Dashwood Banbury Academy
an Aspirations Academy
Growing together; succeeding together

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Dashwood Banbury Academy Sports Premium funding 2025/2026

Vision for the Primary PE and Sports Premium

All pupils to leave Dashwood Banbury Academy physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

At Dashwood Banbury Academy we understand that play, sport and physical activity hold the key to not only our pupils' well-being in the physical sense, but also in terms of their mental health. We are aware that living in the 21st century, our pupils often struggle with their mental health whilst contending with the pressures of social media, test stress and shifts in personal relationships. In addition, the Youth Sports Trust (2019) stated that 'one in five children are now classed as obese by the time they leave primary school' 23.4% of children aged 10-11 years in England are living with obesity, placing huge pressure on the health and care system (Gov - 2024). In response to the Government's obesity strategy (2021) to get the nation fit and healthy, we are taking steps within school to support this. The Youth Sports Trust stated that 'an active lifestyle nurtured from childhood will help young people grow up healthier, happier and more likely to fulfil their potential'. Our key priority is to support our pupils to discover for themselves the joy of movement and activity; to use sport's transformative power to benefit every pupils' health and wellbeing now, and prepare them for their future.

Dashwood Banbury Academy understands that the PE and School Sport Premium funding must be used to make additional and sustainable improvements to the quality of PE and sport or to develop or add to the PE and sport activities that we, as a school, already offer. We are passionate about providing our pupils with opportunities that go beyond academics and support them in the discovery and development of new interests and talents. We are passionate about developing each child's individual character; confidence; resilience; independence; and their physical and mental health.

We have sought guidance from the Youth Sport Trust as to how we can utilise the 2025/2026 School Sports Premium funding to further support the needs of our staff and pupils in a sustainable, whole school approach where everyone plays a contributing role. Our intention is to develop and add to the PE, physical activity and sport activities, building our capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

<u>Intended Actions for 2025/2026</u>

Intent - What are your plans for 2025/26?	**Implementation - How are you going to take action and achieve these plans?**
1. To engage in more inter-school festivals and competitions targeting a range of pupils including SEN and PP 2. Every year group given the opportunity to participate in an active after school club each term 3. Restocking of PE equipment and Active Lunchtime zoning, focusing on active lunchtimes 4. Youth activator sessions to engage more pupils 5. To engage in student voice and raise the profile of PE by making it exciting and relevant to the pupils. 6. To provide staff with CPD to raise their confidence in the delivery of active classroom ideas 7. PE lead to develop in confidence 8. Ensure that years 5 & 6 pupils understand water safety and how to swim 9. Intra-house competitions 10. Inter school football and netball leagues arranged with other local schools. 11. Link PE with other subjects to encourage active learning throughout the curriculum	1. Track pupil participation in events and attend a range of events for a range of abilities, teachers to target pupils with no participation 2. Track active clubs and make sure there is a spread of clubs 3. Buy new equipment appropriate to needs and train TAs on lunchtime zoning 4. Arrange youth activator sessions (mental health & lunchtime) 5. Talk to sports leaders & playground leaders regularly 6. Arrange variety of PE CPD for all staff members during weekly staff meeting sessions & additional CPD for staff when needed 7. PE lead to attend PE Network days and any online training 8. To book swimming lessons with Spiceball Leisure Centre. Ensure all disadvantaged pupils have access to school swimming lessons

12.To continue working with school games mark including a range of festivals and competitions across the year group 13. Track least active pupils	9. Organise termly intra-house competitions & sports days 10. Training and fixtures arranged throughout the year against other schools 11. Continue to use orienteering across the school and engage in active lessons throughout the curriculum 12. With support from NOSSP follow the school games mark and continue to get gold award 13.PE lead to track the least active pupils and then ensure they are being targeted for events/festivals

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
1. SEN and disadvantaged pupils are more engaged in active activities and understand the health benefits 2. All year groups including KS1 will have the offer of active clubs afterschool, broadening their experiences 3. Staff feel more confident in the delivery of PE sessions due to improved resources, feeling they can offer a broader range of activities. Lunchtimes are much more focused and purposeful with clear partitioned zones where children can partake in an active game supported by an LSA/Junior Leader. 4. Mental health (Y6) & a lunchtime session. Targeting least active pupils and a range of year groups to try to encourage more active participation 5. Changes made to address the main issues raised in the survey and allow for an improved physical education experience for pupils and a raised profile of PE across the school.	1. PE lead to track the percentage of SEN pupils or disadvantaged pupils that have taken part in clubs and events 2. PE lead to ensure there is a range of clubs for all year groups and to track participation and the percentage attending active clubs. To know which pupils attend active clubs after school. 3. Staff voice, lunchtimes to feel calmer with less behavior issues from learning walks, range of equipment being used outside during play times lead by playground leaders 4. Lunchtime engagement 5. Minutes from meetings with sports leaders and playground leaders 6. HLTA to attend NOSSP training days, staff to have CPD sessions in chance to shine cricket & little sticks golf. 7. Following sessions PE lead feeds back to appropriate school staff

6. Staff to be confident in teaching a range of subjects across PE 7. PE lead is up to date with the local and national picture and current training and delivery of PE. 8. Year 5 pupils were targeted for swimming sessions this year with additional booster sessions for Year 6 pupils who had not yet achieved their 25m. Pupils receive quality coaching and plenty of pool time for lessons. Spare kit enabling all pupils including those from disadvantaged backgrounds to access swimming lessons and aim to achieve their 25m. 9. These events provide pupils with the opportunity to compete within school against their peers using the skills developed over the terms learning - including sports day. It enables pupils to be competitive, work as part of a team, show sportsmanship as well as the ability to cope with failure (and winning) and gives them a sense of belonging by earning points for their house family. 10. Pupils were given the opportunity to represent their school when competing against other local schools. They were able to all have the opportunity to play and train together, got to feel like part of a team and experience success with their teammates. There are separate girls and boys leagues for football and a mixed gender league for netball. Pathway opportunities for league winners to compete in district final 11. Continuation of the permanent orienteering fixtures around the school, add orienteering to the PE curriculum on complete PE and make links to other subjects 12. Increase pupils' participation as part of the school games work,	who are more aware of the direction of PE and able to implement changes into their own practice. PE lead will feedback new priorities from national update 8. PE lead alongside Assistant principal to track the percentage of pupils who can swim 25m and their water safety 9. PE lead to ensure termly intra-house competitions in a variety of sports, track and add house points to the scoring system. Changing sports day slightly to make it more competitive so that pupils can value their house colour and work as part of a team. 10. PE lead to organise and track fixtures against other schools and to track participation in the fixtures 11. Orienteering to be part of the PE curriculum. 12. Continue to work towards the school games work badge (gold in previous years) 13. PE lead to track least active pupils and pass onto teachers which pupils should be targeted for NOSSP events.

working within the school games work framework 13. PE lead to track least active pupils both inside and outside of school and target them for future events to try to encourage them to participate in active sports	

Actual Impact/sustainability and evidence

What impact/sustainability have you seen?	**What evidence do you have?**
1. We have targeted SEN & PP pupils this year with specifically targeted events including inclusion orienteering, inclusion bowls and climbing for confidence. 2. A range of active clubs have been on offer this year, targeting all year groups 3. More equipment purchased specifically for lunchtimes with adults given specific zones to lead. 4. A range of year groups having the chance to have active opportunities with the youth activators. 5. Sports leaders spoke positively about sport at Dashwood and what they would like to be improved. 6. HLTA is feeling more confident when teaching PE across a	1. 64% of Dashwood's PP children attended a sports event, 62% of Dashwood's SEN children attended a sports event. Staff, pupil and parent feedback have suggested that these events have gone well, pupils have enjoyed these events and pupils recognise the importance of the active events. 2. Percentage of pupils attending active after school clubs throughout the year Year 1 – 17%, Year 2 – 29% , Year 3 – 9%, Year 4 – 45% Year 5 – 38%, Year 6 – 49%

range of year groups. Staff have had CPD sessions in cricket and golf.

7. PE lead is becoming more confident at the national picture, thanks to the network days with NOSSP.

8. Year 5 pupils were targeted for swimming and Year 6 were targeted for booster sessions if they hadn't achieved their 25m

9. Pupils were excited about the intra-house events each term and enabled pupils to work on their collaboration and sportsmanship

10. Pupils were given the opportunity to represent their school when competing against other local schools. They were able to all have the opportunity to play and train together, got to feel like part of a team and experience success with their teammates.

11. Permanent orienteering posts have been added around the school, linking geography and PE very well. Orienteering has been added to complete PE so that year groups can participate in this. As part of the orienteering, other subjects are linked too including phonics, maths, history and science.

12. Dashwood have followed the school games work framework and have achieved gold award. Dashwood have attended a range of festivals and competitions this year.

13. PE lead has tracked least active pupils both in and out of school, this led to PE lead being able to speak to teachers

3. There is more equipment for lunchtimes to target more active lunchtimes including skateboards, balance boards, hula hoops and basketballs. Feedback from pupils is that they have enjoyed playing with them and whenever they go outside they ask to get the equipment out. Staff are becoming more confident in leading areas.

4. Mental Health sessions were valuable for the year 5 pupils and they have continued to work on their resilience. Lunchtime sessions were popular too.

5. From student voice surveys pupils enjoy PE particularly team games. Year 5 spoke about how it was good for their mental health as well as their physical health. They have enjoyed sports days and using team work. KS1 have enjoyed the active equipment used during break and lunchtimes. KS2 would like more equipment used during play times.

6. A different HLTA has attended NOSSP support PE days and is putting this into practice. Staff have embedded golf into the PE curriculum and are continuing to use games and ideas from cricket into the curriculum too.

7. PE lead attended PE network days and has fed back to other staff where appropriate about the local and national picture, particularly swimming and changes around the enrichment offer.

8. 52% of Y6 pupils achieved their 25m and their self rescue.

9. At the end of the year, following termly intra-house events

about which pupils to target for events and clubs.

and sports day these were the point totals which were displayed in the school hall. Sports Day was also changed this year to enable each year group to know their house results at the end of each sports day. These totals were added together for the year 6 total.

	Total throughout year	Sports Day Total	Overall total for year
Red	1160	904	2064
Yellow	1360	1100	2460
Blue	1120	852	1972
Green	1120	924	2044

10. 1. All pupils enjoyed the football league and the netball league, results:

Boys football – 3rd overall (through to semi finals)

Girls football – 4th

	Netball – 5th 11. Staff continue to speak positively about the orienteering and continue to use it during PE lessons. Children enjoy it too. 12. Dashwood achieved the gold school games mark again this year. Lots of pupils attended sports events. Year 1 - 94% Year 2 - 98% Year 3- 58% Year 4 - 84% Year 5 - 63% Year 6 -58% 13. Least active pupils were targeted for inclusion orienteering, confidence for climbing activity and other NOSSP events.

Meeting national curriculum requirements for swimming and water safety

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	52%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	52%