



Isbourne Valley School

Sports Premium Funding Review

2025 - 2026

Introduction

The government provides additional funding to primary schools to improve the quality of provision of physical education and sport for all children. This document details the amount allocated to Isbourne Valley School and how it was spent during 2025 – 2026. We have used the money to increase the range of sporting activities, experiences and opportunities provided, to enable pupils to participate in a wider range of events with children from other schools and to increase participation in sport. This document explains the actions we took.

At Isbourne Valley School, our ethos, visions and values are at the core of everything we do. Our fundamental aim is that through a range of learning activities and experiences both inside and outside the classroom our children develop their confidence, self-belief and a can do attitude to all aspects of their lives enabling them to achieve more than they ever believed possible. Our sport curriculum is a key part of this. Sporting activities, beyond learning the elements, skills and techniques of the sport itself, allow children to think and work as part of a team and independently, to learn to persevere, to try new things, to learn how to overcome obstacles and not to be afraid to make mistakes. The curriculum includes and extends beyond P.E. lessons and incorporates Forest School, learning about healthy lives (physically and emotionally), workshops and training sessions with specialist coaches, House events, trips, visits and excursions, extra-curricular clubs, and competitions, tournaments and other inter school events.

Review of last year's spend (2025 – 2026)

Action	Intended impact	Review – what went well or didn't go well?	Comments
Key Indicator 1 <i>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</i>			
Buddy system used to encourage active play at lunchtimes, with older pupils leading games such as cricket, throwing, catching and frisbee activities.	Increase participation in physical activity and promote positive active play.	The buddy system has supported increased engagement in active play, particularly for younger pupils. Older pupils have demonstrated leadership skills whilst encouraging participation and social interaction.	Continue to develop opportunities for pupil leadership in physical activity.

Forest School sessions delivered across all year groups.	Increase opportunities for physical activity, outdoor learning and personal development.	All pupils accessed regular Forest School sessions throughout the year. The provision developed physical confidence, resilience and teamwork whilst ensuring all pupils engaged in outdoor activity.	Forest School provision will continue, with LP contributing following completion of training.
Targeted swimming provision for pupils not meeting National Curriculum expectations.	Increase the number of pupils meeting swimming and water safety requirements by the end of KS2.	Pupils requiring additional support attended targeted swimming sessions delivered by qualified coaches. This enabled support to be focused on those pupils most in need of intervention.	Review outcomes annually and continue targeted provision where required.
Key Indicator 2 <i>The profile of PESSPA being raised across the school as a tool for whole school improvement.</i>			
House Captains led field events and supported the organisation of track events during Sports Day.	Raise the profile of PE whilst developing pupil leadership, teamwork and responsibility.	House Captains took on a greater leadership role than in previous years, helping to organise events, support younger pupils and ensure the smooth running of Sports Day.	Continue to develop pupil leadership opportunities within PE and sport.
The buddy system was used to encourage active play and positive relationships between pupils of different ages.	Use physical activity to promote inclusion, confidence and positive relationships across the school.	Older pupils acted as positive role models, encouraging younger children to participate in games and physical activity at lunchtimes. Younger pupils enjoyed having older buddies and looked to them for friendship, guidance and leadership.	Explore additional leadership opportunities linked to active play.
A new PE curriculum was developed using Get Set 4 PE, including progression documents, key vocabulary and assessment opportunities.	Raise the profile of PE as an important curriculum subject, bring the curriculum planning, approach, delivery and documents in line with other subject	PE now has a clearer structure and progression model, bringing it in line with other curriculum subjects and supporting whole-school curriculum development.	Monitor implementation during 2026–27 to evaluate impact on pupil outcomes and adjust and/or refine where necessary.

	areas, and improve consistency of provision.		
Forest School was delivered across all year groups throughout the year.	Promote physical activity, wellbeing, resilience and personal development.	Forest School has become an established and much loved part of school life, supporting pupils' confidence, teamwork and engagement with outdoor learning.	Continue to develop provision as staff qualifications increase.
A wide range of clubs, competitions and sporting opportunities were offered throughout the year.	Raise the profile of sport and encourage greater participation across the school.	Pupils engaged enthusiastically in sporting opportunities and PE continues to be a valued part of school life.	Continue to celebrate participation and achievement through assemblies and school communications.
<i>Key Indicator 3 Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>			
Forest School Leader training undertaken by the PE Lead.	Develop in-house expertise and strengthen Forest School provision.	Training is progressing well and will allow greater capacity for delivering Forest School from January 2027. This increases sustainability and reduces reliance on external providers.	Complete training and implement new responsibilities from Spring Term 2027.
Renewed Move More membership, including support from a curriculum specialist.	Improve leadership of PE and strengthen curriculum development.	One-to-one support has helped the PE lead review provision, identify priorities and develop curriculum plans.	Continue to utilise Move More support as curriculum developments are embedded.
PE Lead attended Move More best practice training.	Increase understanding of the PE Lead role and improve subject leadership.	Training provided greater clarity regarding subject leadership responsibilities and informed curriculum development decisions.	Learning has informed the redesign of the PE curriculum.
Introduction of Get Set 4 PE and development of a bespoke two-year rolling programme.	Increase staff confidence and improve curriculum delivery.	Staff now have access to structured planning, progression and resources,	Impact on teaching quality to be monitored through observations and learning walks.

		supporting those less confident in teaching PE.	
PE Lead attended PE in the Early Years training.	Develop subject knowledge and strengthen EYFS provision.	Training has increased subject knowledge and will support the continued development of PE in EYFS.	New learning to be shared with staff where appropriate.
Move More delivered gymnastics lessons alongside staff and TAs.	Increase staff confidence in teaching gymnastics.	Staff benefitted from observing high-quality teaching and practical coaching. This addressed an identified area of lower confidence within PE teaching.	Follow-up monitoring needed to assess long-term impact on classroom practice.
<i>Key Indicator 4 Broader experience of a range of sports and activities offered to all pupils.</i>			
Delivery of Forest School across all year groups.	Broaden pupils' experiences beyond traditional PE activities.	Pupils accessed a wide range of outdoor learning experiences that supported teamwork, problem-solving and physical development.	Continue to develop links between Forest School and the wider curriculum.
Bikeability training for Year 5 pupils.	Develop cycling proficiency, road awareness and personal safety.	All Year 5 pupils participated in Bikeability training, developing confidence and safe cycling skills.	Continue to provide annual Bikeability opportunities.
Following a curriculum and resource audit, new PE equipment was purchased, including badminton nets, rackets and gymnastics springboards.	Ensure the revised PE curriculum could be delivered effectively and broaden the range of sports available to pupils.	The new equipment has enabled the introduction of additional sports and supported higher-quality delivery of existing units. Staff now have the resources needed to deliver the full curriculum, including badminton and gymnastics.	Resources will continue to be reviewed to ensure they remain aligned with curriculum requirements.
Extra-curricular clubs including Wonderball (Autumn), Netball (Spring) and Cricket (Summer).	Extend sporting opportunities and encourage participation beyond curriculum PE.	Clubs were well attended and provided pupils with opportunities to develop skills in a range of sports across the year.	Continue to offer a varied programme of clubs.

Key Indicator 5 <i>Increased participation in competitive sport</i>			
Netball club provided regular opportunities for pupils to develop skills and prepare for competition.	Increase participation in competitive sport and develop confidence in team games.	Pupils developed their skills through regular practice and were better prepared for inter-school competition opportunities.	Continue to align clubs with competition opportunities where possible.
Weekly cricket club was offered during the summer term.	Increase participation in cricket and prepare pupils for local competitions.	The club enabled pupils to develop cricket skills and increased participation in competitive opportunities, including local cricket events.	Continue to develop links between curriculum PE, clubs and competitions.
Entered a girls-only cricket competition.	Increase participation in competitive sport and ensure opportunities are available to all pupils.	The competition provided additional opportunities for girls to participate in competitive sport and helped broaden engagement.	Continue to seek inclusive competition opportunities.
Annual Sports Day provided all pupils with opportunities to compete in track and field events.	Ensure all pupils experience competition and represent their house team.	All pupils participated in competitive events, demonstrating teamwork, resilience and sportsmanship.	Continue to provide inclusive competitive opportunities for all pupils.
Pupils represented the school at the Prince of Wales District Athletics event.	Increase participation in competitive sport and provide opportunities for pupils to compete against other schools.	Pupils competed enthusiastically and represented the school positively. The event provided valuable competitive experience whilst developing confidence, resilience and teamwork.	Continue to participate in local athletics events and widen opportunities for pupils to represent the school.