PE AND SPORTS PREMIUM ACTION PLAN

PE and Sports Grant Costing 2025/26

2025/26

School Name	Mundesley Infant School	Academic Year	2025/26
Total Eligible Pupils	70	Total Funding Allocation	£16,950

SECTION A: Key Indicators

KEY INDICATOR 1

Increasing confidence, knowledge and skills of staff

High-quality PE depends on confident, knowledgeable teachers who can deliver structured, inclusive and progressive lessons. Investment in CPD, mentoring and coaching ensures that improvements are sustainable and reduce long-term reliance on external coaches. This directly benefits pupils by guaranteeing consistent teaching quality across the school.

Permitted use of funding:

- *CPD for teachers (courses, mentoring, shadowing, workshops, accredited training).*
- *Employing external coaches only where they support staff development (e.g. team-teaching, modelling lessons, mentoring).*
- *Resources, schemes of work, and assessment tools that improve teaching practice.*
- *Subject leader release time for PE monitoring, curriculum design, and staff training.*
- *Payment for overtime when a teacher leads additional CPD or runs clubs that extend pupil opportunity.*

Not permitted:

- *Paying teachers' core salaries or standard PPA cover.*
- *Paying coaches to replace teachers or deliver the statutory PE curriculum.*
- *Standalone pupil coaching with no staff involvement or skill transfer.*
- *Buying PE or staff uniform.*
- *Paying for generic "wellbeing" or non-PE training.*

Action ID	Key Indicator	Action Initiative Description Provide a clear description of the planned activity or intervention.	Category Identify the correct expenditure category	Provider/Staff Record the name of the external provider (if applicable) and/or the member of staff with responsibility for leading or monitoring the action.	Target Groups Indicate whether the action is designed to provide targeted support to pupils with special educational needs or disabilities (SEND), girls, or disadvantaged pupils.	Planned Spend State the projected cost of the action. Planned spend must align with the school's overall PE and sport premium allocation.	Actual Spend Record the final cost of the action once complete. This figure must be accurate, as it is reported to the DfE and used for accountability purposes.
	KI 1	*Staff confidence and*	*Internal*	***Primary PE Planning***	*All pupils*	*£131.67*	*£131.67*

			skills - Primary PE Planning, online subscription to support all staff in the successful provision of PE		*[E20c] — CFR E20c — Subjective 44180 — ICT Software and Systems (curriculum)*			
		KI 1	*Staff confidence and skills - Widen pupil engagement and confidence competing*	*Internal*	***HLTA*** *[E03] — CFR E03 — Subjective 9650 — Welfare/Resource Assistants Support staff leading playground games or active play*	*Girls, SEND, Nurture, Disadvantaged*	*£2574.00*	*£2574.00*
		KI 1		*N/A*				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in the number of pupils participating in extracurricular clubs
Improved confidence for staff

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Improved physical and mental outcomes for all pupils
Staff CPD ensures continued delivery of high-quality PE without reliance on external providers.

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Staff have developed increased confidence in delivering high-quality PE through access to Primary PE Planning resources, alongside support from HLTAs and external coaching. This has resulted in more consistent, progressive PE lessons across the school and increased confidence when delivering fundamental movement skills within EYFS and Key Stage 1. Pupils have benefitted from engaging, well-structured lessons and a wider range of physical activities, whilst staff have developed the skills required to sustain high-quality PE provision in future years.

KEY INDICATOR 2

Increasing engagement of pupils in regular physical activity

The Chief Medical Officers recommend 60 active minutes daily. Many children, particularly those who are least active, need structured opportunities beyond timetabled PE to achieve this. By embedding activity into the school day (active playtimes, active travel, interventions), schools can boost health, wellbeing, and readiness to learn.

Permitted use of funding:

- *Playground markings, sports zones, and small portable equipment (balls, skipping ropes, cones, hula hoops).*
- *Training midday supervisors or play leaders to run active lunchtimes.*
- *Targeted activity clubs for less active pupils or specific groups (e.g. girls, SEND).*
- *"Daily Mile" or similar schemes; active travel programmes; activity trackers to monitor participation.*
- *Incentives that promote sustained active habits (stickers, certificates, small prizes).*

Not permitted:

- *Capital projects (trim trails, MUGAs, climbing frames, outdoor gyms, forest schools, or any item recognised as a fixed asset).*
- *Playground resurfacing or infrastructure.*
- *Routine supervision costs or staff contracted hours.*
- *Transport to statutory curriculum lessons (swimming, PE offsite).*

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	KI 2	*Pupils engaged in activities at lunch time. Competitive and well-run sporting activities offered. Timetable for provision?*	N/A	***MSA Active Play (Midday Supervisors)*** *[E07] — CFR E07 — Subjective 10150 — Midday Supervisors — Example: Staff running active lunchtime play sessions*	*SEND pupils SEMH pupils Pupils with ASC tendencies Disadvantaged pupils*	*£3236.00*	*£3236.00*
	KI 2	***Top-Up Swimming*** *Pupil safety in the water, important for a coastal location, excellent life-long exercise skills*	External	***Top-Up Swimming*** *Victory Swimming Project SP:SWIM – Top-up swimming & water safety*	*All pupils*	*£140.00*	*£140.00*
	KI 4	***Play Equipment*** *Pupils able to engage in physical play from a range of activities and having more choice to encourage physical*	Internal	***Small portable equipment (balls, skipping ropes, cones, hula hoops).*** *SP:EQUIP – Portable PE & active play equipment*	*All pupils*	*£1610.33*	*£1610.33*

		movement at play and breaktimes.					

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in number of pupils engaging in active play and extracurricular clubs

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Improved offer at breaks/lunchtimes improves provision for all pupils

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Structured active play opportunities delivered by Midday Supervisors have significantly increased pupil participation in physical activity during breaktimes and lunchtimes. Targeted support has enabled SEND pupils, disadvantaged pupils and those requiring additional nurture to participate more confidently in active play.

Sports Premium funding has also been used to purchase portable PE and active play equipment, giving pupils greater choice and increasing opportunities to develop fundamental movement skills. Infant pupils have benefitted from access to the shared sports equipment stored within the organised playground sports shed, ensuring a wide variety of high-quality resources are available throughout the school day. The equipment is maintained by the Junior Sports Captains, ensuring resources remain well organised, accessible and sustainable across both schools.

Top-up swimming has further supported pupils in developing water confidence and essential water safety skills, recognising the importance of these life skills within our coastal community.

KEY INDICATOR 3

Raising the profile of PE and sport across the school

When PE and sport are valued across the school, they contribute to wider improvement: behaviour, attendance, leadership, resilience and school culture. Celebrating achievements and making sport visible ensures it is not seen as an "add-on" but a central strand of whole-school development.

Permitted use of funding:

- *Celebration events such as sports weeks, "active days," or whole-school fitness challenges.*

- *Trophies, medals, badges, certificates (small consumables only).*
- *Communication materials — newsletters, website updates, videos, display boards.*
- *Pupil Sports Leaders or Ambassadors training and equipment (e.g. bibs, clipboards).*
- *Whole-school assemblies or initiatives promoting the value of physical activity.*

Not permitted:

- *Display furniture, cabinets, or digital screens (capital assets).*
- *Paying for marketing, branding, or non-PE publicity materials.*
- *Paying a staff member's salary solely to manage publicity or reporting.*
- *Any purchase that would normally be part of core admin budgets (e.g. website hosting).*

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	KI 3	***Bought in Professional Services - Premier Sport*** *Pupils engaged and enjoying physical education, pupils enjoying a range of sports including after school clubs*	*External*	*Premier Sport* *Weekly sports sessions, lunch club and after school club.* *SP:CPD – Staff training, coaching & skill development*	*All pupils*	*£7,315.00*	*£7,315.00*
	KI 3		*CPD*				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in the number of sporting opportunities.
Increase in the number of pupils participating in extra curricular clubs

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Staff CPD and shadowing ensured continued delivery of high-quality PE

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Premier Sport / Active Education expertise has enhanced the quality of PE provision through curriculum support, lunchtime activities and after-school clubs. Pupils have experienced a wider range of sporting opportunities which have increased enjoyment, confidence and participation in physical activity.

Sport continues to hold a high profile across the school through clubs, festivals, competitions and celebration of sporting achievements. Staff have also benefited from observing specialist coaches, increasing confidence and ensuring improvements in teaching practice are sustainable.

KEY INDICATOR 4

Offering a broader, more equal experience of sports and activities

Pupils need exposure to a variety of activities, not just traditional team sports, so they can find something they enjoy and continue beyond school. Offering inclusive and diverse opportunities ensures gender balance, accessibility for pupils with SEND, and fair access for disadvantaged pupils. This develops lifelong participation habits.

Permitted use of funding:

- *Taster sessions or clubs for less traditional activities (yoga, dance, boccia, archery, fencing, outdoor pursuits).*
- *Equipment and resources specific to new or inclusive sports.*
- *External coaching where it broadens the offer and supports staff confidence.*
- *Subsidies to remove barriers to participation (e.g. disadvantaged pupils, SEND).*
- *Targeted activities that improve gender balance and inclusion.*

Not permitted:

- *Bulk purchases that exceed your de minimis capital threshold (e.g. outdoor classroom, climbing wall, forest area).*
- *Paying for offsite adventure trips that count toward curriculum PE.*
- *Kit or clothing (for staff or pupils).*
- *Paying for commercially operated community sport programmes not linked to your school's offer.*

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	KI 4	***Cluster PE subscription for competitive sport*** *Pupils engaged in a variety of sports and clubs which enable pupils to develop a range of skills and experience different sporting experiencing.*	External	*David Upton* *SP:COMP – Competition, festivals, inter-house / inter-school*	*SEND* *Girls* *Boys* *Disadvantaged*	*£400.00*	*£400.00*
	KI 4	***Play Equipment*** *Pupils able to engage in physical play from a range of activities*	Internal	*N/A*	*SEND* *Girls* *Boys* *Disadvantaged*	*£1757.00*	

			and having more choice to encourage physical			*SEMH*		

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Regular competitions throughout the academic year
Increase in number of pupils attending these competitions

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Pupils offered a range of sporting experience to ensure a love of physical activity is developed

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Pupils have benefited from a broader range of sporting opportunities through the Cluster PE subscription, enabling participation in festivals and competitions designed specifically for Key Stage 1 pupils.

Additional Sports Premium funding has enhanced the range of equipment available during PE lessons and active play, encouraging greater participation from girls, SEND pupils, disadvantaged pupils and pupils requiring SEMH support. The shared equipment provision has enabled pupils to experience a wider variety of activities and develop confidence in a range of fundamental movement skills from an early age.

These opportunities have promoted inclusion, increased participation and encouraged pupils to develop positive attitudes towards lifelong physical activity.

KEY INDICATOR 5

Increasing participation in competitive sport

Competition builds resilience, teamwork and a sense of achievement. Access to intra- and inter-school competitions ensures pupils experience challenge, success, and personal growth. Done inclusively, competitive sport contributes to personal development, community spirit, and pride in school representation.

Permitted use of funding:

- *Transport to and from competitions, festivals and events (during or outside school hours).*
- *Entry fees for competitions and leagues.*

- *Equipment or bibs used for inter-house or school teams.*
- *Training or release time for staff to coordinate competitions or officiate.*
- *Hosting school tournaments or "Sports Days."*

Not permitted:

- *Transport to curriculum lessons (e.g. swimming, outdoor ed).*
- *Paying for pupils to attend private or commercial clubs unconnected to school provision.*
- *Paying coaches to deliver regular teaching or team management that is not sustainable.*

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	KI 5	***Transport (Competitions / Top-Up)*** *Pupils able to join a range of sports and compete as athletes against peers of similar ability. Pupils to enjoy success but also experience loss and therefore build resilience and personal development.*	N/A	*Regular competitions throughout the academic year [E19] — CFR E19 — Subjective 34950 — Transport of Pupils between School/Swimming*	*All pupils*	*£525.00*	*£525.00*
	KI 5		N/A				

Intended Outcome/Impact

- *Outline the anticipated benefits for pupils and staff. Outcomes should be specific and measurable where possible (for example, "increase in the number of pupils participating in extracurricular clubs").*

Increase in number of events the school can attend
Increase in number of pupils participating in extracurricular clubs

Sustainability

- *Explain how the improvements achieved through this action will continue to benefit pupils in future years. For example, staff CPD ensures continued delivery of high-quality PE without reliance on external providers.*

Ensure active lifestyle embedded for all pupils
Ensure love of sporting activities is fostered

Impact Rating

- *Evaluate the effect of the action at the end of the year using the DfE's descriptors: No Impact, Some Impact, Moderate Impact, Strong Impact. This ensures consistency with national reporting requirements.*

Strong Impact

Sports Premium funding has enabled Infant pupils to attend a range of inter-school festivals and competitions by providing transport to events throughout the academic year.

Participation in competitive sport has supported pupils to develop resilience, teamwork, confidence and sportsmanship whilst representing the school. The opportunity to compete against other schools has broadened pupils' experiences and increased enthusiasm for physical activity, encouraging continued participation beyond the school day.

SECTION B:
Swimming and Water Safety
N/A - Infant School

Permitted use of funding:

- *"Top-up" lessons for Year 6 pupils who didn't meet national standards earlier.*
- *Transport to top-up swimming sessions.*
- *Specialist instructors for SEND pupils or water safety enrichment sessions.*

Not permitted:

- *Core curriculum swimming for any year group.*
- *Transport for curriculum swimming.*

% able to Swim Competently 25m	*% able to use a range of strokes effectively*	*% able to perform safe self-rescue*
N/a - Infant School	*N/a - Infant School*	*N/a - Infant School*

Number of pupils requiring top-up sessions	*Plans for top-up provision*
N/a - Infant School	*Although statutory swimming assessment does not apply at the Infant School, pupils receive theoretical opportunities to develop early water safety awareness. Y2 pupils have 2 taster swimming sessions at the end of Y2 to aid transition before accessing swimming provision in Key Stage 2.*
Funding allocated for top-up swimming/transport	*Barriers and next steps*
£140	*The school will continue to develop pupils' understanding of water safety and ensure smooth transition of swimming information to Mundesley Junior School so that pupils requiring additional support can be identified early and benefit from future top-up provision.*

SECTION C:
Governance, Accountability and Reporting

Named Governor Responsible for PE and Sports Premium Monitoring	*Mike Blake*	*Date of review meetings*	*Discussed during full governing body meetings. 1 per term.*
Evidence sources collected			
Club participation registers *Competition records* *Swimming data* *Staff feedback* *Sports Premium expenditure records* *Photographic evidence of purchased equipment* *SEG meetings (School Effectiveness Governor)*			
Confirmation that funding has been used in line with the conditions of grant	*The school confirms that all PE and Sport Premium funding has been spent in accordance with the DfE conditions of grant and has been used to improve the quality of PE, physical activity and sport for all pupils.*	*Website publication*	*This report will be published on the school's website by **31 July 2026** and retained alongside the previous academic year's report in accordance with DfE guidance.*

SECTION D:
Financial Summary

Total Received	*£16,950*	*Total Planned Spend*	*£16,950*
Total Actual Spend	*£16,950*	*Unspent Funding (must be £0)*	*£0*