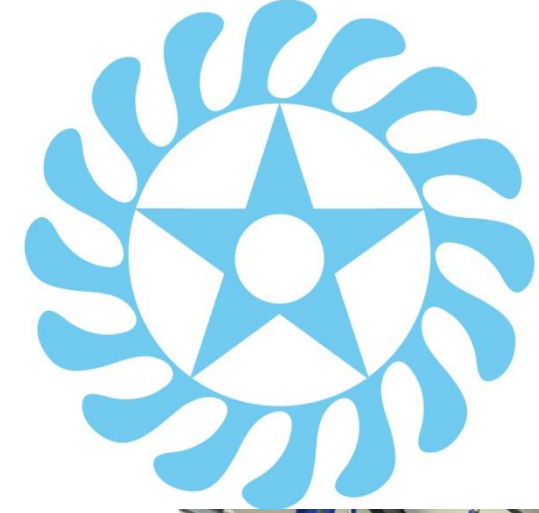




Cloughwood

Academy

2025-2026



Be Your Best Possible Self

Details with regard to funding

Please complete the table below.

Total amount carried over from 2024/25	£0
Total amount allocated for 2024/25	£16,230
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2025/26	£16,200
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026.	£16,200

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	50%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	50%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2025/26		Total fund allocated: £16,200	Date Updated: 20/07/2026	
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:
				5%
Intent	Implementation		Impact	
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:
Targeted physical activities provided to encourage least active children to become engaged and involved. ALL pupils will be active for at least 30 minutes per day. School to ensure children are active for as long as possible during this time. Develop a Forest School Provision	- PE and sports equipment – e.g PE resources and outdoor/indoor play equipment - Teachers aware of ways to make learning more active outdoors. - Structured play times - PE links with ‘enrichment’ experiences. Enrichment time, Mon-Thurs, students choose between 3 option, many of PESSPA including, cricket, Indoor sports/games, golf, yoga, dog walking. - Forest School Provision	£ 810.00	The introduction of structured playtimes and new PE and sports equipment has ensured children are active for as long as possible during their time at school. Teachers are now fully aware of how to make learning more active outdoors, and the Forest School provision has significantly increased the amount of time pupils spend being active. The wide range of PE and enrichment experiences, including cricket, golf, and dog walking, have successfully engaged even the least active children. As a result of the targeted physical activities and the	Develop a long-term maintenance plan for the Forest School provision. Train additional staff in Forest School leadership to ensure the programme is not reliant on a single individual. Undertake a program of maintenance to the primary outside space to ensure that pupils can continue to benefit from this provision.

	increases the amount of time that pupils spend being active and outdoors.		development of the Forest School provision, all pupils are now active for at least 30 minutes per day.	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 56%
Intent	Implementation		Impact	
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:
Ensure PE outcomes board is up to date with curriculum links and careers opportunities. Social media with latest sports results and achievements and clubs list. Photos of PE, school sports and physical activity social media Celebration assemblies in school and wider community. Physical and Health Enrichment opportunities. External Provider experiences. Employ Teaching Assistant in PE. Maintain the equipment and	- Keep the LGB up to date with outcomes. - Use email, website and social media to promote sporting achievements, results and PESSPA. - Reinforce positive performance by awarding certificates to pupils participating and achieving. - Enrichment time, Mon-Friday, pupils receive structured physical activities including, football, cricket, Indoor sports/games, golf, yoga, boxing, mountain biking, athletics, circuit	£9,072	The school's website and social media are actively used to post photos and share the latest sports results and achievements, and the Local Governing Body is kept fully informed of outcomes. The profile of PE, school sports, and physical activity (PESSPA) has been successfully raised across the school and the wider community. The PE outcomes board is kept up-to-date with curriculum and careers links. Through celebration assemblies, certificates are awarded to pupils for participation and achievement, which reinforces positive performance.	Involve pupils in promoting PESSPA by creating a pupil led sports council or media team to help manage the PE notice board and contribute to social media content and website updates. Create an annual calendar of PESSPA events, including celebration assemblies and community engagement activities, to ensure they are planned for and become a recurring part of the school year.

resources on the Primary play ground.	training and hill walking.		The employment of a Teaching Assistant in PE and the provision of a wide array of physical and health enrichment opportunities (including football, boxing, mountain biking, and circuit training) have significantly enhanced the school's PESSPA offer.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in leading physical activities such as Enrichment.				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
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:
Ensure that PE lead take sessions with other staff during 'twilights' and departmental meetings to update and increase confidence, knowledge and skills in delivering and supervising physical activities. Opportunities for all staff to lead PESSPA. Using external agencies to model PESSPA.	- All staff to have access through CPD, observations and teaching alongside lead teachers and coaches. - Specialists for swimming and gymnastics. - Careers lessons with a focus on the sports and leisure industry. - Careers Fair to promote	£1,296	Staff confidence, knowledge, and skills in delivering and supervising physical activities have tangibly increased. This was achieved through targeted CPD, including sessions led by the PE lead during 'twilights' and departmental meetings. All staff have had the opportunity to observe and teach alongside lead teachers and specialist coaches for swimming and gymnastics, enhancing their skills.	Strengthen and formalise links with the careers curriculum by inviting alumni or professionals from the sport and leisure industry to speak to pupils annually, making it a sustainable feature of the careers programme. Establish a peer-mentoring system where pupils with expertise in specific areas (e.g., gymnastics, swimming, football) can support their

Enhance links with the careers curriculum so that pupils are aware of career opportunities within the world of sport and leisure. Develop a motivational award for PE.	careers in the sport and leisure industry.		The use of external agencies to model best practice in PESSPA has further developed staff competence. Consequently, pupils are now more aware of career opportunities in the sport and leisure industry, supported by focused careers lessons and a Careers Fair.	peers' development.
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Key indicator 4: Broaden the range of sports and activities offered to all pupils

Percentage of total allocation:

26%

Intent	Implementation		Impact	
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:
Develop a forest school provision on the school site. Develop an Enrichment Program which provides pupils with the opportunity to experience a range of sporting activities. Source a variety of trips, visits and visitors to a range of sporting environments and activities.	- Train a member of staff to become a qualified Forest School Leader. - Develop the Forest School Provision onsite. - Organise Enrichment options such as golf, Football, circus skills, gym work, horse riding, boxing, skiing and climbing.	£4,212	The range of sports and activities offered to all pupils has been significantly broadened. The successful training of a staff member as a qualified Forest School Leader has enabled the development of a permanent provision on the school site. The Enrichment Program now provides pupils with diverse experiences such as golf, circus skills, horse riding, boxing, skiing, and climbing.	Formalise partnerships with external providers, such as the boxercise coach, gymnastics club, and equestrian centres, to secure long-term, potentially discounted provision for future years. Design the enrichment programme so that all pupils have the opportunity to experience the full range of activities during their time at the academy.

Facilitate a Summer camp experience for Upper Primary pupils.	• Trips to Charlie's gym, other schools, Petty Pool, The Grange, equestrian clubs. • Weekly visits from boxercise coach and gymnastics coach • Organise a Residential camping experience.		Pupils have benefited from numerous trips, visits, and visitors, including sessions at Charlie's gym, Petty Pool, and with weekly coaches for boxercise and gymnastics. The delivery of a residential camping experience and a Summer camp for Upper Primary pupils has further expanded the range of activities available.	Develop a long-term equipment replacement and investment strategy to ensure that resources for all sports and activities are maintained to a high standard.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
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:
Pupils will learn to: • Work as part of an effective team • Win and lose respectfully Pupils will: • Access to a comprehensive and regular programme of competitions both within and outside the Academy.	• Annual Sports day • Daily break time activities • PE lessons • Physical enrichment • Inhouse sports competitions. • Inter school football league.	£ 810.00	Pupils' participation in competitive sport has increased, leading to a greater understanding of teamwork and respectful sportsmanship. Access to a comprehensive and regular programme of competitions, both within the Academy and externally, has been achieved. This includes an annual Sports Day, daily break-time activities, in-house competitions, physical enrichment, and participation in an inter-school football league, all of which have fostered a healthy sense of competition among pupils.	Create a permanent inter-house competition structure that runs throughout the year across a variety of sports. Build on the success of the inter-school football league by seeking out and joining leagues or one-off tournaments in other sports to provide competitive opportunities for a wider range of pupils. Introduce a "Sportsmanship Award" to be given out alongside winners' trophies at competitions to embed the value of winning and losing respectfully.

Signed off by	
Head Teacher:	R Newton
Date:	20/07/2026

Subject Leader:	C Forshaw
Date:	20/07/2026
Governor:	G Shaw
Date:	20/07/2026