PEAR TREE COMMUNITY JUNIOR SCHOOL

Sports Premium Strategy 2026-27

Funding allocation to April 2027, with whole-year school-funded sustainable provision

Sports Premium	Identified provision	School contribution	Funding period
£9,790	**£21,550**	**£11,760**	**Allocation shown to April 2027**

1. Purpose and strategic context

The Primary PE and Sport Premium is used to make additional and sustainable improvements to the quality of PE, physical activity and sport. The school's model for 2026-27 is built around permanent internal capacity rather than dependence on external delivery. The grant allocation of £9,790 covers provision to April 2027. The school is funding its Sports Coach and Mentor, curriculum, lunchtime activity and after-school provision for the full academic year. Staffing structures, curriculum leadership and partnership arrangements are in place to sustain this provision over the longer term.

The school no longer uses external sports coaches. A permanent Sports Coach and Mentor now designs and delivers a bespoke curriculum, assesses pupils, supports staff development, leads physical activity at lunchtime and provides free after-school clubs. The role is supported by the PE Lead and After-School Club Lead.

2. Whole-school delivery model

Area	Planned delivery	Sustainable capacity
Curriculum PE	Sports Coach and Mentor delivers PE every afternoon, approximately 10 hours each week, through a bespoke progressive curriculum.	Permanent expertise; assessment and progression embedded within school systems; PE Lead provides oversight.
Staff development	Coach works alongside teachers and provides focused CPD, modelling and feedback.	Builds teacher confidence and reduces reliance on externally purchased schemes or coaches.
Lunchtime activity	Five hours each week of structured activity, using OPAL principles and the new MUGA.	Daily routines, trained staff and a dedicated space support sustained increases in physical activity.
After-school clubs	Three hours each week within the coach's 37-hour contract. Clubs are free and accessible to all; participation is tracked.	A permanent staffing model supports a consistent, inclusive extracurricular offer.
Specialist enrichment	Targeted specialist input, including One School of Dance, cricket expertise and Cycle Derby.	Specialists extend breadth while the core curriculum remains internally owned and led.

3. Planned use and impact against the five key indicators

1. Engagement of all pupils in regular physical activity

School focus	Increase the frequency, quality and inclusivity of physical activity across the school day.
Actions to achieve	• Maintain two hours of high-quality curriculum PE for all pupils each week. • Provide five hours of structured lunchtime activity weekly led by the Sports Coach and Mentor. • Use the new MUGA, opened in autumn 2026, for outdoor PE and extended lunchtime physical activity. • Embed OPAL approaches and actively target disadvantaged pupils, girls and pupils with SEND. • Track participation in clubs, lunchtime activity and targeted provision.
Expected outcomes and evidence	• More pupils routinely active during lessons, lunchtimes and after school. • Improved participation by disadvantaged pupils, girls and pupils with SEND. • Pupil voice demonstrates greater enjoyment, confidence and access.
Funding linked to this indicator	Sports coach contribution; MUGA and OPAL provision school-funded

2. Profile of PE and sport raised across the school

School focus	Use PE, physical activity and sport to support wellbeing, belonging, attendance and wider school improvement.
Actions to achieve	• Maintain DCCT affiliation for events, competitions and development opportunities. • Take part in DCCT and Transform Trust sporting events. • Celebrate participation and achievement through assemblies, newsletters and school communications. • Use the MUGA as a visible whole-school resource for purposeful activity. • PE Lead, Sports Coach and Mentor, and After-School Club Lead coordinate curriculum and enrichment.
Expected outcomes and evidence	• PE and sport are visible across school life. • A broader range of pupils represent the school. • Physical activity makes a demonstrable contribution to wellbeing and engagement.
Funding linked to this indicator	£2,000 DCCT affiliate package

3. Increased confidence, knowledge and skills of staff

School focus	Build internal expertise so high-quality PE is consistent and sustainable.
Actions to achieve	• Sports Coach and Mentor designs and leads the bespoke curriculum. • Provide CPD, team teaching, modelling and feedback for teachers and support staff. • Assess pupils and support teachers to understand progression and next steps. • PE Lead provides oversight, challenge and subject leadership. • Review curriculum sequencing, inclusion and assessment during the year.
Expected outcomes and evidence	• Staff confidence and subject knowledge increase. • Assessment is more consistent and informs future teaching. • The school retains curriculum knowledge and reduces reliance on external providers.
Funding linked to this indicator	Included within sports coach contribution

4. Broader experience of a range of sports and activities

School focus	Offer an inclusive curriculum and enrichment programme that reflects pupil interests and widens opportunity.
Actions to achieve	• Teach a broad curriculum including games, athletics, gymnastics, dance, outdoor activity and fundamental movement skills. • Commission One School of Dance for specialist curriculum provision. • Seek specialist support where it adds value, including cricket. • Offer cycling through Cycle Derby. • Provide free after-school clubs accessible to all pupils and track participation.
Expected outcomes and evidence	• Pupils experience a wider range of activities. • Increased take-up of clubs by targeted groups. • Pupils develop confidence to continue activity beyond lessons.
Funding linked to this indicator	£1,800 One School of Dance; sports coach contribution

5. Increased participation in competitive sport

School focus	Enable pupils to participate in inclusive school, Trust and city-wide competition.
Actions to achieve	• Attend DCCT and Transform Trust fixtures and festivals. • Provide transport to enable participation. • Access girls-only and SEND-specific events alongside inclusive competitions. • Link clubs and curriculum learning to appropriate competitive opportunities. • Track the number and profile of pupils representing the school.
Expected outcomes and evidence	• More pupils participate in competition and festivals. • Improved representation of girls, pupils with SEND and disadvantaged pupils.

	• Pupils demonstrate teamwork, resilience and confidence.
Funding linked to this indicator	£500 transport; DCCT package

4. Financial plan

Provision	Full identified cost	Sports Premium	School contribution
Sports Coach and Mentor: 50% of annual £34,500 cost	£17,250	£5,490	£11,760
One School of Dance: £900 per term for two funded terms	£1,800	£1,800	£0
DCCT affiliate package	£2,000	£2,000	£0
Transport for fixtures and events	£500	£500	£0
TOTAL	**£21,550**	**£9,790**	**£11,760**

Funding note: The Sports Premium allocation is shown to April 2027. The school will continue to fund the permanent staffing and associated provision for the remainder of the academic year and intends to maintain the model for the long term.

5. Monitoring, evaluation and review

- Curriculum assessment and evidence of pupil progression.
- Participation registers for free after-school clubs, lunchtime activity, fixtures and festivals.
- Analysis of participation by disadvantage, gender and SEND.
- Pupil voice about enjoyment, confidence, inclusion and access to activity.
- Staff feedback following CPD, modelling and team teaching.
- Records of DCCT AND Transform Trust Events attended.
- Review of MUGA and OPAL use, including the extent to which access has increased physical activity.

6. Sustainability statement

The central investment is a permanent Sports Coach and Mentor rather than short-term outsourced delivery. Curriculum design, assessment, staff CPD and inclusive enrichment are therefore retained within the school. The PE Lead provides strategic oversight and the After-School Club Lead supports continuity beyond curriculum hours. The MUGA provides a lasting venue for outdoor PE and lunchtime activity, while OPAL structures embed active play in daily routines. External specialists are used selectively to broaden expertise, not to replace internal capacity.

7. End-of-year swimming reporting: summer 2027

National curriculum outcome	2027 result	Review commentary / next step
Swim competently, confidently and proficiently over a distance of at least 25 metres.	To be completed at the end of summer 2027	
Use a range of strokes effectively.	To be completed at the end of summer 2027	
Perform safe self-rescue in different water-based situations.	To be completed at the end of summer 2027	

Enhanced swimming offer: The junior school continues to build on swimming provision delivered by the infant school, providing additional opportunities in Years 3 and 4 to strengthen competence, confidence and water safety. Final statutory Year 6 outcomes will be added at the end of the 2026-27 academic year.