



Furley Park Primary Academy

Primary School Sport Funding



2025–2026





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Overview

The Government has provided primary schools with additional funding since 2013 to improve the provision of PE and sport in primary schools. Funding has been allocated to all maintained and state-funded schools within the primary phase. Each school is allocated £16,000 and an additional £10 per pupil aged 5–11.

Funding Allocation

	Pupil numbers	Total
Main PE and sport grant	-	£16,000.00
Additional pupil funding (ages 5–11)	494	£4,940.00
Balance to be carried forward from 2024/25	-	-
	Total funding allocation 2025/26	£20,690.00

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers' guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity each day at school

- All pupils within Furley Park Primary Academy will take part in two PE lessons each week. Where teacher subject knowledge and confidence are low, one or both of these sessions will be led by the Sports Coach. Through careful observation, team planning and teaching, and a review of identified areas by the Sports Coach and teacher, we hope to increase staff members' confidence and knowledge of teaching PE.
- We will continue to build on last year's after-school club success, increasing the sporting opportunities pupils can access within Furley Park. In addition to previous years' provision, the school is now part of the football league for local schools. We continue to be part of the netball league and the local network of Ashford Schools for extra-curricular team sports and events.
- Pupils will regularly take part in active learning to encourage them to be active in other areas of the curriculum.
- The school has implemented OPAL (Outdoor Play and Learning) this year. Staff, the PTA and the designated trustee are working alongside an OPAL mentor to increase active play at breaktimes. All relevant staff have received training.

Impact evidence (quantitative and qualitative): Monitor the number and percentage of pupils receiving two PE lessons each week; participation in after-school clubs, football, netball and other local events; and the number of pupils regularly accessing active learning and OPAL at breaktimes. Compare club registers, participation records and pupil activity or engagement surveys across the year. Qualitative evidence will include pupil voice about enjoyment and activity levels, staff observations of engagement, OPAL observations, and staff feedback showing increased confidence following coaching, joint planning and training.





Sustainability: Coaching, observation and collaborative planning will build staff knowledge that remains in school and can be applied in future PE lessons. OPAL training, routines and resources will embed active play within the school day, while established club provision and membership of local football, netball and school-sport networks will support continued opportunities. Participation information and pupil voice should be reviewed annually to target provision and reduce gaps between groups.

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole-school improvement

- Our Sports Coach will run interventions for pupils who require extra support, for example Fizzy and Sensory Circuits. Next year, we aim to liaise with the SENCO to ensure this is more structured.
- Top-up swimming sessions will be provided for targeted pupils, alongside one-to-one swimming sessions for pupils who require them for medical or additional-needs purposes.
- Our aim is for all PE teaching to be good or better through targeted CPD with the Sports Coach.
- PE teaching will encompass the whole person, taking into account thinking, social and personal skills as well as physical and tactical skills.
- A new PE curriculum has been purchased to raise standards in PE across the school. A new long-term plan has been developed using staff and pupil voice and will be implemented in September.
- Key Stage Sports Day includes opportunities for pupils to take part in team games alongside individual events. Each event is organised within the House system, encouraging a team ethos.

Impact evidence (quantitative and qualitative): Record the number of pupils receiving Fizzy, Sensory Circuits, top-up swimming or one-to-one swimming support; attendance and completion rates; progress against individual starting points; the proportion of PE teaching judged good or better through agreed monitoring; and participation in Key Stage Sports Day. Qualitative evidence will include SENCO, Sports Coach and teacher evaluations, pupil voice from targeted pupils, examples of improved confidence or participation, staff feedback on the new PE curriculum, and observations of teamwork and inclusion during House activities.

Sustainability: A structured referral, baseline and review process agreed by the Sports Coach and SENCO will allow targeted interventions to continue and be evaluated consistently. The purchased PE curriculum and long-term plan will remain available to staff, while targeted CPD will increase internal expertise. Annual review of monitoring, pupil voice and participation data will help the school refine interventions, curriculum delivery and inclusive events without relying solely on external support.





Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- Teachers will receive comprehensive CPD, led by the Sports Coach and other highly skilled staff, in areas for development identified through staff questionnaires.
- The PE Scheme of Work, including long- and medium-term planning, will be completed and regularly updated in collaboration with our academy partner school, Hamstreet Primary Academy. This planning will include progression of skills and will be available to staff across both academies.

Impact evidence (quantitative and qualitative): Use staff questionnaires before and after CPD to measure changes in confidence, knowledge and identified development needs; record the number and percentage of relevant staff completing training, coaching or team-teaching; and monitor use of PE Passport and the agreed long- and medium-term plans. Qualitative evidence will include lesson observations, planning scrutiny, staff reflections, examples of adapted practice, and feedback from Furley Park and Hamstreet staff about curriculum consistency and progression of skills.

Sustainability: CPD, coaching and team-teaching will develop staff expertise that remains within both academies. PE Passport, the agreed progression of skills and shared long- and medium-term planning will provide reusable curriculum resources. Named staff should review the scheme, questionnaire findings and monitoring evidence annually so that induction, refresher training and future CPD are targeted where they are most needed.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

- We will ensure that a wide range of sports is provided through in-school lessons and after-school opportunities.
- Furley Park Primary Academy continues to deliver its own swimming lessons using its on-site pool. Teaching staff have been trained as Teachers of School Swimming and have also completed lifeguard training.

Impact evidence (quantitative and qualitative): Record the range and number of sports and activities offered through curriculum lessons and clubs, participation totals by year group and pupil group, club attendance and retention, and the number of pupils accessing swimming. Swimming outcomes should be reported against the three Year 6 national curriculum measures. Qualitative evidence will include pupil voice on enjoyment and choice, feedback from pupils who are less active or have additional needs, staff observations of confidence and skill development, and evaluations of the school's ability to deliver swimming safely.

Sustainability: The on-site pool and staff trained as Teachers of School Swimming and lifeguards provide internal capacity for continued swimming provision, subject to qualifications, risk assessments and operating procedures remaining current. Curriculum





mapping, club registers and participation analysis will help maintain a broad offer and identify activities that should be continued, adapted or expanded for underrepresented groups.

Key indicator 5: Increased participation in competitive sport

- This year, Furley Park has signed up to additional local sporting events and regularly attends the netball and football leagues.
- We have further developed relationships with local primary schools to extend our competition offer.

Impact evidence (quantitative and qualitative): Record the number of competitive events entered, teams fielded and pupils representing the school; participation by year group and pupil group; repeat participation; and outcomes where appropriate. Compare participation with the previous year to identify growth and gaps. Qualitative evidence will include pupil voice on confidence, teamwork and enjoyment, staff observations of sporting behaviour and resilience, event evaluations, and feedback from partner schools and local leagues.

Sustainability: League subscriptions and established relationships with local primary schools will provide a recurring framework for competitive opportunities. A maintained calendar, event contacts, risk assessments, team-selection principles and participation records will reduce future planning demands. Reviewing representation across pupil groups will support an inclusive competition pathway and inform which events should be prioritised in subsequent years.





Funding Expenditure

A comprehensive action plan detailing the objectives, focus, impact and actions to be completed, by when and by whom, can be viewed in a separate document.

Here is a breakdown of how the Sports Premium funding was spent for the academic year 2025/26:

Sports Premium budget for academic year 2025/26	PE and sport grant – £20,690.00
Grant used to fund	Cost
Implementation of OPAL, including training and initial resourcing.	£12,297.26
Football league subscription.	£20.00
Ashford local sports partnership (ADSPPA).	£65.00
Netball league subscription.	£144.00
Internal CPD and learning and development.	Included within OPAL implementation costs
Part of the Sports Coach's salary to upskill teachers – only part of the timetable is dedicated to CPD (20%)	£7,886.80
Purchase of a new PE scheme – PE Passport – to improve the quality of PE and teaching.	£1,677.00
Total	£22,090.06 (overspend covered by the main budget)

Swimming

National Curriculum requirement	% of pupils achieving this
What percentage of pupils in your current Year 6 cohort can swim competently, confidently and proficiently over a distance of 25 metres?	74.4%
What percentage of pupils in your current Year 6 cohort can use a range of strokes effectively, for example front crawl, backstroke and breaststroke?	69.0%
What percentage of pupils in your current Year 6 cohort can perform safe self-rescue in different water-based situations?	74.0%

