Coop Academy Northwood Sports Premium Plan 2025 – 2026 - reviewed

CONTEXT

During 2018 – 2020 the school worked to create a PE team (PE leader, Curriculum leader, PE Governor and MAT support) to raise the profile and improve provision of PE. A new scheme of work (The Power of PE) was implemented whole school and staff were trained and coached to implement the scheme of work.

Teachers make use of the school hall for PE sessions as well as the outdoor playground and staff have developed a Forest school area over the last five academic years, to support outdoor learning for all pupils, particularly early years. Children participate in structured active play activities during playtime and lunchtime each day. CPD sessions with areas of improvements and developments within the subject are well attended by support staff. Through coaching, mentoring, dropin's and deep dives it is evident that teaching and learning within P.E has improved and the subject now has a higher profile within school.

Staff now monitor the fitness level of children termly across the school to ensure that progression is taking place. Where progression is not sufficient, staff ensure additional support is available to support this through extra-curricular sporting clubs.

We are fully committed to provide our children with high quality structured PE in order to improve pupil's fitness levels and well-being. We want every child to believe they can become athletes, to challenge themselves and achieve their sporting potential. We aim to equip our children with the skills and knowledge to lead a healthy and physically active future. For this reason we have made the decision to change the P.E scheme to the P.E Hub from September 2025.

Key achievements to date until July 2026:	Areas for further improvement and baseline evidence of need:
● Implementation of PE scheme (Power of PE). ● A wide variety of sports/healthy lifestyle clubs offered to children, including outside Sports Clubs. ● Introduced School Games competition to Year 2 children - multi-skills Festival. ● Cross school competitions carried out throughout the year. ● Forest School training has enabled EYFS to further improve their physical development. ● Sports events carried out such as School Games, City 7's and Sports for schools to raise the profile of sport in the community and physical activity. ● 'Up levelled' sports days carried out. ● High quality sports equipment is available and safe for children including gymnastic equipment. ● All PE lessons are inclusive. ● All children have a smart school PE uniform, which they wear with enjoyment.	● Implementation of the new P.E scheme - PE Hub ● Re-introduce/attend sports competitions between different Co-op Academies ● Coach, mentor and monitor P.E sessions using the PE Hub ● Ensure assessment allows teachers to accurately plan the children's next steps in PE, especially those children with significant needs. ● Ensure baseline assessments are used to establish pupils' starting points in fitness (daily mile for KS1 only), skills and ability. ● Ensure termly assessments are used within the new PE scheme to establish progression of fitness. ● Coach and mentor new PE lead. ● Support and mentor new ECT's

Academic Year: 2025/26	**Total fund allocated:** £17,430	**Date Updated:** September 2025	
Key indicator 1: To increase all staff's confidence, knowledge and skills in teaching PE and sports			**Percentage of total allocation: 92%**
Intent	**Implementation**		**Impact**
	ACTIONS	**STAFF LEAD & ESTIMATED COST**	**EVIDENCE OF IMPACT**	**SUSTAINABILITY & NEXT STEPS**
To develop teacher's pedagogical knowledge and skills in the area of P.E and sports activities	• Research an appropriate P.E scheme of work and purchase. • Carry out an audit to determine what equipment is needed for the new PE scheme and what equipment we have in school. • Carry out CPD for all staff on the new PE scheme • P.E units of work to be plotted onto annual planners • Implement the new PE scheme – PE Hub • PE lessons are sequenced and show progression of skills across the year groups and within the academic year group • Lesson sequencing of the 'PE Hub' scheme of work, to be monitored to ensure consistency and children are developing core skills. • Provide coaching support/model lessons where needed. • Drop ins to be carried out on PE. lessons and areas of strength shared/ areas of development identified. • Coaching to take place where needed to support teacher subject knowledge, pedagogy and children's outcome. • Pupil discussions to take place termly to demonstrate and articulate through the use of floor books what they have been learning about. • Coach and mentor new ECT's to ensure P.E sessions are well planned for and resourced appropriately. • Coach and team teach with new ECT's where needed.	PE lead / DH Management time of PE lead and support from DH £15,580 per annum	• Staff are confident to deliver good quality PE sessions using the new scheme. - due to the scheme being new and new teaching staff in 2026-2027 • The PE curriculum is well sequenced and children's skills are built upon within the academic year and year group on year group. • Children are confident to use prior skills to help them develop new skills • The impact of the taught curriculum is strong; pupils work across the curriculum is of high quality. - due to the scheme being new and new teaching staff in 2026-2027 • National curriculum coverage of knowledge and skills: Promotes the personal development of ALL pupils, developing creativity and a healthy lifestyle. • All children can articulate their learning well through use of floor books. • All SEND children are planned for, including those with significant SEND and outcomes are improved. -	New P.E scheme was purchased at the end of the academic year and implemented across the school and units of work were plotted onto annual planners. CPD took place with the staff. Further coaching support/modelling needs to take place due to the scheme being new and new teachers within the school for the academic year 2026-2026. To embed the teaching of the new scheme To support new teaching staff including newly qualified teachers. To support the P.E lead in gaining confidence to monitor and support the delivery of the new P.E scheme of work. To support the planning and provision for the children with SEND needs including those

	• Coach and mentor new PE lead.		due to the scheme being new and new teaching staff in 2026-2027 • The impact of teaching, on learning and progress overtime, is good. • Results in pupils achieving in line with national GLD and KS1 outcomes. • PE lead is confident to monitor and support the delivery of PE where needed.	children with significant SEND needs.
To raise attainment and accelerate progress of gross motor and fine motor in the Early Years so it is at least in line with national.	• Children to be specifically targeted/and interventions analysed to ensure physical data is in line with national. All children to make exceptional progress from their starting point. • Monitor the provision for outdoor learning ensuring outdoor learning in the Early Years challenges children and allows them to take safe risks and that provision/teaching shows impact of forest school training. • Floor books to be used to evidence enriching activities and children talk about their activities with others.	PE lead / DH / EYFS lead / Class teachers £400 towards improving environment	• GLD is in line with or above national attainment and gaps are closing between all groups of learners. • All children make exceptional progress from their starting point. • The learning environment is highly stimulating and provides rich, varied and imaginative experiences which positively impact on outcomes. • EYFS children can articulate their learning well through use of floor books.	The outdoor environment has been developed to meet the needs of the children for both their gross motor and fine motor skills. The children have gained confidence to navigate their way through trim trails, climbing walls and obstacle courses taking risks in a safe way.

Key indicator 2: To increase engagement of all pupils in regular physical activity and sport				**Percentage of total allocation:** 1.2%
Intent	**Implementation**		**Impact**	
	ACTIONS	**STAFF LEAD & ESTIMATED COST**	**EVIDENCE OF IMPACT**	**SUSTAINABILITY & NEXT STEPS**
The uptake and enjoyment of clubs is high with children from all vulnerable groups represented.	• Actively target vulnerable groups (EAL/Hard to Reach/SEND) to access extra-curricular clubs through communication with parents and funded places where needed. • Staff to champion PP children to take part in extra-curricular activities during the academic year.	PP lead / DH / Teachers PP funding for extra-curricular clubs £500	• All vulnerable children including PP children are championed and attend a minimum of 1 extra-curricular club per year.	Children from different vulnerability groups including PP are targeted and invited to extra-curricular clubs prior to the club information being published.

	PP lead to contact parents to offer funded places to these children. • Continue to use floor books to evidence extra-curricular activities so children can articulate their experiences. • Achievements / certificates for out of school physical activities are celebrated during whole school celebration assembly.		• All children can articulate their learning well through use of floor books.	The attendance of children from vulnerable groups is tracked to ensure that children sign up to an extra-curricular club but that they also then attend the club.
Physical activity is well embedded throughout the school day for all children	• Staff to ensure that skipping is high profile and is carried out at playtimes and lunchtimes. • Playground to be set up into zones containing different physical activities during lunchtime play. Children to rotate around the zones. • Staff to embed the golden mile across the school to use as a guide for progression in fitness. • Data for the golden mile to be captured, analysed and findings to be acted upon. • Playground leaders encourage their peers to take part in physical activities during playtime and lunchtime.	Lunchtime staff / support staff / teachers / playground leaders	• Evidence of improved fitness term on term and year on year. - due to new staff in 2026-2027 • Enjoyment of physical activity across the school day is high	Structure play to continue to form the provision for all outside playtimes. The new MUGA has proved to be very popular with the children.
Key indicator 3: The profile of Physical Education being raised across the school as a tool for whole school improvement				**Percentage of total allocation:** 1.2%
Intent	**Implementation**	**Impact**		
	ACTIONS	**STAFF LEAD & ESTIMATED COST**	**EVIDENCE OF IMPACT**	**SUSTAINABILITY & NEXT STEPS**
To develop children's understanding of healthy lifestyle choices and how participating in physical activity / eating healthily will	• School Council to review policy for healthy lunchboxes and propose changes to SLT to improve health and well-being. • Staff to lead on extra-curricular clubs including; sport clubs, healthy lifestyles clubs to accommodate needs/interests of pupils where possible.	School Council lead / PE lead	• Lunchtime provision supports pupils to develop resilience, confidence and independence and lead a healthy and active lifestyle. • A variety of extra-curricular clubs are run throughout the year by	Look to work with an outside sports company to provide an after school sports club.

contribute to a healthy life and good well-being.	• Play leaders to be chosen using a democratic vote within classes to support playtimes and encourage active play. (KL to lead) • Monitor lunchtimes and support/coach/ensure lunch time staff are actively engaged in encouraging active play for all pupils to ensure inclusivity. • During lunchtime children are actively involved in activities like, team games, skipping and the golden mile. This is well supervised by staff to ensure that all children participate.	/ classroom staff / DH	teaching and support staff to accommodate the needs and interests of pupils. • Play leaders encourage active play on the playground during playtimes and lunchtimes and are supported in their roles by lunchtime staff.	Training of new sports leaders to take place for the new academic year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 1.5%
Intent	**Implementation**		**Impact**	
	ACTIONS	**STAFF LEAD & ESTIMATED COST**	**EVIDENCE OF IMPACT**	**SUSTAINABILITY & NEXT STEPS**
To develop the capacity of leadership within the school, at all levels, to show impact on improving outcomes.	• Collaborative working with other Co-op Academies PE leads. • All staff working with children, including club leads, must have level 1 safeguarding DBS and all safeguarding 'working with children' checks prior to working in schools (As safeguarding audit). • Ensure consistent standard risk assessments are used for Sports clubs and PE lessons and updated annually. • Club registers to be maintained to include medical care plans, IPRA's, BPIRA's, needs, vulnerabilities, dismissal and pupil alerts. • Club registers to be kept centrally to allow monitoring of attendance and inclusivity of all children.	PE lead / Playground leaders / DH / Class teachers / LTS leads Playtime/ lunchtime resources / storage £250	• Staff talk confidently about their area of responsibility and they can demonstrate that they have disseminated their expertise across the school. • School council contribute to school events and school development. • Consistent risk assessments are used for PE lessons and sports clubs. • Club registers contain necessary information and are kept on file to record attendance and are monitored for inclusivity.	Small groups of children have taken part in the Co-op Sports events for both dodgeball and gymnastics. This has been great for the children to experience a competitive competition outside of the school environment.

	• Develop the facilities/resources available for KS1 pupils at playtime/lunchtime.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 3%
Intent	**Implementation**		**Impact**	
	ACTIONS	**STAFF LEAD & ESTIMATED COST**	**EVIDENCE OF IMPACT**	**SUSTAINABILITY & NEXT STEPS**
To raise the profile of competitive sport ensuring children learn values such as respect, fairness and tolerance.	• Arrange and lead an annual Sports Day at Northwood Sports Stadium allowing all children to participate in all races. • Participation in cross school Co-op Academies Games and Competitions each half term. • Sports Awards, gained by children out of school, to be showcased in assemblies and photographs displayed in the hall. • PE leaders to expand network with other Co-op Academies schools . • PE lead is confident to liaise with PE lead from other Co-op schools to organise cross school games and competitions. All required risk assessment, IPRA's and BIBRA's to be uploaded to Evolve.	PE leads / DH Northwood stadium sports day £700	• Sports day and competition feedback from children and parents/carers demonstrates an enjoyment of participating in competitive sport and develops children's confidence and self-esteem. • Children are more physically active and show an increase in fitness levels. • Children share their Sports Awards proudly and confidently in assemblies and are able to talk about their achievements.	Sports day was a success. Using Northwood Sports Stadium enabled the children to experience a real race track and facilities. It proved to be an amazing experience for the children from Nursery upwards.

Signed off by	
Head Teacher:	Y Glaister
Date:	September 2025
Subject Leader:	N. Grocott

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