

School Profile	
<b>Number of eligible pupils (Y1-6):</b>	81
<b>Amount per pupil:</b>	£208
<b>Total sports premium budget:</b>	£16,860
<b>% of pupils eligible for FSM:</b>	65%

Highfields Primary Academy Sports Premium Grant Report and Action Plan (2023-24)	
<b>Head of Academy:</b>	Benjamin Williams
<b>PE Subject Coordinator:</b>	
<b>Chair of AAB:</b>	Helen Wriglesworth
<b>Date of Sports Premium Plan:</b>	September 2025
<b>Date of Sports Premium Review:</b>	July 2026

## Introduction

Highfields Primary Academy is committed to ensuring that all pupils access high-quality Physical Education and sport that promotes healthy lifestyles, positive mental wellbeing, and lifelong participation in physical activity. Our PE curriculum is designed to increase the confidence, knowledge, and skills of both pupils learning and staff teaching PE, while providing all children with a broad and balanced experience of a wide range of sports and physical activities. A key priority is to increase participation in competitive sport, including trust-wide and local authority competitions, ensuring pupils are well prepared for the next stage of their education.

Sports Premium funding is used strategically to increase daily physical activity levels, raise the profile of PE across the academy, broaden sporting opportunities, develop staff expertise, and increase engagement in both intra- and inter-school competition. Building on the successful approach used at Goldthorpe Primary Academy, this plan places a strong emphasis on sustainability through high-quality staff development, structured and active playtimes, leadership opportunities for pupils, and the delivery of a progressive and coherent PE curriculum.

Through continued partnership with our specialist coaching provider, Elite Coaches, staff work alongside professionals to develop subject knowledge, pedagogical confidence, and effective teaching practice. This collaborative approach ensures improvements in teaching and learning are embedded and sustainable beyond the funding period. In addition, all pupils continue to benefit from regular Forest Schools provision, which supports physical development, resilience, teamwork, and mental wellbeing through regular outdoor learning experiences.

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Assessment, planning, and progression in PE are strengthened through the use of the Get Set for PE app. This provides staff with high-quality, progressive lesson plans alongside assessment guidance that supports the identification of pupils' strengths and areas for development. Teachers use this information to adapt teaching, ensure appropriate challenge and inclusion, and target specific pupils for additional support or enrichment through after-school clubs and intervention opportunities delivered by qualified coaches, accelerating progress and increasing participation.

From the beginning of the autumn term, pupils at Highfields Primary Academy will have regular opportunities to participate in inter-school and Trust competitions, building on a successful programme of events including athletics, rugby, and football. The academy is committed to strengthening partnerships with local schools and Trust academies to further enhance competitive opportunities, raise aspirations, and ensure all pupils - particularly disadvantaged children - can access and succeed in PE and school sport.

Key Indicator 1: Increased engagement in regular physical activity				% of total allocation: <b>7%</b>
Focus	Actions	Funding allocated	Proposed impact	Sustainability
To ensure <b>every pupil achieves at least 30 minutes of daily physical activity</b> , with additional opportunities for movement embedded throughout the school day, particularly for pupils who are less active or disengaged.	<ul style="list-style-type: none"> <li>Develop a <b>Daily Active Offer</b>, including:               <ul style="list-style-type: none"> <li>Structured playground games at morning and lunch playtimes.</li> <li>Short physical activity bursts in lessons (e.g. 5-minute movement breaks).</li> </ul> </li> <li>Train Lunchtime Supervisors and Sports Ambassadors from Year 5 and Year 6 to:               <ul style="list-style-type: none"> <li>Adapt games for different abilities and ages.</li> <li>Actively engage less confident or less active pupils.</li> <li>Promote inclusive language and positive behaviour.</li> </ul> </li> <li>Continue coach led clubs twice a week at lunchtimes</li> <li>Introduce activity tracking (class charts or pupil self-reflection) to monitor engagement during playtimes.</li> <li>Introduce themed activity weeks (e.g. skipping week, ball skills week) to maintain enthusiasm and variety.</li> </ul>	£1100	<ul style="list-style-type: none"> <li>Sustained increase in daily physical activity for all pupils, including those previously identified as inactive.</li> <li>Improved emotional regulation and readiness to learn following active playtimes.</li> <li>Improved inclusion and pupil confidence, particularly for pupils with SEND and SEMH needs.</li> <li>More equipment readily available for Sports Ambassadors and Lunchtime Supervisors to use on the playground leading them to become</li> </ul>	<ul style="list-style-type: none"> <li>Activity routines and resources embedded into the school day with minimal ongoing cost.</li> <li>Sports Ambassadors mentor new pupils annually, ensuring continuity.</li> <li>Equipment rotation system extends lifespan and value for money.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Create quiet-active options (e.g. balance trails, yoga cards) for pupils who find high-energy play challenging.</li> </ul>		confident in delivery of social time play strategy	
<b>Key Indicator 2: Raising the Profile of PE and Sport</b>				% of total allocation: <b>2%</b>
Focus	Actions	Funding allocated	Proposed impact	Sustainability
<p>To position PE and sport as a <b>core element of school identity</b>, reinforcing values such as teamwork, respect, resilience, and ambition.</p>	<ul style="list-style-type: none"> <li>• Pilot a Sports Ambassador programme for selected upper KS2 pupils, clearly defining responsibilities such as:               <ul style="list-style-type: none"> <li>- Supporting the organisation of school sports events and festivals.</li> <li>- Assisting staff with setting up equipment and leading warm-ups.</li> <li>- Promoting positive sporting values, including teamwork, respect, and fair play.</li> </ul> </li> <li>• Provide initial training and ongoing guidance for Sports Ambassadors, focusing on:               <ul style="list-style-type: none"> <li>- Leadership skills and communication.</li> <li>- Inclusivity and encouraging participation from all pupils.</li> </ul> </li> <li>• Use assemblies to introduce the Sports Ambassador role to the whole school, raising awareness and aspiration.</li> <li>• Link sporting values to PSHE and assemblies, reinforcing transferable life skills.</li> <li>• Introduce a 'Sporting Values Award' linked to effort, perseverance, and fair play rather than performance alone.</li> <li>• Showcase PE and sport through:               <ul style="list-style-type: none"> <li>- Displays of learning and progression.</li> <li>- Pupil-written sports reports in newsletters.</li> </ul> </li> </ul>	£350	<ul style="list-style-type: none"> <li>• Increased visibility of PE and sport within the school community.</li> <li>• Increased pupil pride and ownership of sport within the school.</li> <li>• Pupils articulate the wider benefits of physical activity beyond fitness.</li> <li>• Stronger links between PE, wellbeing, and personal development.</li> <li>• Pupils involved in the pilot demonstrate improved confidence, responsibility, and leadership skills.</li> <li>• Younger pupils show increased enthusiasm for PE and school sport through positive role models.</li> <li>• Clear evidence gathered to support refinement and expansion of the Sports Ambassador role in future years.</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership roles embedded into school systems and pupil leadership structures.</li> <li>• Celebration approaches reused annually with minimal additional cost.</li> <li>• Role expectations and training materials refined for reuse.</li> </ul>

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Key Indicator 3: Increased Confidence, Knowledge and Skills of Staff				% of total allocation: <b>50%</b>
Focus	Actions	Funding allocated	Proposed impact	Sustainability
To develop <b>skilled, confident teachers</b> equipped to deliver high-quality PE independently, ensuring consistency and progression across all year groups.	<ul style="list-style-type: none"> <li>• Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across school</li> <li>• Implement a team-teaching model with qualified, skilled sport and PE practitioners from Elite Coaches, allowing staff to:               <ul style="list-style-type: none"> <li>- Observe high-quality practice.</li> <li>- Trial delivery with real-time coaching feedback.</li> </ul> </li> <li>• Provide targeted CPD for:               <ul style="list-style-type: none"> <li>- Teaching gymnastics and dance confidently.</li> <li>- Differentiation for mixed-ability classes.</li> <li>- Supporting SEND pupils in PE.</li> </ul> </li> <li>• Embed the use of the Get Set 4 PE app across the school to support staff planning, progression and assessment, resulting in improved consistency, confidence and quality of PE teaching.</li> </ul>	£8,510	<ul style="list-style-type: none"> <li>• Consistent lesson structure and expectations across year groups.</li> <li>• Improved teacher confidence in areas which teachers have identified they need support in.</li> <li>• Improved pupil skill progression and engagement.</li> <li>• Reduced reliance on external coaches over time.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff expertise retained within the school.</li> <li>• PE documentation and assessment tools reused and refined annually.</li> <li>• Internal expertise used to support new staff induction.</li> </ul>
Key Indicator 4: Broader Range of Sports and Activities				% of total allocation: <b>29%</b>
Focus	Actions	Funding allocated	Proposed impact	Sustainability
To ensure pupils experience a <b>wide, inclusive range of sports</b> , enabling them to identify interests and maintain active lifestyles	<ul style="list-style-type: none"> <li>• Introduce alternative sports (e.g. archery, orienteering, boccia, fitness circuits).</li> <li>• Half termly lunchtime and after school sports clubs spanning a range of indoor and outdoor sports ran by external sporting facilitators</li> <li>• Use pupil surveys to shape future club provision</li> <li>• Viewing professional sports events provides pupils with tangible examples of success,</li> </ul>	£4,900	<ul style="list-style-type: none"> <li>• Increased pupil participation in a wide and inclusive range of sports and physical activities.</li> <li>• Improved engagement from disadvantaged and less-active pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation data informs future planning.</li> <li>• High-demand clubs embedded into annual provision.</li> </ul>

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beyond primary school.	<p>inspiring them to set personal goals and aspire to higher achievements.</p> <ul style="list-style-type: none"> <li>• Establish links with local sports clubs or community providers, signposting pupils and families to opportunities beyond school.</li> <li>• Offer non-competitive or wellbeing-focused clubs (e.g. fitness circuits, yoga-based movement, outdoor activity) to engage pupils who may be reluctant to participate in traditional team sports.</li> </ul>		<ul style="list-style-type: none"> <li>• Pupils develop greater confidence, enjoyment, and motivation to remain physically active.</li> <li>• Pupil voice informs provision, leading to higher uptake of clubs and activities.</li> <li>• Raised aspirations through exposure to professional sport and regular competitive opportunities.</li> <li>• Improved teamwork, resilience, and positive attitudes towards lifelong physical activity.</li> </ul>	
<b>Key Indicator 5: Increased Participation in Competitive Sport</b>				% of total allocation: <b>12%</b>
<b>Focus</b>	<b>Actions</b>	<b>Funding allocated</b>	<b>Proposed impact</b>	<b>Sustainability</b>
To ensure all pupils experience <b>positive, inclusive competition</b> , promoting aspiration and teamwork.	<ul style="list-style-type: none"> <li>• Increase access to inclusive festivals alongside traditional competitions.</li> <li>• Develop inter-school leagues with mixed-ability teams.</li> <li>• Introduce leadership pathways in competition (officiating, reporting).</li> <li>• Use competition to identify and nurture talent without excluding less confident pupils.</li> <li>• Celebrate participation and sportsmanship equally with outcomes.</li> </ul>	£2,000	<ul style="list-style-type: none"> <li>• Improved confidence and resilience in competitive situations.</li> <li>• Wider representation of pupils in school teams.</li> <li>• Pupils develop a healthy attitude towards winning and losing.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual competition calendar established.</li> <li>• Strong partnerships maintained with local schools and Trust events.</li> </ul>