

BURFORD PRIMARY & NURSERY

SUBJECT: PHYSICAL EDUCATION

LEADER: MRS RACHEL FORTESCUE



INTENT

P.E. at Burford is inclusive, so that everyone develops healthy habits that stay with them rest of their lives. Our curriculum inspires all pupils to be physically confident; excel in competitive sports and physically-demanding activities and to develop a sense of belonging. We are Team Burford! P.E at Burford also promotes positive characteristics associated with sportsperson-ship, developing pupil leadership building confidence in and beyond the classroom.

We build cultural capital by enriching our curriculum with a wide range of skills, sports and activities, intentionally profiling professionals associated with these. We make the most of all opportunities to improve our fitness, coordination, gross and fine motor skills, making every second count. This is complemented by our rich after-school club offer, providing our children with a diverse menu of sports that they wouldn't otherwise encounter

IMPLEMENTATION

PE is taught for approximately 2 hours per week. 1 hour following the chosen scheme of work (Get Set 4 PE) and 1 hour of fitness and teambuilding. Where possible, links are made to other curriculum subjects.

We maximise the potential for building fine and gross motor skills at break times and lunch times by providing high-quality exercise equipment, games and resources.

We have an annual Sports Day: one for EYFS; one for KS1 and KS2 each summer. During our annual 'Keeping Healthy, Staying Safe' theme week, relevant strands are prioritised.

We enhance our curriculum with enrichment opportunities both during the school day and after school, offering a variety of sports (e.g., zorbing, inflatables, nerf wars, archery, axe throwing, parkour).

Year 5 children go swimming annually for a whole term. Each year group from Year 1-6 work with a professional PE coach for a half term, to provide high quality teaching and learning, as well as a bespoke continued professional development offer for the teaching team. Children take part in outdoor and adventurous activities when at Forest School or on residential.

We spend our Sports Premium funding on resources that will have a tangible impact upon our children's fitness.

About the PE and Sports Premium Funding

The government has provided additional funding to improve the provision of physical education (PE) and school sports and physical activity in primary schools. This funding is provided jointly by the Departments for Education; Health; and Culture, Media and Sport. It is calculated by reference to the number of primary-aged pupils (in Years 1 to 6), as recorded in the annual schools' census.

Schools are free to choose the best way of using the money. However, schools must spend the funding to make additional and sustainable improvements to the quality of the PE, school sport and physical activity they provide.

Each year, schools are held to account over how they spend their additional funding and must evidence the impact of all monies spent. This should include seeing a sustainable impact and improvements across at least one of these 5 key indicators, as published by The Department for Education:

- **Key indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **Key indicator 2:** Increase all pupils' engagement in regular physical activity and sporting activities
- **Key indicator 3:** Raise the profile of PE and sport across the school, to support whole school improvement
- **Key indicator 4:** Offer a broader and more equal experience of a range of sports and physical activities to all pupils, and ensure equal access to sport for boys and girls
- **Key indicator 5:** increase participation in competitive sport

For more information and the full guidance, please see:

- <https://www.gov.uk/government/publications/pe-and-sport-premium-for-primary-schools/pe-and-sport-premium-guidance-for-primary-schools>

Sports Premium Funding Amounts		
Total amount allocated for 2024/25	Total amount carried over 2024/25	Total amount allocated for 2025/26
£17,780	£0	£17,970

Swimming		
Question	Statistics	
	2025	2026
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	Number that can: 14 Number that couldn't: 16 Percentage that can: 47%	Number that can: 13 Number that couldn't: 17 Percentage that can: 43%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	Number that can: 14 Number that couldn't: 16 Percentage that can: 47%	Number that can: 13 Number that couldn't: 17 Percentage that can: 43%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	Number that can: 14 Number that couldn't: 16 Percentage that can: 47%	Number that can: 16 Number that couldn't: 14 Percentage that can: 54%
If your schools swimming data is below national expectation, you can choose to use the premium to provide additional top up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	No, due to the costings of travel expenses, there were not enough funds to enable children to do additional top up swimming lessons.	No, due to the costings of travel expenses, there were not enough funds to enable children to do additional top up swimming lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Swimming sessions is taught by an outside provider; therefore, class teachers receive on going CPD at each swimming session, observing the lessons.	Swimming sessions is taught by an outside provider; therefore, class teachers receive on going CPD at each swimming session, observing the lessons.

Key priorities and planning

Action	Key indicators	Impact - What	Sustainability – Futureproofing	Cost
Hiring an external PE specialist (J and J Sport) to: Provide continual professional development to teaching staff from Year 1 to 6 to improve their teaching of PE – bespoke to the individual: - Autumn 1: Year 5 - Netball - Autumn 2: Year 2 – Net and Wall - Spring 1: 3 - Dance - Spring 2: 1 - Dance - Summer 1: Year 6 - Athletics - Summer 2: Year 4 - Football To offer additional sporting activities during lunchtime for KS2 children. To offer additional sports clubs after school for: - Autumn 1: Years 5 and 6 – Nerf Wars - Autumn 2: Years 3 and 4 – Axe Throwing - Spring 1: Year 1 and 2 – Circus Skills - Spring 2: Years 5 and 6 - parkour - Summer 1: Years 3 and 4 – Martial Arts - Summer 2: Years 1 and 2 – Archery	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Teaching staff's confidence and competence in the teaching of year group specific sports/skills increases. The Tuesday lunchtime sports activity sessions will engage a wide range of children to be active. Tuesday after school sports clubs broaden the existing vision of 'PE' to bring to life a wider range of sport, skills and movement. Having a regular sporting role model presence weekly within school will inspire children to aspire to participate and succeed.	As per the PE planning progression documentation, PE lessons will be taught by teaching staff. To move the teaching of PE to a consistently good standard, using PE teaching and learning tips from the PE specialists. To develop 'PE Crew' to run their own lunchtime sports activities.	£7,020

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Physical Education, School Sport and Physical Activity Enrichment days with external provider for all children across the school. To allow children to take part in a wider range of physical activities. - Autumn 2: Zorbing (J and J Sport) - Spring 2: Laser Tag (J and J Sport) - Summer 2: Inflatable obstacles (SH Active) To introduce the element of healthy competition in a fun and engaging way. Including: - Last one standing in zorbing - Winning team in Laser Tag - Fastest over all time in an obstacle course	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Children will be exposed to a wide range of sports and activities that come under the umbrella term of physical activities. Children will be encouraged to use their own initiative and imagination to create own games and activities at playtimes and lunchtimes based on ideas given. Children will strive to come in a winning position, both individually and as a team. Giving all children a chance to represent themselves and their team in low stakes friendly competition. Having a sporting role model presence within school will inspire children to aspire to participate and succeed.	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Children will look forward to other enrichment days over the coming years. Attendance for these days and on PE days will be higher as of the increased engagement.	£1,800

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of Sports Day specific related equipment and resources. To provide children with high quality and purposeful equipment to engage children with the ethos of Sports Day. Including: • First: Gold stickers • Second: Silver stickers • Third: Bronze stickers • Patriation stickers • Extra staffing for sports day – use of J and J Sport coaches for an additional day. • Additional time to allow set up from PE lead. • Line painting machine and paint • Stakes tape/bunting	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Children will be more enthusiastic about the end goal of Sports Day, inspiring them to engage in the half terms PE lessons – athletics in preparation for Sports Day. Children will be exposed to a wide range of sports that come under the umbrella term of Athletics using the correct corresponding equipment. Children will strive to come in a medal winning position for their races on the day of Sports Day. Giving all children a chance to represent themselves, their class and school in low stakes friendly competition. Higher level of community engagement and support, with adult being invited to support and take part in their own races.	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Inter-class competitions happen within weekly PE lessons to increase friendly competition within children. Children become respectful sports people, understanding the meaning of winning and losing graciously, which will cascade onto the playground and into classrooms.	£1084.14

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Renewal of the whole school scheme of work (Get Set 4 PE). To ensure that the teaching and learning of PE is of a consistent standard across school. To ensure that there are clear skills and sport progressions across school.	Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have designated time tabled PE sessions that will form 1 hour of the recommended 2 hours of PESSPA – direct teaching of knowledge and skills. Children will engage in a range of skills and sports that are progressive over time. The teaching staff will have accessed to a high-quality scheme of work which provides a basis of lesson plans, including: teaching tips and explanations, curriculum adaptations and resources (printable, videos and audios).	As per the PE planning progression documentation, PE lessons will be taught by teaching staff. Teaching staff will use the scheme of work to form the basis of teaching and learning, meaning a level of consistency in knowledge and skills across the year groups. Each year there will be a consultation with the teaching team to identify what has worked well with the scheme of work, raise any issues or concerns where we can work through them and evaluate and tweak the scheme of work to meet the needs of Burford.	£565.25

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
KS2 Learn to Cycle Scheme Registration and participation for all KS2 children to take part in the Bikeability Learn to Cycle Scheme. Each child to have a 1-hour session with an expert external provider. To ensure that all KS2 children are able to ride a bike correctly and safely. Each year group to have a dedicated day, children to be in groups of 6: - Monday – Year 3 - Tuesday – Year 4 - Wednesday - Year 5 - Thursday – Year 6	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	All KS2 children have the additionality of an extra 1 hour of a taught Physical Education, School Sport and Physical Activity session. Children who do not have access to a bike in their home life, get the opportunity to try something new and different, closing the cultural capital. Children will have the knowledge and skills to be able to ride a bike with confidence and ease. Children will be able to ride their own bikes beyond the confined of school safely.	KS2 pupils engage with cycling independently outside of school hours, confidently and safely. Children will look forward to other enrichment days over the coming years. Attendance for these days and on PE days will be higher as of the increased engagement.	£2340

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of any top up/gap fill resources for everyday PE lessons. To ensure that the quantity and quality of PE equipment enables children to develop competence and to excel in a broad range of physical activities Including: • Replace any equipment that is missing to ensure enough is available for high quality lessons. • Replenish equipment that is broken so that children have access to safe and quality equipment. • Take feedback from the teaching team as to what they believe will be beneficial to have to aid lessons further.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have access to resources and equipment that is of high quality, of which they will want to use. There will be enough resources and equipment for children to have enough for one each, one between 2 or small groups depending on the type of equipment and its intended use. Teaching staff will be able to plan to use the new equipment in a variety of ways to keep teaching and learning fresh and engaging.	As per the PE planning progression documentation, PE lessons will be taught by teaching staff where teaching staff will use the new equipment. Each year there will be an equipment audit and consultation with the teaching team to identify any equipment that needs replacing or purchasing based on the needs identified.	£2115.18

Key priorities and planning				
Action	Key indicators	Impact	Sustainability	Cost
Purchase of new PE equipment to be used specifically at lunchtimes with the mid-day team. To ensure that provision for PE, School Sports and Physical Activity is more than just what is offered within the timetabled curriculum. To empower wider school staff to become leaders in sports. Providing more opportunities for children to move more with a purpose at 'unstructured times. Including: • Portable basketball hoops • Hoopla hoops • Forest school starter equipment • Large outdoor garden games • Balls – various • Storage for designated equipment	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Wider school support staff developing leadership skills at a lower level to empower them to be more confident. Children have more opportunity to participate in additional PE, School Sports and Physical Activities' outside of lesson times. To develop children's knowledge of skill-based games	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Wider school support staff will have gained leadership skills that they can pass on to other staff and pupils by engaging them in activities. Children will have a wider game and skills-based knowledge, rather than being reliant on a football every playtime and lunchtime.	£876.83

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of new large slide for the Early Years Foundation Stage (both F1 and F2). To provide children with high quality and purposeful equipment to develop and meet the Early Learning Goals linked to Gross motor: - Negotiate <u>space</u> and <u>obstacles safely</u>, with <u>consideration</u> for <u>themselves</u> and <u>others</u>. - Demonstrate <u>strength</u>, balance and <u>coordination</u> when playing. - Move <u>energetically</u>, such as running, jumping, dancing, hopping, skipping and <u>climbing</u>.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Children will have access to high quality equipment and want to use them, therefore be more active. Teaching staff will be able to plan to use the new equipment in a variety of ways to keep teaching and learning fresh and engaging. Children will have better gross motor skills, with a particular focus on negotiating obstacles safely, demonstrating strength and coordination and moving more energetically with a focus on climbing.	As per the PE planning progression documentation, Physical Development sessions will be taught by teaching staff, using the new equipment and continuous provision activities will also include the use of new equipment. Each year there will be a different focus area within the Gross Motor skills of physical development. This will be identified alongside the EYFS team.	£150

Key priorities and planning				
Action	Key indicators	Impact	Sustainability	Cost
Cost to cover Burford's participation in the 'Transform Girl's Football Festival' at Power League Nottingham. To provide girls who are interested in playing football an safe and inclusive opportunity to do so. The emphasis for the festival is enjoyment and participation. Including: • Transport cost • Additional staffing for the event	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Children who enjoy and play football have a purposeful end goal to look forward to, the idea of representing Burford in matches against other schools. Children who enjoy football, but are not as confident have the opportunity in having a go in a low stake and risk-free environment. During 'practise' at lunchtimes children are be coming more active and focused on one sport and skills sets. Girls in particular will have a spot light moment to show that 'this girl can' in the sporting world.	Pupils engage with sports independently at lunchtimes and playtimes and/or outside of school hours. Children initiating friendly competitions happen friendship groups, and across year groups and phases. Children become respectful sports people, understanding the meaning of winning and losing graciously. Girls in particular see themselves as a sports person, giving themselves an equal opportunity in sports.	£240

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of light weight, foldable trolleys on wheel. To enable the teaching team to gather resources and equipment and transport them with ease to their Physical Education, School Sport and Physical Activity location.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Improve the safe transportation of sports equipment, reducing manual handling risks for staff and supporting compliance with health and safety guidance. Decrease lesson set-up and pack-away time, increasing pupils' active learning time while reducing staff workload and physical strain. Efficient storage, making them a practical and cost-effective resource for the PE department.	Robust construction and minimal maintenance requirements ensure excellent long-term value, with no ongoing operational costs. Easier and safer transportation of equipment, the trolleys will also help protect existing PE resources from unnecessary damage, extending their lifespan and reducing waste. Their foldable design maximises storage space, while their continued use across curriculum PE, clubs, and school sporting events ensures the benefits of this funding will be sustained for future cohorts of pupils.	£279.96

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of Physical Education, School Sport and Physical Activity specifically for Early Years Foundation Unit. Including: - Chalk - Chalk spray paint To enable staff to create a wide range of bike tracks for children to use and follow when biking and scooting around the playground. - Bucket sun hats To ensure that all children are able to participate in outdoor activities, even when the weather is hot and sunny, ensuring all children are at a reduced risk of heat exhaustion and sun stroke. - Bean bag throwing activity To build upon 'pivot points' in the shoulders and elbows, whilst also strengthening the hand eye coordination that will link gross motor skills to fine motor skills.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	Providing engaging and adaptable activity areas, chalk will encourage children to participate in regular physical activity, making use of previously bought equipment, promoting healthy, active lifestyles from an early age. Sun hats for children will enable pupils to participate safely and comfortably in outdoor PE lessons, physical development activities and active play during periods of warm weather, promoting positive sun safety habits. Throwing activity provides children with opportunities to develop fundamental movement skills through fun, active play. It will improve gross motor skills such as throwing, aiming, coordination and core stability while also developing fine motor control through gripping, releasing and targeting objects accurately, which contribute to improved hand-eye coordination, concentration and readiness for writing.	Playground chalk is a low-cost, high-impact resource that can be used throughout the year to create a wide variety of active learning opportunities. Staff can continually refresh and adapt the markings to support different themes, PE activities and skill development without the need for expensive permanent playground markings. The sun hats are a durable resource that can be used throughout multiple academic years with appropriate care. By encouraging safe participation in outdoor exercise and reducing barriers to taking part, the hats will provide ongoing benefits for future cohorts of EYFS pupils, representing good value for money and supporting long-term engagement in healthy, active lifestyles. The bean bag throwing activity is a durable, versatile resource that can be used across the EYFS curriculum for many years. It requires minimal maintenance and can be incorporated into PE lessons, continuous provision, outdoor learning, intervention groups and active play.	£827.26

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of a stock of spear swimming kits for both boys and girls. Including: - Swimming costumes - Swimming jammers - Towles - Goggles - Bag To ensure that all children who should be taking part in school swimming lessons are able to do so. If a child has forgotten their swimming kit and is unable to get it into school before the swimming session, this can be borrowed. If a family is not in a financial position to be able to equip their child with a swimming kit, this can be borrowed.	Key indicator 2: The engagement of all pupils in regular physical activity Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	All pupils can participate fully in curriculum swimming lessons, regardless of whether they have forgotten or do not own suitable swimwear. Increase participation, improve attendance at swimming sessions and provide more pupils with the opportunity to achieve the National Curriculum swimming outcomes. Removing barriers to participation, the school will promote inclusion, improve confidence and support the development of essential swimming and water safety skills for all pupils.	Spare swimming kits are a sustainable investment that will benefit pupils for many years. With appropriate laundering and care, the kits can be reused by multiple cohorts, providing long-term value for money. By ensuring that pupils are not excluded from swimming lessons due to a lack of suitable kit, the school will continue to promote inclusive participation, maximise learning opportunities and support every child to develop essential swimming and water safety skills.	£125.69

Key priorities and planning

Action	Key indicators	Impact	Sustainability	Cost
Purchase of replacement PE storage boxes for use within the PE cupboard for storing the Physical Education, School Sport and Physical Activity equipment in. Purchase of additional outside storage sheds for storing the Physical Education, School Sport and Physical Activity equipment in. To ensure that all equipment and resources are organised to aid teachers plan lessons and reduce loss of learning time.	Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement	Durable storage boxes will improve the organisation, accessibility and longevity of PE equipment. Staff will spend less time preparing resources, increasing pupils' active learning time during lessons. Equipment will be protected from damage and loss, reducing replacement costs and ensuring better value for money. Clear, organised storage will also improve health and safety and encourage pupils to take responsibility for collecting and returning equipment.	This is a-term investment that will support the effective organisation and maintenance of PE equipment for many years. Keeping resources protected, clearly organised and easily accessible, they will reduce equipment loss and damage, extending the lifespan of existing PE resources and reducing replacement costs. Storage requires no ongoing maintenance or operational costs and will be used across curriculum PE, extracurricular clubs and school sporting events. Improve the efficiency of PE provision, maximise the use of existing equipment and ensure lasting benefits for future cohorts of pupils.	£585.69

PE and Sports Premium Sign Off			
	Print	Sign	Date
Subject leader:	Rachel Fortescue	Rachel Fortescue	July 2026
Head teacher:			
Governor:			