



P.E. and Sport Action Plan for Thomas A Becket Junior School

(including evidencing the impact of the Primary PE and Sport Premium)

Autumn 2025 - review in purple

Spring 2026 – review in blue

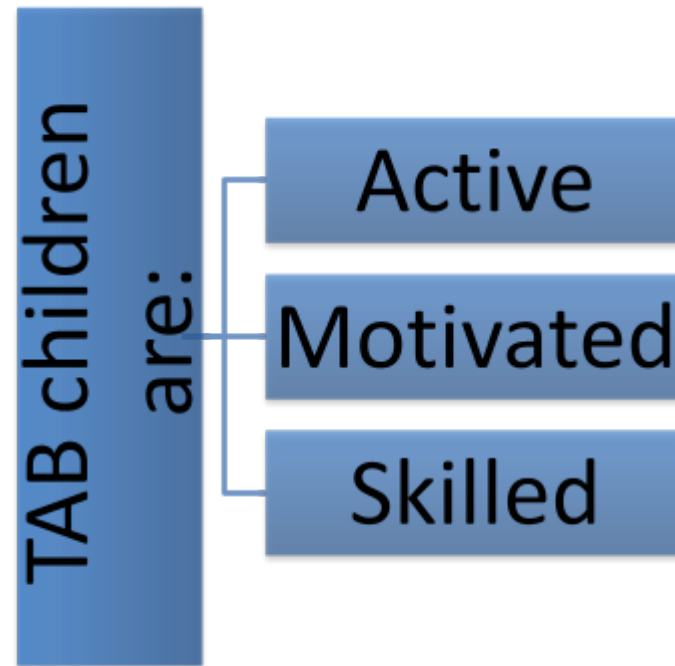
Summer 2026 - review in pink

2025-2026



The **vision statement** for P.E. and Sport at Thomas A Becket Junior School:

All children will leave TAB physically **active**, with the **motivation** and **skill** to participate in a life-long journey of sport and activity.



Criteria for sport premium spending:

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

Develop or add to the PESSPA activities that your school already offer

Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Highlights for 2025-2026 (please see e-portfolio or discuss with subject leader for further information):

- Active School of the Year finalist for whole of Sussex in 2024.
 - **Active Sussex case study school.**
 - **Worked with YST and DfE in pilot schemes and consultations**
- A minimum of 25 sport enrichment clubs per week within the 50+ clubs offered throughout the week.
 - Over 500 attendees weekly at school-run sports enrichment
 - **Over 110 external events attended.**
- **Highly successful outcomes in competitions: County Indoor Athletics Champions, County Football Finalists, County Cricket Finalists (for boys and girls) and NFL national finalists.**
 - Over 300 children have represented the school in 110 fixtures
 - All children have participated in intra-school events.
- Highly successful sporting events where the whole school participated: sports day, multi-skills festival, rounders tournaments, Yoshi tournaments.
 - Minimum of two hours high-quality PE curriculum each week.
 - Effective 'engagement days' and community clubs.
 - Extensive breadth of knowledge on the PE team.
 - Specialist PE teacher for advice and support
 - High quality CPD for all staff provided throughout the year. Specialist training for MDMS team.
 - Further developed active break and lunch times supported by play leaders and the MDMS team.
 - Pupil leadership developed through very high quality, well-regarded sports leadership programme
 - High quality referee and play leader training programme
 - **100% of Year 5 pupils swim with 70% achieving.**
 - **100 pupils + attended top-up swimming programme**
 - Extensive range of sports and games offered within curriculum PE
- Partnerships with local sports providers and clubs. Including: NRG Netball, Worthing Thunder, Sussex Cricket.
 - Over £22,000 spent on P.E. and Sport development each year
 - Equality and equity at the heart of the TAB P.E. offer
- Good opportunities and targeted intervention for vulnerable pupils (including PP and SEN).
 - Platinum school games mark
 - **AfPE Quality Mark achieved with Distinction +**
 - **School games platinum for 2025-2027.**
- Clear priorities, underpinned by evidence, identified for 2025-2026.

School Priorities:

Each subject action plan will support the success of these whole-school priorities:

Subject Leaders ensure:

- Learning in their subject is progressive throughout the school appropriately resourced and that teachers have secure knowledge and skills to teach confidently and effectively
- They have secure knowledge and understanding of the National Curriculum expectations across the primary curriculum and are able to make links to prior learning building on previous knowledge and skills
 - Collaboration with TAB Infants ensures secure progression and understanding of knowledge and skills children are built upon
- The highest quality of planning (long, medium & short term) is regularly reviewed to ensure significant impact on the quality of teaching & learning
 - The highest quality of CPD and coaching support is provided to ensure teaching and learning in their subject is consistently strong
 - Memory and metacognition strategies are an integral part of successful teaching and learning within their subject
- The subject's curriculum is rich, engaging and ambitious with a focus on pupils making accelerated progress including PP and SEND (in English & mathematics) and having a range of purposeful enrichment opportunities
 - Parental and Community engagement opportunities are embedded in the subject's curriculum
- Provision is unique to TAB Junior with specialist rooms, creative enrichment opportunities and active learning embedded
 - All children's outcomes are recognised and celebrated



association for
PHYSICAL EDUCATION

@TAB_PE

**Thomas A
Becket Junior
School**
Primary PE &
Sport Premium
Impact Poster

Platinum School Games
Mark and AfPE Quality
Mark recognised school.

Further developed active
break and lunch times
supported by play
leaders and the MDMS
team.

Good opportunities and
targeted intervention for
vulnerable and disengaged
pupils (including PP and
SEN) with a particular focus
on girls participation.

Active school of the year
finalist (Active Sussex).
Case study school for
Active Sussex.

Specialist P.E. teaching
focused on personal
challenge and
achievement. Children feel
motivated, active and
skilled.

All children receive 60
active minutes daily
across the week.
Enhanced play provision
throughout the year.

A minimum of 20 sport
enrichment clubs per
week within the 30+
clubs offered throughout
the week.

Highly successful outcomes
in competitions: National
Dance Champions, South
East England Indoor Athletics
Champions, County Cricket
Finalists (for boys and girls)
and many more.



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Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

There are 5 key indicators that schools should expect to see improvement across:

- 1.** 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
- 2.** The profile of PE and sport is raised across the school as a tool for whole-school improvement
- 3.** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- 4.** Broader experience of a range of sports and activities offered to all pupils
- 5.** Increased participation in competitive sport

regard to funding

Details with

Total amount carried over from 2024/2025	£0
Amount allocated for 2025/26	£23,917
Total amount of funding for 2025/26. To be spent and reported on by 31st July 2026	£23, 917

Swimming Data

Meeting national curriculum requirements for swimming and water safety.	64%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	64%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	64%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	78%
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?	Yes - top up swimming sessions. 100 children attended additional

	lessons. 60 year 3 children who were identified as disadvantaged have also attended additional swimming lessons.
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Areas identified for further development:

Subject Priorities for 2025-2026 Academic Year:

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| 1. To raise the attainment of swimming outcomes so that 75% of children are meeting National Curriculum. |
| 2. To ensure each child achieves 60 active minutes per day and engage the school community within this. |
| 3. To continue to develop staff knowledge and understanding for teaching and learning in PE and raise the profile of PESSPA at TAB. |
| 4. To ensure all disadvantaged and disengaged children have further opportunities to succeed in PESSPA (PE, Sport and Physical Activity). |
| 5. To promote active travel and increase the percentage by 20% of children getting active on their way to school. |

Monitoring of P.E. and Sport at TAB:

The P.E. team are scheduled to meet every 4 weeks to review and update the action plan. Three 'monitoring weeks' have been plotted on the calendar where the team will conduct pupil voice and observe lessons. Informal observations will be carried out by the team throughout the year and feedback will be discussed during monthly meetings. The P.E. team would hold a staff meeting towards the end of the Autumn term and one at the beginning of the Summer term.

Action Plan and Budget Tracking for 2024/2025 funding:

Academic Year: 2025-2026	Total fund allocated: £23917	Date Updated: September 2025
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		
Intent	Implementation	Impact
Our intent is...	We will implement this by...	Our planned impact is...

To ensure each child achieves 60 active minutes per day and engage the school community within this.	Use bibs for play leaders to raise their profile and make them 'obvious' when they are outside.	£0	Children will be aware of who the play leaders are. They will be visible when outside and this will support disengaged children finding the play leaders.
	MC and JW to re-develop the referee training programme to support high quality football at break/lunch times. Football rota developed across each year group and PE team managed and led this with the MDMS team.	£200	Football games will be managed to a higher level and children will ultimately enjoy playing more. A higher number of children will play and be active.
	To continue to develop the playleader scheme to engage as many children as possible.	£0	The training scheme will have a greater impact on the quality of the provision that the play leaders can provide. They will be able to focus on disengaged and disadvantaged children.
	KW to run a session with either the MDMS team or LSAs to support in active play.	£0	The adults supporting play will have a good understanding of how to support children and be able to apply this when working with the children at break and lunchtimes. All adults will play an active part in encouraging active play.
	Purchase a range of different playground equipment that is sustainable and encourages active opportunities.	£2000 (£628.95)	Children will be more likely to engage with active play if we have a broader range of playground equipment. The equipment will be sustainable and longer lasting to ensure legacy.
	KW to work with WSSA and provide a series of CPD sessions to all LSA staff. Ali Groves to work with KW on this.	£0	MDMS teachers will continue to develop their understanding of the importance of raising activity levels. MDMS teachers will facilitate play and ensure as many children as possible remain active. LSAs to continue to support active play when on duty on the playground. This will result in more children being engaged and active.
	Parent/child clubs run every half term. This will double the		

	amount of sessions in comparison to last academic year.	£0	Parents and children in the community will recognise the importance of 60 active minutes. Parents will encourage their children to become more active.
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Actual impact:

Autumn 2025:

Updated bibs from playleaders have been purchased and KW has worked hard to ensure that she meets with the play leaders every week. This has ensured that the children are leading at a higher level and in turn fewer children are disengaged on the playground during this time. KW meets with the children every two weeks and has a structured time for them to meet. KW focuses on developing games and supporting other children to use the equipment appropriately. Feedback from the MDMS team around play leaders has been positive and a regular and consistent group of children are ensuring that they are going outside. This further supports more children being active outside and achieving their 60 active minutes. This will continue to be a considerable priority and focus considering the new curriculum and the importance of children receiving the correct amount of PE and opportunities to be active.

Limited children volunteered to be referees so the PE team adapted this to put a football rota into place. This is now more embedded and concerns around too many children playing has been resolved. This has ensured that more children have the opportunity to be active and play football. However, the PE team are mindful that whilst it has increased breadth of children playing, it does mean that children get to play less frequently. This was a key point from the children during pupil voice.

KW has contacted BL and NR to arrange for a further training session and refresher for the MDMS team is diarised. The PE team were waiting for new members of the MDMS team to start so that all staff have the same information. KW to arrange these sessions alongside Ali Groves through our WSSA subscription. Parent/child clubs continue to be a big success. Over 80 parents and children signed up to the first of the year with similar or increased amounts expected for the next one. The team will now consider splitting these over two dates in the future. Feedback from parents and carers is extremely positive and some parents have emailed in to thank the school/PE team.

Spring 2026

Football rota has continued to be implemented across the school and feedback from staff has been positive across all year groups. Children are now using their football-free days to play other games and use a variety of equipment which has led to less behaviour issues at break and lunch times. Our PE governor mentioned in his report the rota system is visibly effective as there were smaller groups playing and more space. The play leader scheme has continued to be successful. Children attend regular meetings and training sessions with KW to ensure they are confident in leading games and activities with the younger children. KW ran a CPD session with MDMS at the beginning of the Spring term to reinforce the importance of the children staying active. Play equipment continues to be used effectively and monitored for any replenishing where needed. KW will be running an CPD session on Play for the LSAs before the summer term to ensure that all LSAs are able to support children who are disengaged at break and lunchtimes. Pupil voice in this term was extremely positive about play and all children said they enjoyed their playtimes. During our recent visit our link governor stated

that playtime provision is particularly effective - we observed a calm, purposeful and inclusive environment, with significantly improved structure and reduced behaviour issues. Play leaders confidently supported younger pupils and pupils were actively engaged.

Each time the parent and child club is run, we see an increase in the uptake with lots of positive feedback from children and parents. The team will look to moving this outside during the summer term to provide a variation of outdoor sporting opportunities. Feedback suggests that parents enjoy the free-flow structure of the morning so they can try out different sporting activities with their child which encourages them to be active. In our PE governor report, it was noted that this gave a relaxed and inclusive environment as well as parents actively participating alongside their children.

Summer 2026

The football rota has continued to deliver positive outcomes across all year groups. With the structure being maintained, with smaller sided games, we have successfully optimised playground space and reduced behaviour incidents. Children have adapted to using the football free days to explore alternative games and this has been led by our play leaders in their updated bibs. The ongoing bi-weekly meetings with KW and the play leaders have ensured the student leadership continues to be high quality and gave them the confidence to lead games and engage with all children.

During our afPE assessment (Association for Physical Education), the assessor praised the exceptional volume and variety of high quality playground equipment available at lunch times, noting that every child had an equal opportunity to utilise resources and remain active. Our final summer pupil voice heavily supported this, with the children reporting a positive outlook on playtimes stating that 'there is always something to do'. The variety has successfully eliminated playground disengagement. Meetings between KW, the LSA staff and MDMS have meant that MDMS staff are now confidently and actively leading playground games and ensuring the lunch times are inclusive for all.

Our parent/clubs have been highly successful this term. Having space available both indoors and outdoors has meant we are able to fully maximise our school grounds to accommodate our highest attendance yet. This has meant we have doubled our session amount from the last academic year. The free flow structure has successfully ensured there are no barriers for participation. Our afPE assessor was incredibly impressed by this initiative, stating that she has never seen this specific model in another school before and highly commended our data showing the increase. We have built a legacy around this club, with parent feedback that they are taking part in some of the activities, such as boccia and basketball shooting outside of school, meaning active fitness habits have extended into the wider TAB community.

Allocation: £2200

Intent	Implementation		Impact
To continue to develop staff knowledge and understanding for teaching and learning in PE and raise the profile of PESSPA at TAB.	Purchase kit for sports leaders to ensure that it is clear when they are outside supporting lessons.	£200	Sports leaders will be recognised when supporting lessons. They will feel as though they are an integral part to the development of PESSPA.
	Purchase a range of new sporting kits for the children to wear at fixtures and competitions.	£500 (£623.78)	Children will be able to attend a fixture and always have kit available to wear. Children will feel like 'athletes'.
	Team to develop a bank of resources that will make the learning more active across the wider curriculum.	£0	Lessons across the school will become more active. They will encourage children to move physically during lessons. This will make learning more memorable and enjoyable.
	Team to run a CPD event at the PE conference and also send another member of the PE conference to attend and develop key CPD.	£1000	The P.E. team will have a good understanding of how to support active learning in the classroom and will be able to provide CPD to the rest of the staff team. Active learning opportunities will increase across the school.
	Deliver staff CPD sessions in the autumn term to support staff with key subject knowledge. Teaching team to introduce three pillars of PE and focus on any CPD need for the year..	£0	As a result of staff feedback, the team will liaise with various external CPD providers to support staff with teaching particular units. This will ensure that staff feel confident to teach new units and sports.
	Depending on the needs of staff, provide external CPD for any	£0	Staff will feel confident and knowledgeable when teaching their P.E. lessons. They will have a good understanding and knowledge across all areas of the P.E. curriculum.

	areas of development e.g. Sussex Cricket coming in to lead a session on teaching high quality cricket lessons.	£0	This will be particularly beneficial for new staff in supporting them to teach high quality P.E. Staff will again feel confident and have strong subject knowledge to teach high quality lessons.
	Throughout the year, the PE team will provide CPD opportunities to staff depending on the needs of the school as a result of monitoring. This will be more informal.	£0	
	Work with the WSSA to provide high quality CPD to staff. This can either be as a whole staff team or for individuals seeking further CPD in P.E. teaching.		

Actual impact:

Autumn 2025 - Sports leader tops were purchased for the sports leaders, enabling them to wear these during sports leading sessions and sports leader club. This continues to be a success alongside the programme. New TAB tops were purchased for the children to wear at fixtures which enables all the children to be in the same colour and continue with having the team ethos. These have already been worn at various sporting fixtures this year including both festivals, SEN festivals and competitions. Children have highlighted the impact of getting to wear a TAB top as it makes them feel like an 'athlete' and the teams photos go in our celebration assembly which has continued to raise the profile of PESSPA across all year groups. The team carried out a questionnaire to all staff to gain an understanding on what they currently feel confident in and what areas they would like to focus on. The team then led a CPD staff meeting based around increasing specific subject knowledge and behaviour management in PE. Staff feedback was really positive from this and they felt like their knowledge and understanding had increased, alongside their confidence. Further opportunities will be made to staff throughout the spring and summer term. One of the opportunities will be working alongside the WSSA where staff can come to an options CPD session held after school in the spring term. The PE team will gather information from staff as to what areas they would like to focus on to continue to develop their knowledge and understanding. During monitoring weeks, the team will informally assess what areas of CPD are required moving into the next term. In the spring term the team will be working on resources for children to use across the wider curriculum to help increase active learning and help towards the lessons being more enjoyable for all. The team are liaising

with the WSSA as to what CPD is needed at the PE conference in the spring term. The team will then put together a session to lead to other colleagues at the PE conference if required.

Spring 2026

The sports leaders are continuing to wear their tops and represent the school at various sporting events and competitions across the Worthing area and maintaining a link with TAB infant school. A new basketball kit has been purchased for all year groups following the success of all year groups representing the school at County level. The children showed pride in wearing the tops and representing the school. We have had a 10% increase in the amount of children who have represented the school in the Spring term.

The PE conference was attended by KP and KW. Throughout the day they attended sessions on table tennis to look at introducing it more into our curriculum and hockey to gain ideas to help give CPD across the school. Following the sessions on 'Daily Mile' and 'Creating an active school', KP and KW will take ideas and liaise with other subject leaders on how we can make the whole curriculum more active.

Following monitoring this term, the team has identified key areas of strengths across PE teaching within the school. Children were able to recognise not only the sport, but the skill they were being taught. During the recent visit our link governor held a pupil voice where children were able to explain specific rules and how skills are built up over time. Our governor stated that pupils understand how learning is adapted to support them and gave examples of this. This reflects the CPD that has been previously delivered to staff. Pupil voice showed that all children understood the importance of being active and how it links to their physical and mental health. Staff are confidently teaching around the three pillars of PE which was evident during our monitoring week. Staff will continue to embed this during summer PE teaching. Our link governor observed some lessons and commented on all pupils confidently contributing to discussion and a wide range of pupils (including less confident children) engaging positively. The team are working with WSSA on CPD opportunities for staff based on the staff survey and the individual needs of teachers.

Summer 2026

The targeted training has raised the profile of PESPPA across the entire school. The sports leader tops have continued to be highly visible, with sports leaders wearing them consistently whilst supporting year 3/4 classes, helping at clubs and the year 2 transition activities. The tops help to effectively highlight their leadership roles and inspire the younger year groups. The expanding sporting kits has helped to further push the schools team ethos. Seeing the teams celebrated in assemblies wearing the kits has inspired others to want to represent the school with a further 10% increase in festival/tournament participation this term.

Following the spring conference that KP and KW attended, the PE team have developed a bank of active learning resources across the wider curriculum. Our afPE assessor commented on how impressed she was that the children were able to discuss active learning outside of their PE lessons, and how they children were able to give a variety of examples across all year groups.

Staff knowledge and teaching quality remain exceptionally high .Building on the Autumn CPD staff meeting, external WSSA sessions and monitoring feedback, teachers has successfully embedded the three pillars of PE into lessons. The PE team have worked with individual

teachers to help with confidence or subject knowledge throughout the year. Informal monitoring this term has shown that staff are confidently adapting lessons to challenge whilst scaffolding support for those who are less confident. The profile of PESSPA at TAB has been firmly cemented with children also able to link physical activity with mental wellbeing.

Percentage of total allocation: £1700

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

Intent	Implementation	Impact
To raise the attainment of swimming outcomes so that 75% of children are meeting National Curriculum.	Continue to develop a robust top-up swimming programme (Arundel Lido) and review the length and quality of the lesson. Purchase coach travel and swimming lesson cost for particular children.	£5500 Children who are unable to remain safe in water or not able to swim 25m will have the opportunity to attend additional lessons. This will ensure that they can at least remain safe in water. This will be a focus for the team next year.
	Purchase swimming hats and goggles for those children who require them.	£50 Children will have the best chance to achieve the National Curriculum objectives no matter their background/ access to equipment.
	Prioritise water safety in lessons to ensure that 100% of our children are water safe.	£0 We plan for 100% of children to be able to be 'water safe'. They will understand how to perform safe self rescue and tread water for 2 minutes.
	Teachers swim/assist from the side with children and work with a very small group of non-swimmers.	£0 Children will receive further small group teaching from their class teacher and outcomes and attainment will be

	Continue to utilise Windlesham House School for any additional swimming opportunities.	£0	raised.
	Review the opportunity to send year 3 children swimming using the top up funding. PE team to discuss this with Windlesham school.	£1500	Children will get further opportunities to get involved in swimming. More children will have the opportunity to swim and take part in swimming lessons. This will therefore improve swimming outcomes and increase the percentage of our children who are water safe.

Actual impact:

Autumn 2025:

MC has met with Windlesham school and top up swimming is nearly finalised for May. This will ensure that we are now identifying children earlier who will need additional swimming lessons and support once they get into year 5. MC has spoken to slashpoint regarding assessments and they will now ensure that they prioritise their assessments based upon the National Curriculum rather than against their own swimming criteria. From January, MC will ensure that all swimming data will be on Insight. This can then be tracked and data can be analysed alongside other assessments for the year group. This can then be automatically populated onto the children's reports.

Teachers have been more active when poolside ensuring that they are encouraging and at least working from the side to support the lowest children in the group. This has supported children to have more personalised teaching. Swimming at Arundel Lido has been confirmed once again for the summer term. There is currently no further need for additional swimming hats and goggles however this will be reviewed.

Spring 2026

Swimming continues at Splashpoint and is due to end at Easter. Following this, we will be commencing our lessons at Arundel Lido in the second half of the summer term. MC has met with Windlesham and Drenched swim school to look at options moving forward. The idea of a pop-up pool was considered but this is not currently feasible considering the space and overheads for this. On a recent visit our link governor was pleased with the forward thinking of the exploration of a pop up pool, with the potential to increase access, smaller group

sizes and reduced reliance on transport. Further options will continue to be explored and discussed. Swimming data continues to improve year on year which shows the impact of the previous interventions in place.

All swimming data will be uploaded to Insight after this academic year for year-on-year tracking. This will also allow us to monitor and track pupil groups.

Summer 2026

During the summer term, we had our swimming programme at Arundel Lido. The targeted block focused on high quality sessions to help those children during the top up swimming sessions. It was really effective and has again helped increase the number of children able to swim and be water safe. The school has helped to fund travel costs to ensure all children who need to, can access this. Water safety and safe self rescue were prioritised across all groups. Children were taught how to perform safe self rescue and tread water. This safety focus ensured we made significant progress towards our target of 100% water safety.

Class teachers continued to be active and help poolside. Teachers worked from the side to assist the lowest attaining groups, providing small group intervention alongside the swimming coaches. This helped build the confidence of the more anxious swimmers.

All swimming data has been uploaded to insight. This allows us to track year on year and enables the PE team to break down and monitor swimming attainment.

Whilst we hoped to secure additional swimming opportunities for year 3, we were unable to complete this during the term due to lack of funding. The exploration of a pop up pool, while recognised by our link governor as an excellent, forward thinking concept to reduce transport overheads, is currently not feasible at this stage.

Percentage of total allocation: £7050

To ensure all disadvantaged and disengaged children have further opportunities to succeed in PESSPA (PE, Sport and Physical Activity).

Liaise with local clubs/teams and arrange for them to run external clubs after school (NRG Netball, MatchFit football).

£3000

(£400)

Children will have further opportunities to be active outside of the school hours. Clubs will be run by class teachers as well as external providers. We will be able to offer an even greater number of sports.

To utilise links with local communities to run engagement afternoons for disadvantaged children. Use

£1000

(£548.82)

Children and parents will work together to see the importance of being fit and healthy. They will engage in workshops before taking part in an active session led by the P.E. team at the school.

CW to cover KP to deliver these sessions.			Target disadvantaged and SEN children. Fundraise for funding where possible. Children will have the opportunity to perform and compete on stage at a high level. Children will be inspired by dance.
Take a team of approximately 50 children and work with parents and the local community to produce a dance live performance.	£1000		
Develop further links with other local schools including Seadown and other locality schools to ensure as many children as possible get the opportunity to participate.	£0		Seadown will regularly visit and we will run shared engagement days. The children from both schools will understand the importance of sport socially as well as the impact it can have on mental health.
To develop links with the feeder school and ensure that dates are prioritised for children to attend TAB Juniors and participate in sport.	£0		Other children and families within the community will recognise the importance and impact of PESSPA and recognise how this contributes to whole school improvement.
Team to organise and run an engagement session with parents. The session will run every half term and the frequency will double compared to last year.	£100		Encourage parents to be increasingly active with their children and for children to see their parents as active.
To run three sessions (one per term) with the infant school to support in terms of transition	£0		Children from feeder school will recognise the importance of being active and get used to the school grounds and building.
Team to run two sports days	£500		Raise the profile of PE and sport within the TAB

	so every child in the school can participate. All parents to be invited.		community. Ensure all children get the opportunity to be active in a collaborative sense.
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Actual impact:

Autumn 2025 - We have current links with Matchfit football twice a week for an after school club which has already increased the opportunities for a lot of children to succeed in PESSPA. We also continue to run a huge variety of clubs led by class teachers. We have planned out our engagement days to run every half term. Our first one in Autumn term has meant every disadvantaged child has had an active opportunity and this will continue throughout the year, which will continue to ensure that our disadvantaged and disengaged children succeed in PE, sport and physical activity. We have participated in SEN festivals where we took 10 SEN children to an all day sporting festival. More of these opportunities will arise throughout the year. Dance Live rehearsals have already started in preparation for their performance, which includes children from all year groups and gives them another active opportunity. This will give 50 children an opportunity to represent the school and perform in front of a crowd. We offer 24 sporting clubs a week and over 500 children from school have had an active opportunity this year. Outside of WSSA fixtures we have arranged festivals with other local schools to give as many children as possible the opportunity to represent the school and be physically active. We have invited our disadvantaged children to these festivals to ensure they are accessing the active opportunities. We have had 80 parents attend our engagement morning, where they came along with their child and were able to participate in different activities. Feedback from parents and children was that it was a really enjoyable morning and they are looking forward to attending more throughout the year. There will be two sports days in the summer term where all children will participate and be active as well as collaborate within communities. The team will meet to discuss new activities for our sports days.

Spring 2026

Matchfit club continues to run and be a success with more children having the opportunity to be active in school as well as a vast number of other clubs which continue to be run by members of school staff. A new timetable will be sent out to parents for summer clubs which will be run by school staff. On our recent governor visit, our link governor stated that during the pupil voice, most pupils indicated they attended at least one club. The children reported positively about clubs and identified lots of opportunities.

Engagement days have continued this term with the sports leaders to ensure all disadvantaged and disengaged children have the opportunity to be active and the opportunity to discuss the skills and sports they would like to work on in the summer term. This has helped to build the children's confidence skills and mental health and the want to participate in a lifelong journey of sport and physical activity.

A wider range of pupil demographic have been included within the Dance Live performance. More children than ever before have attended rehearsals and children who are disengaged or disadvantaged have been prioritised in the selection process therefore more children who are not previously physically active.

In the summer term, we will organise a festival with a local partner school led by the sports leaders with a focus on different skills. This will give our children the opportunity to work with different children from different backgrounds and show the TAB way. We will also have a year 2 sports morning where the whole year group will come over to our school to participate in a variety of skills and sports. This gives them the opportunity to meet some of the staff and become familiar with the school whilst having the opportunity to be active and it gives them the opportunity to experience some of the curriculum they will receive whilst at TAB Junior. Our sports leaders have led various festivals for KS1 children that our infant school have attended, this has given the year 2s an idea of what a sports leader

role could look like and to meet members of staff at the junior school to help prepare them for year 3. Our link governor commented on a strong range of opportunities being available with both competitive events and inclusive festivals.

Sports day has been planned and the date has gone out to parents. The sports day has been planned so that all children participate in fun and engaging activities, this means all children will be active and represent their community during the sports day.

Summer 2026

Our ongoing link with Matchfit football has been highly successful, and we have secured an additional delivery day in September. This continues to increase our PESSPA opportunities and helps to ensure children remain active. Alongside this, we have maintained a broad summer club timetable led by class teachers both before and after school. The broad curriculum offer has introduced several new sports to the school, helping to build overall engagement and maximise activity.

KP has successfully continued to deliver the engagement days for disengaged and disadvantaged children. By providing opportunities to develop fundamental motor skills, these sessions have helped to improve pupil confidence, resulting in high engagement and enthusiasm during PE lessons. Our Dance Live performance reaching the finals meant around 50 children had an opportunity, with pupil premium and SEND pupils being a priority.

Community and school collaboration continues the success from the first two terms. We have doubled the amount of parents attending from last year, with these sessions now firmly established, providing the opportunity for parents/carers and children to be active together.

Our transition activities with our infant school have been completed, finishing off with both our year 2 sports morning and assisting at the year 2 sports day. Our sports leaders have supported the running of the year 2 sports days, and we hosted our year 2 sports morning on our school field. The year 2 sports morning was student-led, and allowed the year 2 children to familiarise themselves with our facilities, staff and some of the sports they will get to take part in. This will help to build confidence and remove any worries around the transition.

Our two summer sports days meant all children took part. Every child across the school was actively engaged, collaborative, and represented their communities brilliantly. By successfully implementing two new activities that focused on team inclusion, we eliminated any disengagement with teachers commenting on how the activities meant all children were enthusiastic and showing great community spirit. As well as this, we had one of our local secondary schools assisting at our whole school sports day, where 12 students came over to help. Across the day they were positive role models and we will continue this link moving forward.

Percentage of total allocation: £5600

To promote active travel and increase the percentage of children getting active on their way to school.

To develop our school cycle programme to increase active travel opportunities.

£500

To use funding to provide active travel workshops to parents and children.

£500

Ensure the curriculum is built upon the development of knowledge and skills. Children will have motor competency as well as a secure understanding of the rules and tactics.

£0

To purchase a range of equipment for new sports that have not been introduced previously. This includes the opportunity for running new clubs.

£2000

(£668.97)

£0

To conduct regular feedback from children and parents and continue to ensure that the offer remains broad and balanced.

£0

A higher percentage of children will be active and be skilled and competent at riding a bicycle safely. This will be a skill that they will maintain throughout the rest of their life.

The development of the curriculum will ensure that children have a broad and balanced offer throughout their time at TAB. They will have experienced over 20 different sports and units of work.

Children will have the opportunity to play in a wide range of sports that are traditional and non-traditional. They will have the opportunity to engage in SEN sports and look at alternate ways to remain physically active.

Regular feedback will ensure that as many children and parents as possible enjoy and benefit from the P.E. curriculum and wider offer.

To continue to promote active travel and ensure that as many children as possible remain active on their way to

	To run regular cycle workshops throughout the year so that the children remain safe and competent when riding to school.		school.
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Actual impact:

Autumn 2025:

The TAB Wheels Up programme continues to be developed further to include top-up cyclists from the previous year. This will ensure that all children are getting the opportunity to cycle at a proficient and competent level. MC has liaised with MM to ensure that active travel workshops have been booked in for later in the summer term and the school will promote both the sustainability and physical impact of travelling actively to school.

The team will review the equipment for TAB Wheels Up during the summer term and there is contingency within the budget to allow for additional equipment. Encouraging children to be more active will result in more children being physically active within the local community.

During the summer holidays, the team worked hard to ensure that planning was updated and progression and adaptation was clear on all planning. This has ensured that lessons are more personalised to the children and supported progress in lessons. The planning now has the three pillars of PE embedded and this was referred to in staff training for staff to be aware of current foci within PE teaching and learning. Sports equipment has been updated regularly to ensure that there is suitable equipment to teach lessons. This will continue to be reviewed. Ultimately, having the correct equipment ready helps lessons to be more effective. All feedback gathered so far from pupil, staff and parent voice has been incredibly positive.

The PE team have conducted their termly PE monitoring and feel that the subject continues to sit in a strong position. The PE team will consider opportunities to get some parent voice and will consider how this can be incorporated into parent/child events.

Spring 2026

The three pillars continue to be embedded and run through our curriculum. This has ensured a broad curriculum for all children with a wide offer for all. Our most recent pupil voice showed that children are able to talk about both the skill and the sport they are learning. This has helped both their physical ability, but also their knowledge around it. Alongside this, they were able to give examples of both rules and tactics across the different units they have completed. This means children have a clear understanding and they are continuing

to develop their skills to participate in a life long journey of sport and activity. Our PE governor stated that staff use the pupil voice well to make adjustments to clubs and the provision offered. During our recent governor visit our governor noted that pupils are highly engaged, articulate and enthusiastic - several independently expressed a desire for more PE time, reflecting strong enjoyment and value placed on the subject. Our link governor commented on the curriculum demonstrating clear progression from skill development to application and linked to curriculum learning.

New equipment and opportunities continue to be looked at to ensure the children are given a broad variety of learning opportunities. This has allowed the children to experience both traditional and non traditional sports. These are now embedded into our planning.

The PE team will look to conduct a parent voice in the summer term and will go alongside feedback from our evolving parent/child events.

Summer 2026

During the summer term, our travel initiatives were implemented. The TAB Wheels Up programme was rolled out across year 5. This has drastically increased the number of children cycling to school with high levels of proficiency and awareness. To support the growth of the programme, a thorough equipment audit was conducted, with bikes and safety helmets topped up where needed, ensuring long term sustainability for the programme. Our active travel workshops linked with our TAB Wheels Up organisers meant a raised profile in the benefits of active travel and community, with an increase in children walking, scooting and cycling to school.

Our PE curriculum remains a great strength, with the three pillars now deeply embedded in every day teaching. Our updates, progressive planning has ensured the lessons are personalised and allow children to make progress. Investing in equipment has meant we were able to successfully introduce non-traditional sports to expand on the variety of sports the children are able to do, creating a balanced offer to ensure they are well prepared for a life long journey of sport.

The parent/pupil survey linked well with our parent/child sports mornings. The feedback gathered was positive, with parents commenting on the free flow nature of provision. The PE team have looked at this feedback and pupil voice data and will make adjustments for our upcoming Autumn term club timetables. This will ensure our sporting offer remains inclusive and broad.

Percentage of total allocation: £3000

Key indicator 5: Increased participation in competitive sport

Intent	Implementation	Impact
To increase the participation of all pupil groups in competitive sport (particularly disadvantaged and disengaged).	Invest in the Worthing School Sports Association to have access to all fixtures and opportunities within the locality.	£2300
	Provide transport to some competitions to ensure that all children have the opportunity to attend.	£1000 (£182.50) (£475)
	Create opportunities for vulnerable children to attend competitions. School to host additional fixtures for alternative and SEN sporting fixtures.	£0
	Provide cover for KP to attend sporting competitions and run internal competitions amongst year groups and sports day etc.	£1000 (£274.41) (£3602.51)

Actual impact:

Autumn 2025:

Investing in WSSA has made over 100 fixtures available for children to attend throughout the year. Last year over 110 fixtures were attended.

This will ensure that the highest number of children have the opportunity to participate in a fixture or festival outside of school.

To ensure equal access for all, the team will continue to invest in transport to ensure that all children have the opportunity to get to and attend fixtures. Further opportunities for SEN children will ensure that they have equal opportunities to attend fixtures.

The increase in SEN events will ensure that these children all have the chance to compete competitively for the school throughout the academic year. The team is on track to achieve 100% of SEN children to compete in an intra or inter school competition.

Spring 2026

The WSSA has continued to open up further pathways for children to access. This has meant we have entered more festivals this year to give the highest number of children the opportunity, as well as events focused specifically on pupil premium and SEND children. We have entered multiple teams where possible across all fixtures. As well as this, we have successfully got through more pathway events this year, meaning children have been able to represent the school at the highest level across multiple different sports. This has given children new experiences and they have shown pride in wearing the TAB tops. In our most recent governor visit our link governor stated that pupils value both the opportunity to compete and also to take part and enjoy the activity. We have had a 10% increase in the amount of children who have represented the school in the Spring term.

Transport has been supported for many events through use of staff cars, to ensure all children who wish to are able to attend. This term we have provided a minibus for a football final in London, as well as a coach for 30+ children to attend an athletics final. This means all children are able to participate and there are no barriers preventing this.

The WSSA have added more festivals and SEND events, meaning there are more opportunities for children to take part and represent the school. All festivals and fixtures are celebrated in assemblies. We have run more engagement days to give children an opportunity to participate in a variety of different activities with competitive elements in an environment they are comfortable with. 100% of our pupil premium children have taken part in an engagement day which runs every half term. We have had a 5% increase in our SEN children representing the school at a festival or tournament, as well as a 7% increase in our pupil premium children also representing the school.

Cover for KP continues to allow children to attend the sporting competitions as well as run engagement days. With the extended calendar, this has allowed more children to represent the school at different levels.

Summer 2026

We have successfully hit the highest number of festivals and competitions across locality events, Southern Area and County finals. The WSSA pathway format has been highly effective, with an ever increasing number of locality festivals and competitions meaning a 15% increase in the total number of children who have represented the school in external physical activity. The expansion of inclusive festivals through the WSSA has allowed us to target our disadvantaged and disengaged demographics. We have seen an increase in participation from our pupil premium and SEND children in competitions. To ensure we were inclusive for all children, we have continued to provide transport for those when needed.

Our internal engagement days continued to act as a great stepping stone for providing an environment for the children to continue building their confidence to then take part in an inter school competition. We have continued to host fixtures on both our playground and field, giving the children a sense of pride for competing against other schools. We have continued to establish links with partner schools to create regular SEN sporting fixtures for the next academic year. Our afPE assessor who came to visit us this term, was incredibly impressed by the breadth of sporting opportunities available for children. During the pupil voice, the assessor noted how proudly the children spoke about their personal sporting achievements and what it meant to represent the TAB community.

Cover for KP continued to be effective and ensured we could attend a wider calendar of fixtures right up to the end of the school year. Our sports days meant all children across every year group could participate and were all active, collaborative and engaged throughout the event.

Governor visit report March 2026 -PE

Percentage of total allocation: £4300

Amount budgeted for 25/26: £23850

Total amount expected to received: £23917

Carry over from 24/25: £0

Signed off by	
Head Teacher:	Becky Linford
Date:	
Subject Leader:	Matt Cotten
Date:	
Governor:	
Date:	