

Cupernham Infant School

Together we care, we learn and we achieve



PE and Sport Premium Impact Statement 2025 – 2026

Cupernham Infant School - PE and Sport Premium Action Plan 2025 – 2026

Allocation of Funding 2025-2026: £18,085

The Department for Education has set the following objectives for schools linked to the PE and Sport Premium:

- make additional and sustainable improvements to the quality of physical education (PE), physical activity and sport
- develop or add to the PE, physical activities and sport activities offered within the school
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The key indicators of impact will be:

- the engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Key achievements and impact to date reported July 2026:	Areas for further improvement and baseline evidence of need:
During 2025–2026, the PE and Sport Premium has supported meaningful improvements in pupils’ physical activity, confidence, participation and wider wellbeing. Children have benefited from more structured opportunities to be active during playtimes and lunchtimes, supported by improved resources, organised activities and increased adult awareness of pupils who may need encouragement to engage. The development of Play Leaders and Playground Pals has raised the profile of physical activity across the school, giving pupils greater responsibility, leadership opportunities and positive role models during unstructured times. Investment in staff training and curriculum development has strengthened staff confidence and supported a more progressive approach to teaching PE, particularly in fundamental movement skills, gymnastics, dance, early movement and inclusive practice.	Areas for further improvement for 2026–2027 include: Developing a “Cupernham Active Community” model, where the school becomes a hub for physical activity beyond the school day. This could include stronger partnerships with local sports clubs, leisure providers, health professionals, community groups and families to create a shared commitment to helping children and families become more active together. Exploring a community-led active travel strategy, including walking buses, scooter routes, balance-bike confidence sessions, road safety workshops and family active travel challenges. Baseline evidence should include travel-to-school data, parent voice and pupil confidence in cycling, scootering and walking safely. Creating stronger community links through intergenerational physical activity projects, such as active storytelling walks, community gardening and movement sessions, family forest school mornings, local park challenges and links

Pupils have also accessed a broader range of experiences, including Bikeability, scootering, outdoor learning, active playground provision, Stay and Play Active Sessions and local sporting events. These opportunities have helped children develop core physical skills, confidence, road safety awareness, teamwork, resilience and positive attitudes towards healthy, active lifestyles. The impact of the plan is evident in increased participation, improved access for disadvantaged pupils, stronger links with families and the continued embedding of sustainable approaches that will benefit future cohorts.	with care homes or local volunteer groups where appropriate. Reimagining the playground as an “active inclusion zone” co-designed with pupils, parents, staff and community partners. This should particularly target children who are less active, less confident, disadvantaged or reluctant to join traditional sport, offering creative movement, sensory trails, dance, yoga, outdoor problem-solving and cooperative games. Launching a family physical literacy programme so parents understand how to support balance, coordination, strength, confidence and healthy habits at home. This could build on Stay and Play Active Sessions and include take-home activity cards, community challenges, low-cost activity ideas and workshops led by staff or local partners. Baseline evidence for 2026–2027 should include participation data, club attendance, pupil and parent voice, active travel information, engagement of disadvantaged pupils, community partner feedback and evidence of how physical activity is influencing confidence, wellbeing, attendance, behaviour and readiness to learn.
---	---

Key achievements and impact:

Quality of Education

The quality of PE provision is consistently strong, with 100% of lessons judged good or better and a well-sequenced curriculum (The National Oak Academy) being embedded to develop pupils’ fundamental movement skills progressively. Staff confidence is increasing through targeted CPD and the introduction of an enhanced scheme of work, leading to more consistent and effective teaching. Pupils demonstrate secure knowledge and can articulate their learning, indicating that curriculum intent is being successfully implemented and retained.

Sports 360 Degree continue to have a highly positive impact on the quality of PE provision. Their specialist coaching is ensuring lessons are consistently well-structured, purposeful and matched to pupils’ needs. The use of clear progression and modelling is helping pupils to develop fundamental movement skills securely over time, while the focus on participation and enjoyment is increasing engagement for all groups, including disadvantaged pupils. Ongoing coaching feedback and shared planning are also supporting quality assurance, so that improvements are embedded and sustained beyond individual sessions.

Behaviour and Attitudes

Pupils show high levels of engagement in physical activity, with structured playtimes, lunchtime clubs and targeted provision increasing participation, including for disadvantaged pupils. The school ensures that all pupil premium pupils are offered funded extracurricular sports opportunities, reducing barriers to participation. Positive attitudes are reflected in pupil voice, with 95% of pupils reporting enjoyment and satisfaction with PE and sport provision. These approaches support active lifestyles and improve focus and engagement across the school day.

Personal Development

The school provides a broad and inclusive range of enrichment opportunities, including competitive sport, Bikeability, forest school themed provision and active travel initiatives. These experiences enhance pupils' physical health, wellbeing and cultural capital. Leadership opportunities, such as KS1 Play Leaders, develop pupils' confidence, responsibility and teamwork, while participation in inter-school competitions strengthens resilience and social skills. Wellbeing is further supported through outdoor learning and physical activity, contributing positively to pupils' mental health.

Leadership and Management

Leaders deploy the PE and Sport Premium strategically, aligning spending closely with national priorities and identified school needs. There is clear evidence of effective monitoring and evaluation, with leaders maintaining high standards of provision and ensuring sustainability through staff development and curriculum planning.

Investment in training, resources and partnerships (including sports organisations) is building long-term capacity and ensuring continued improvement. Governors can be assured that funding is used effectively, with demonstrable impact on participation, teaching quality and pupil outcomes.

Spending Plan

Academic Year: 2025-26		Date Updated: September 2025		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
Intention	Implementation	Impact		
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To further increase participation in organised activities at playtime and lunchtime. KS1 to continue to improve their core strength through targeted activities during break times.	Teachers to identify disengaged children whilst supporting at lunch. Use of gym equipment during continuous provision for EYFS and Year 1. Physical activity to continue to be incorporated into morning jobs targeting children’s fine and gross motor skills. Lunchtime sport club to be offered on a rotation to each year group. Equipment to be resources as and when needed. Targeted children to be offered funded sports club places.	Resources £2000 MSA training time - £400	Competitions are well – planned and well-resourced with a qualified teacher to ensure children’s safety when attending all off-site events.	Ensure children are active and engaged during lunchtimes. Children’s sport specific knowledge to be developed. Disadvantaged children to be able to access sports clubs. Pupil conference disengaged children to find out what they would like to see at lunchtimes/break times.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Physical Education, School Sport and Physical Activity (PESSPA)				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Embed and provide further opportunities for Year 2 children to learn Leadership skills by taking on the role of KS1 Play Leaders at play times and lunch times	Identification and training of Pupil Play Leaders: A selection process will be conducted to identify KS1 students who demonstrate leadership potential and have a passion for sports.	£1000	Increased physical activity levels: By providing regular opportunities for sports and games, the initiative aims to increase the physical activity levels of KS1 students.	Regular evaluation and feedback: The initiative will be regularly evaluated to assess its effectiveness and identify areas for improvement. Feedback from KS1 students, staff, and parents will be sought to make necessary adjustments.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on Intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
PE Curriculum: Refine fundamental movement skills (balance, agility, coordination) through play-based activities.	Embedding of our new scheme of work to enhance current planning. CPD to deliver gymnastic and dance elements of the curriculum.	£2000	Increased confidence and competence: Staff members who receive targeted CPD will likely feel more confident in delivering high-quality PE lessons.	To embed a sequenced curriculum which allows staff to plan and deliver PE in a progressive way, leading to high quality PE for all and enabling staff to teach PE and Sport more effectively.
Training on early movement development and inclusive PE delivery	CPD to deliver early movement elements of the curriculum.	£1000		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Creating further designated area of the playground for sporting activities	Refine our line marking provision on the playground (hopscotch, agility trails) to encourage structured play.	£5000	Physical activity will be embedded into the school day through active playgrounds.	Incorporate structured activities into playtime using the new spaces, supported by our Playground Pals.
Improvements to play equipment	Play leaders will have some ownership over new equipment. They will take on leadership roles that support sport and physical activity within the school.	£1900	Pupils will continue to develop core PE skills in a range of ways.	Supporting our Playground Pals on how to use and manage the equipment effectively during playtimes.
Deliver Bikeability and Scootering Projects – EYFS & KS1	Identify and select a reputable Bikeability provider to deliver the training sessions. Liaise with the provider to schedule the training sessions and ensure they align with the school timetable. Communicate with parents and obtain consent for their child to participate in the Bikeability training. Ensure that all participating students have access to a suitable bicycle.	£600	Improved cycling proficiency and skills among KS1 students. Increased confidence in riding a bicycle and navigating different road situations. Enhanced understanding of road safety rules and	Review the Bikeability provider's performance and consider their suitability for future sessions. Seek opportunities to embed cycling and road safety education into the wider curriculum. Offer refresher sessions or advanced Bikeability training for students who

			awareness of potential hazards.	have already completed the initial training.
Develop outdoor areas (woodland) to support opportunities for outdoor learning. – preparation for OAA in KS2	Training and Development: We will continue to provide training opportunities for our staff to become qualified forest school practitioners. This will ensure that they have the necessary skills and knowledge to deliver forest school sessions effectively. Resources and Equipment: We will invest in appropriate resources and equipment to support forest school activities.	£2000	Well-being and Mental Health: Spending time in nature has been shown to have positive effects on mental health and well-being.	Continued Professional Development: We will provide ongoing training and professional development opportunities for our staff to enhance their knowledge and skills in delivering forest school activities. This will support the sustainability of the approach and ensure its continued success.
Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Promote further Active Play	Launch “Stay & Play Active Sessions” for parents and children both in EYFS and KS1	£600	At least 50% of our families have taken part in a stay and play activity session.	To engage with our parent community to promote active healthy lifestyles.
Membership of Personal Best Sports Partnership including staff training courses.	To access local inter- community sports events, tournaments, competitions and high quality P E training.	£1000	To provide opportunities for children to compete in a wide range of competitions across the Romsey area.	To continue and extend opportunities for children to compete against other schools
Additional staff costs for Romsey Inter Sports Competitions and Tournaments via Personal Best Education	To plan logistics for competition (including informing parents, transport, pick up from venues, risk assessments etc.); select teams and train children for the competition. To supervise the children off site for the duration of the competition.	£600	Competitions are well – planned and well-resourced with a qualified teacher to ensure children’s safety when attending all off-site events.	Continue to ensure all events are planned in detail to ensure children’s safety at all times.