



Fleet Infant School

Sports Premium Funding 2025-2026

Key Achievements to Date	Areas for Further Development
• We continued to maximise and provide enrichment opportunities that met our children's cultural capital. • We ensured that the school continued to deliver high quality PE curriculum content. • We further developed opportunities that promoted active learning and physical literacy. • We further developed children's fundamental movement skills. • We updated staff skills and knowledge in order to maintain physically active lives for our children.	• To continue to maximise and provide enrichment opportunities that meet our children's cultural capital. • To embed orienteering into other areas of the curriculum to support physical activity. • To further develop opportunities to promote active learning and physical literacy. • To further develop children's fundamental movement skills during playtimes and lunchtimes. • To support neurodivergent children through Sensory Circuits.

Total amount carried over from 2024/25	£13,118
Total amount allocated for academic year 2025/26	£17,720
Total amount of funding for 2025/26. To be spent in the academic year 2025-2026	£30,838

Academic Year: 2025/26	Total fund allocated: £30,838	Date Updated: 24 th September 2026	
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:
Intent	Implementation		Impact
Clear school focus What you want pupils to know and be able to do. 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?
Children have opportunities to be physically active throughout the school day, including playtimes and during P.E lessons.	Annual improvement of P.E resources. Trim trail / playground upkeep and repair to ensure children can use this to support gross motor skills in EYFS and KS1. Look at how movable equipment is being used to support active playtimes. Spare P.E kit purchased / donated to ensure all children can always access all P.E. (shorts in gymnastics) Ensure a good pace is maintained in P.E lesson to maximise active time and less talking. Ensure PE lessons result in 'out of breath' / increased heart rate – good pace in lessons.	£5,170 £4,624 £0 £0 £0 £0 Total: £9,794	Fleet Infant School continues to provide pupils with at least 1 hour and 30 minutes of physical activity each day. This includes active playtimes, active dance sessions and the daily active run, in addition to their weekly PE lessons. Monitoring continues to show high levels of physical activity during both lessons and playtimes. Children have access to a wide range of playground equipment, including balls, balance boards, space hoppers, the trim trail, climbing apparatus, football goals and balls, and netball/basketball hoops. Additional resources have been purchased to further develop gross motor skills and encourage active play, including balance boards, agility ladders, tyres, play gyms, balls and bats. Further lunchtime equipment has been purchased to support lunchtime supervisors in providing engaging and active play opportunities. Observations, monitoring and pupil voice indicate that these resources have been extremely well received. Children across all year groups use the equipment enthusiastically and demonstrate a wide range of physical skills, including balancing, climbing, jumping, coordination and agility. The school's trim trail is regularly maintained to ensure it remains safe, accessible and engaging, with bark replenished as required. This area is used by both EYFS and Key Stage 1 pupils to develop gross motor skills and fundamental movement skills through active play. Children have access to a comprehensive range of PE equipment, all of which is well maintained and fit for purpose. This enhances the quality of PE provision and supports effective learning. Observations of lessons show that pupils remain highly active throughout sessions, with an appropriate balance between teacher instruction and practical participation. A wide variety of after-school sports clubs continue to be available, including dance, gymnastics, football and multi-skills, providing further opportunities for pupils to lead active lifestyles. Lessons delivered have maintained a brisk pace, ensuring high levels of engagement and active participation. The continuation of orienteering has further enriched the curriculum, promoting physical activity through cross-curricular learning opportunities.
			Further increase opportunities for all pupils, particularly those who are less active, to participate confidently in a wide range of physical activities through targeted clubs, playground activities and inclusive play opportunities.

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	
Clear school focus What you want pupils to know and be able to do. 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:
To embed orienteering into other areas of the curriculum to support physical activity.	Orienteering subscription Orienteering planned into the curriculum through P.E lessons and cross curricular. Monitoring of orienteering lessons and pupil voice. Orienteering Experience Day and Staff Training	£1400 £0 £0 £1365 Total: £2,765	Training was delivered to new teaching staff at the beginning of September, enabling all staff to confidently deliver orienteering across the curriculum. Staff continue to embrace the approach enthusiastically, and all year groups have incorporated more orienteering into lessons throughout the year. This has successfully promoted active learning across a range of curriculum subjects. Observations of lessons and pupil voice demonstrate that children thoroughly enjoy orienteering and value the opportunity to learn in an active and engaging way. The impact has been high levels of participation, enthusiasm and engagement, with pupils developing problem-solving, teamwork and navigation skills while remaining physically active. An orienteering experience day and further training has been booked. This will further enrich pupils' learning by introducing new skills and providing an exciting opportunity to apply them in a practical context.	Orienteering to be further embedded within lessons so they are active in different subjects and making knowledge links across the curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	

Clear school focus What you want pupils to know and be able to do. 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:
Ensure activities in P.E are planned to maximise the time children are active.	P.E lead to attend P.E Subject Leader Network/Workshop/Conference	£795 (excluding mileage & cover)	Due to the prolonged absence of the PE Lead through sickness during the academic year, some planned staff training was unable to take place as intended. Despite this, the school prioritised maintaining the core PE curriculum and key physical activity opportunities for pupils. The training has been rescheduled and incorporated into the professional development programme for the next academic year to ensure the new P.E Lead can continue to develop their knowledge, skills and confidence in delivering high-quality PE and physical activity provision for the school.	Continue to embed sensory circuits into daily practice for identified pupils, monitor their impact on pupils' regulation and readiness to learn, and provide ongoing staff support to ensure consistent, high-quality implementation across the school.
Training on sensory circuits to support and regulate identified learners through physical activity.	Training for all staff on September inset day. Identify learners and timetable	£395	Staff received training on the effective implementation of sensory circuits to support identified pupils with their regulation, readiness to learn and overall wellbeing through purposeful physical activity. As a result of the training, staff have increased their confidence and understanding of how movement-based activities can be used to meet individual sensory needs and support pupils' emotional regulation.	
	Order resources needed to support.	£985	Initial implementation of sensory circuits has begun with identified pupils, and early observations suggest that children are responding positively to the structured activities. Staff are becoming more confident in delivering the circuits and are using them as part of pupils' daily routines. The activities are supporting the development of balance, coordination, core strength and body awareness while providing pupils with opportunities to regulate before returning to learning.	
		Total: £2,175	As the programme becomes more embedded, the school will continue to monitor its impact on pupils' engagement, concentration and readiness to learn, ensuring that the provision meets the needs of identified learners.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

Intent	Implementation		Impact	
Clear school focus What you want pupils to know and be able to do. 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:
Provide opportunities for KS1 and EYFS children to try new sports and experiences.	Skipping workshop for all children	£1130	The whole-school skipping workshop was highly successful, with pupils across all year groups fully engaged and motivated throughout. Children built upon skills developed in previous years while further strengthening their fundamental movement skills, including coordination, balance and agility. The school continues to provide skipping ropes for use in both PE lessons and at playtimes, where they remain a popular choice. Pupils regularly practise and refine their skills during active play, while teachers continue to incorporate skipping into PE lessons to reinforce and extend learning. Monitoring has shown clear progression in pupils' confidence, coordination and skill development across all year groups. Pupils also participated enthusiastically in a range of enrichment sports, providing opportunities to experience different activities and develop a broader range of physical skills. They successfully applied their sending and receiving skills within the context of team games while continuing to develop balance, coordination and agility. These sessions also provided valuable professional development for staff, increasing their confidence and subject knowledge when delivering lessons focused on ball skills and team games. The enrichment sports programme has had a positive impact beyond the school day, inspiring some pupils to join local sports clubs and continue participating in physical activity outside school. Year 2 pupils also took part in an adventurous activities day at Runway's End, where they experienced low ropes, caving and wall climbing. For many pupils, these were entirely new experiences, providing valuable opportunities to develop resilience, teamwork, communication and courage alongside physical skills such as balance, coordination and agility. Pupils embraced the challenges enthusiastically and demonstrated perseverance, cooperation and increasing confidence throughout the day.	Skipping and hockey to continue next year. Continue to enhance staff confidence by building on CPD opportunities and ensuring that the skills and teaching strategies introduced through specialist workshops are embedded into high-quality PE lessons across the school.
	Hockey coach for KS1	£3300		
	Tennis coach for KS1	£675		
	CM sports multi-skills for children	£660		
	Year 2 Runways End to experience sports and outdoor physical activity that they may not experience.	£903		
		Total: £6,668		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	
Clear school focus What you want pupils to know and be able to do. 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:
To work with Hart schools to take part in healthy and friendly competitions.	Take part in healthy competition with Heatherside Infant Year 1 children.	£0	Due to the prolonged absence of the PE Lead through sickness during the academic year, some planned initiatives and events were unable to take place as intended. Despite this, the school prioritised maintaining the core PE curriculum and key physical activity opportunities for pupils. These postponed initiatives will be reviewed and, where appropriate, incorporated into the action plan for the next academic year.	1. Take part in healthy competition with Heatherside Infant Year 1 children next year. 2. Organise for Year 2 competition with Heatherside.
	Take part in healthy competition with Heatherside Infant Year 2 children using the new orienteering. 3	£0		
	Look into taking part in the School Games or a competition with local schools.	£0		
		Total Spend for year: £21,402		