , KS2 and the Little Arch Equipment is staggered to ensure children understand how the equipment is to be used and embeds in its zone and age-range. Staff training to introduce TA's and teachers to the benefits of resources and how to introduce activities using them.			Children are engaged in active play moving freely from activity to activity. A range of equipment ensures the engagement of all children and staff- Happy children who feel they have a space to play that provides for their needs and encourages MVPA
To continue promote small sided games during free play periods. Zone <i>areas</i> to continue to discourage mass matches of football - encourage the use of Sports Crew KS1 & KS2	To replenish consumables – balls, skips, hoops – possibly temporary			Small sided games promote skill acquisition and see a further increase in aerobic exertion and maximum participation. Our “Four square” playground game is a self-regulating active playground game that promotes hand-eye coordination and development for all racquet
				Sustainability and suggested next steps: Budget adjustment will be made to replenish consumables Recycling and donations from businesses. Through our school council and Sports-crew we will continue to develop our outdoor provision guided by the student voice. Sourcing free equipment from local businesses Budget adjustment to allow for wear and tear. Replace PE consumables. We will continue to champion girls equal opportunities in our selection of equipment, timetabling space and promoting active play that becomes routine and habitual.

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			sports. It is enjoyed by all ages and gender. Zoned areas have continued to develop and promote MVPA. Benefit from quality equipment and timetabled areas have limited pockets of inactivity and is continuing to promote girl's participation	
To provide a broad and balanced after-school offer which reflects the student voice. To provide a safe space where girls have equal provision	To staff, equip and resource all clubs in order to build sustainability and retention of children. Over the year to engage targeted groups – running inclusive activities that continue to break down barriers	£3500	To engage cohorts of children who have been identified as inactive or hard to engage. To retain and build capacity of each group. Year on year we are seeing our participation numbers increase not least with our hard to reach groups - girls and in particular the sub – group of Asian girls. Exciting high-quality equipment has continued to support our after-school clubs alongside some expert coaching	Continue to explore funding streams outside of the school budget. Apply to local and national funding streams
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

Pupils in Year 4, 5 & 6 to develop leadership, resilience, character and confidence. This will lead to them becoming Sports Crew ambassadors within school. Training to take place in Autumn 2 term.	- Plan and lead activities in the playground to engage all – values festivals, personal challenges - Progress skills through responsibility, such as setting up equipment for clubs, PE lessons and assist delivery where appropriate - Pupil voice responsibilities – find out what their peers would like to take part in - Raise the profile of PE and school sport across the school – assemblies, newsletter articles	PE leads will train and mentor groups	They inspire pupils to be physically active for life through positive experiences of daily activity and competition. They create opportunities and experiences that their peers will enjoy and get involved in, by trying new sports and activities. Sports Crew will be given the opportunity to attend training from our SGO and school staff. Many of the crew have had the chance to promote MVA in a fun exciting way during break and lunch periods working with both KS1&2 children	Training is planned for the following Autumn term – recruitment of new leaders.
Increase Sports displays and use of social media.	More display around school of children taking part in PE and sport and use of dojo to showcase sports.	PE lead to promote	More display around school visualising the positive impact sport has.	Look at engagement of parents on dojo posts.
Improve levels of equipment for the teaching of PE – new equipment raises enthusiasm and demonstrates the value placed on sport and exercise.	Purchase new equipment to replace old and also purchase new equipment for new sports within school.	£2600	Teachers enthusiastic to use new equipment and try out new sports for their lessons. Equipment purchased has broadened our curriculum offer and our after-school offer. All children have benefited from using age appropriate resources in lessons and teachers have enhanced their delivery.	Feedback from teachers and pupils to see what has been a success. Has the equipment been fit for purpose? Budget adjustments will be planned to replenish and maintain high quality equipment

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

9%

Intent	Implementation	Impact	
Your school focus should be clear Created by:	Make sure your actions to Supported by:	Funding Evidence of impact: what do	Sustainability and suggested

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	pupils now know and what can they now do? What has changed?	next steps:
Staff feel supported well informed and gain the correct skills and knowledge to help support their development as primary practitioners. (PE)	Teachers to work alongside sports leads and sports coaches so that they feel more confident in teaching elements of the PE curriculum Courses provided by our SGO TA's and teachers working alongside CAT(centre for advanced training) dance teachers	School cover provided Provisional Funding £1000	Children become familiar with the elements of dance alongside staff and peers. Children are more willing to engage in their own choreography and begin to perform dance phrases with a range of movement patterns. Children take their enjoyment into after-school clubs and progress on to performing in front of public audiences	To offer these courses to all staff. Different year groups experience the expert guidance and coaching – helping staff and children understand the progression steps within dance.
Improve the skill-set of teachers in PE.	TA's to support and work alongside sports lead and sports coaches so that they feel more confident in supporting and leading small groups	School cover provided Provisional Funding	Higher quality of PE lessons resulting in improved skill set of children. PE lead to mentor staff involved. PE lead has worked alongside staff to improve the pedagogy in PE lessons and help support the progress of all children	Monitor PE lessons Teachers to share areas that they feel less confident.
All children to access high-quality PE lessons. All children to make expected progress in their: physical development; aerobic stamina acquisition of skills: agility and hand eye coordination Composition: develop movement sequences with increasing creativity and complexity.	To maintain the provision of high-quality coaching in order that no PE sessions are missed To monitor and support standards of planning and delivery. To monitor and support our established sports coaches in their standards of planning and delivery of PE.	£800	Children and staff will support our P.E. Arch Agility (balance, footwork and spacial awareness) Running ((stamina) aerobic fitness) Composition (Dance & Gymnastics) Hand-eye coordination (catching and sending, striking and fielding) All lessons are covered and continue to follow the progression documents. Children make good	The supplement paid to allow our P.E. staff to deliver high-quality lessons will be planned for the foreseeable future. When the Sports Premium comes to an end This shortfall will have to be made through the school's core funding.

			progress improving their physical literacy.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 14.5%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Encourage children to develop key skills such as communication, cooperation, problem solving, leadership and respect for others. To build resilience and develop harmony through teamwork and developing communication skills. To raise awareness of alternative activities – which can lead to a healthy active lifestyle.	Residential booked St John in the Vale Lake District. Year 5 Instructors hired	£2960	Developing these skills help children better understand how they and others may contribute towards a team, a common goal or understand better what maximum effort looks like. This can be linked to contributions they are able to make to their local community.	Monitor Funding streams and make sensible bids to these organisations to help supplement these opportunities. Our recent association with the Country Trust and the Ernest Cooke Foundation will mean we will be able to offer an alternative residential for our Y4 children next year focussing upon Food, Farming and Nutrition. This will be part of a three-year programme which will help embed the programme with our science and humanities curriculum.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 16%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Join the sports partnership programme and attend as many events as possible.	Member of the Middlesbrough Primary School Sports Partnership	£1000	Number of events attended increases therefore the number of children participating increases. <i>A smooth running of competition fixtures has been maintained and the transport to and from events has been hassle free.</i>	Use of SGO data to prove attendance figures. Children want to be part of all the school teams.

Inter School competitions, events and festivals.	Attend cluster events with different children to those who attend Sports Partnership events. To broaden the	£2270	Greater number of children participating and representing the school. <i>Our decision to continue to attend festival events has helped to broaden participation rates and allowed us to continue to focus on vulnerable groups – girls, SEND and sedentary children. Celebrating their personal best and promoting sport to a wider base of children whilst still providing a healthy number of events for all our children.</i>	Use of SGO data to prove attendance figures. Children want to be part of all the school teams.
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Intra School competitions	School Sports Week –athletics event where all children are in colour teams competing against each other. Older children lead younger children.		Every child participates in a range of athletics events working for their team. Intra events are planned as part of a sequence of lessons as well as Sports week. A range of activities have served to help all children experience competition whether it be as part of a team or competing against themselves – improving their personal bests. Through both the curriculum and after-school clubs children have experienced healthy competition as individuals and as part of a team.	Continue to build a culture within school, that it is great to take part.
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Signed off by	
Head Teacher:	Adam Cooper
Date:	28.09.26
Subject Leader:	Martin Hedgley
Date:	28.09.26
Governor:	Alison Kerr
Date:	28.09.26