



At Holywell Village First School we have high aspirations for our children to become well-rounded and responsible future citizens. They are happy, independent and have positive self-esteem. Our children have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.



<b>Academic Year:</b> 2025-2026		<b>Total fund allocated:</b> £ 17150 Total Spent 17111=99% of funding		<b>Date Updated: July 2026</b>	
<b>Key indicator 1:</b> 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					Percentage of total allocation: £738= 4%
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
For all pupils, from Nursery to Year 4, to participate in 30 minutes +of physical activity per day		School sports organising crew - Y 4 S Endacott Trained pupils supporting younger pupils to participate in organised activities at morning and lunch break increasing their physical activity by 30 mins total per day.		£313 Pupils engage in a total of 30 mins of structured physical activity per day once a morning break and once during lunchtimes	
To encourage increased physical activity beyond the school day. For 75% of pupils to engage in physical activity beyond the school day.		WOW is a pupil-led initiative where children self-report how they get to school every day using the interactive WOW Travel Tracker. If they travel sustainably (walk/wheel, cycle or scooter) once a week for a month, they get rewarded with a badge. Each class records how pupils travel to school each wednesday. Each Thursday this is celebrated. Trophy for best class. Individual badges for pupils who walk every Wednesday each month.		£425 79% of pupils have been 'active' between September 2025-June 2026	
				Sustainability and suggested next steps:  Work with School Sports organiser to ensure the pupils deliver the programme 2026-2027 Track pupils in younger classes accessing the programme.  Maintain the high profile of Living Streets Walk on Wednesdays - Thursday assembly every Celebration.	



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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£2240= 13%
Intent	Implementation		Impact	
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Use sport and physical activity to promote pupils' social moral and cultural development. To promote life-long healthy habits - cycling.	Holywell Village First School partner with Cycling Generation to plan and deliver a schedule of cycling activities. All Y4 pupils complete a skills session, two half day rides and a full day ride. The skill and fitness level required increased throughout the programme. All rides are completed within the area surrounding the school, so that children can access them outside of the programme. Get off stabilisers session for 4-6 years olds.	•Richard Rothwell Cycling £2240	Pupils ' confidence and competence on the bikes increased hugely . Their listening skills and ability to follow instructions has improved. Pupils have demonstrated excellent teamwork skills, as well as empathy and the ability to motivate and encourage their peers. 100% of younger pupils were riding their bike without stabilisers by the end of the session. Anecdotal evidence shows that the high % of children have continued their cycling activities into middle school.	Some of the allotted time was for Dr Bike session, so that pupils have bike which are safe and road worthy and can be ridden safely out of school hours, using the agreed routes ridden within school activities- and beyond. The cycling programme is only sustainable with continued investment.
To develop the three pillars of PE fundamentals in the younger classes:	Younger children have participated in a programme designed to	•motor skills programme: as	Curriculum Team findings and Pupil Voice show:	The motor skills programme will be sustainable over time



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<ul style="list-style-type: none"> <li>● motor competence – knowledge of the range of movements that become increasingly sport- and physical activity-specific.</li> <li>● rules, strategies and tactics – knowledge of the conventions of participation in different sports and physical activities.</li> <li>● healthy participation – knowledge of safe and effective participation.</li> </ul>	<p>improve gross and fine motor skills. Initially pupils were assessed on their current ability levels, using a non formal play approach. Sessions were then manipulated to improve identified weaker skill areas, starting with gross motor skills such as posture, jumping, throwing and catching.</p>	<p>part of FUTSAL SLA</p>	<p>The children have shown that they have all enjoyed the sessions. The children now have a love of movement, they feel more comfortable moving. Movement and play have positive associations. By the end of the first term there was 100% engagement by pupils. Class teachers commented that the children really look forward to the sessions. The profile of PE and sport has been raised as a tool for whole school improvement.</p>	<p>through the production of resources and upskilling of staff.</p>
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<p><b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p>				<p>Percentage of total allocation: £8070= 47%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>A high quality physical education programme focussing on developing physical literacy. Professional development opportunities to improve the capacity of teachers / practitioners. Support for the most and least able pupils.</p>	<p>PE and sport premium funding has been used to purchase a PE and dance resource for curriculum PE – Imoves. Staff continued to use these to create innovative, engaging and progressive lessons.</p>	<p>•Imoves PE and dance package: £720</p>	<p>Curriculum Team findings and Pupil Voice evidence shows high quality of : PE curriculum map, scheme of work and lesson plans. Pupil PE assessment data. Imoves resource: Teacher feedback and evaluation forms. Evaluations from the</p>	<p>Curriculum resources have been developed which can be used in future years. Increased staff confidence and skill level in delivering PE will be maintained.</p>



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			<p>Improves cpd rated it as excellent. Teachers are using what they have learned and the resources to improve the quality of PE teaching in the school.</p>	
<p>A high quality physical education programme focussing on developing physical literacy. Professional development opportunities to improve the capacity of teachers / practitioners. Support for the most and least able pupils.</p>	<p>KS1 and KS2 class teachers joint teaching with qualified coaches supported learning through problem solving and challenge games; providing professional development and continuing support for the class teachers.</p>	<ul style="list-style-type: none"> <li>•FUTSAL : £7350</li> </ul>	<p>Curriculum Team findings and Pupil Voice show: Pupils' physical literacy improved. Increase in pupils' participation, enjoyment and skill level. Enhanced life skills including communication, team work, fair play and leadership. Increased confidence, knowledge and skills of staff teaching PE. Teacher feedback. Week on week improvement in pupils' skill challenge scores.</p>	<p>Curriculum resources have been developed which can be used in future years. Increased staff confidence and skill level in delivering PE will be maintained.</p>

<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: £5500= 32%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Pupils need to experience a broader range of sports and activities so that they develop a range of skills and able pupils can be identified and pathways provided.</p>	<p>Weekly OSHL sports clubs have been provided free of charge to pupils, led by specialist coaches. Pupils were able to practice and improve their skills, and participate in a variety of competition formats</p>	<ul style="list-style-type: none"> <li>• part of FUTSAL Service Level Agreement - see above</li> </ul>	<p>Broader experience of a range of sports and activities offered to all pupils Pupils' skill and fitness levels improved. Increased engagement in regular physical activity. Some pupils who</p>	<p>A culture of extra-curricular sport has been developed. It is now normal for pupils to remain at school beyond the school day. The cost of providing these activities</p>



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	<p>Clubs offered - access, develop, Enrich:</p> <ul style="list-style-type: none"> <li>● Rugby</li> <li>● Parcour / martial arts</li> <li>● Soccer skills</li> <li>● Ball skills</li> <li>● Multi sports</li> <li>● Judo</li> <li>● Gymnastics</li> <li>● Football</li> <li>● Dodgeball</li> <li>● Mixed discipline</li> <li>● Blaze CrazeMini Olympics</li> </ul>		<p>have never previously attended sports clubs either at school or in the community have engaged. Evidence: Club registers and tracking info. Pupil feedback.</p>	<p>would have to come out of the main school budget, or more likely be passed on to parents. The PE curriculum is designed to prepare pupils for competition.</p>
<p>Increase pupil participation creative physical activity is underrepresented in the out-of-school curriculum and competition schedule.</p>	<p>Dance Workshop Y4 - £200 Indian dance workshop (all school)</p>	<p>£800</p>	<p>All pupils (100% of the school cohort) in school participated in the dance performance to each other then their parents.</p>	<p>Plan to develop dance CPD in staff 2026-2027 and use funding to provide dance club for pupils KS1 &amp; KS2.</p>
<p>Provide targeted activities or support to involve and encourage the least active children</p>	<p>Purchase of: playequipment</p>	<p>£1200</p>	<p>Wider range of the pupil population were targeted</p> <ul style="list-style-type: none"> <li>● least active</li> <li>● Free School meals</li> <li>● SEND</li> </ul> <p>Increased % of these cohorts attended and participated in the club.</p>	<p>These clubs can now run in the future with only staffing costs attributed.</p>
<p>Replace ageing and unused PE equipment to increase the range of skills and knowledge taught in Gymnastics/team games .</p>	<p>Purchase of: Gym equipment</p>	<p>£3500</p>	<p>Increased range of provisions for Gymnastics elements of PE.</p>	<p>Equipment should be usable for the foreseeable future.</p>



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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£563= 3%
Intent	Implementation		Impact	n/a included above
Your school focus should be clear what you want the pupils to know and be able to do and about 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:
<p>A broad range of sports and activities offered to all pupils. A programme offering regular club participation opportunities where pupils can learn about specific sports, receive age appropriate coaching and improve their skills. Increased participation in competitive sport.</p> <p>Pupils have the opportunity to participate in the following Northumberland School Games Targeted Groups:</p> <ul style="list-style-type: none"> <li>● Access</li> <li>● Belong</li> <li>● Compete</li> <li>● Develop</li> <li>● Enrich</li> </ul>	<p>Provide curriculum time, so that all KS2 children can compete in intra-school</p> <p>More able children identified, coached and provided opportunities to compete in inter-school competitions.</p>	<p>£563 travel and staffing costs expenses to competitions</p>	<p>Pupils have experienced a broader range of activities.</p> <p>Pupils attended:</p> <ul style="list-style-type: none"> <li>● 20% of KS 2 pupils competed in Quad Kids- £-<i>compete</i></li> <li>● 50% of KS 2 pupils competed in Team Building - #makeactivememories</li> <li>● 100% of of KS 2 pupils competed in intra-school and inter-school Multiskills (virtual) - Y3/4</li> </ul>	<p>The PE curriculum is designed to prepare pupils for competition.</p>