

**Educational Diversity**

**Primary PE & Sports Premium Plan**

**2024-25**

**Funding details:**

| Total amount carried over from 2023-4 | £0 |
| --- | --- |
| Total amount allocated for 2024-5 | £2000 |
| How much (if any) do you intend to carry over from this total fund into 2024-25? | £0 |
| Total amount allocated for 2024-25 | £2000 |
| Total amount of funding for 2023-24. To be spent and reported on by 31st July 2024. | £3000 |



| **Academic Year:** 2024/25 | **Total fund allocated:** £1000 | **Date Updated: 31.07.25** | |  |
| --- | --- | --- | --- | --- |
| **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 a day in school | | | | Percentage of total allocation: |
| 50% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * For pupils to develop a positive attitude toward and positive habits around sports and physical activity, leading to daily engagement in physical activity. | * Plan and deliver PSHE and science sessions on healthy lifestyles and on the importance of physical activity. * All KS2 pupils to receive 2 hours of PE per week + 30 minutes of swimming per week. * Daily break time activities to include enjoyable, varied, structured physical activities run by staff. | £2000 | * Pupils will be able to articulate the health and wellbeing benefits of physical activity. * Reluctant pupils and those with social and emotional needs participating in regular physical activity with support. * They will compare healthier/less healthy lifestyles, and describe how to increase physical activity in order to improve healthy outcomes. * They will identify how attitude to physical activity is important for enjoyment and effective. | Continual development of community links and activities.  Building awareness of healthy lifestyle and eating with the aid of “Fantastic fruits” resources.  Regular physical activities during breaktime sessions. |

| **Key indicator 2:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| 0 |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has changed?: |  |
| what they need to learn and to |  |  |  |  |
| consolidate through practice: |  |  |  |  |
| * To upskill specialist teachers of PE, sport and physical activity, so that they are more confident and knowledgeable, and so equipped to deliver a quality curriculum at KS2. | * School staff, sports coaches and swimming coaches working together to plan and deliver engaging and effective PE, sport and physical activity sessions. | n/a - not required as this is supported by peer coaching | * School staff will be able to deliver engaging and effective PE, sport and physical activity sessions with the sports coaches, and to support swimming sessions effectively under the guidance of instructors. | The ability to carry out in house PE sessions. Continuing to upskill staff so that they feel confident in delivering PE sessions. |
| **Key indicator 3:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 50% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| * Pupils to have access to a diverse range of sports and physical activities, including outward bound activities during the year. | * Pupils to have access to a diverse range of sports and physical activities, including swimming, Blackpool Football Club and outward bound activities during the year. | £1000 | * Pupils will participate in a diverse range of activities during lessons and at break times, and on the external trips. * Pupils who would only engage in a small number of sports will be open to participating in a variety.   . | To encourage involvement in out of school activities which students can access free of charge.  To continue to offer a diverse range of opportunities. |

| **Key indicator 4:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| --- | --- | --- | --- | --- |
| 0% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated:  £0 | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| * Pupils to develop the social and emotional skills needed to improve sportsmanship in competitive situations. | * School staff, coaches and instructors to plan and deliver lessons focusing on developing sportsmanship and a healthy competitive attitude. |  | * All pupils will participate in competitive sports and games, some independently. * All pupils will be able to identify aspects of good sportsmanship. | To work towards involvement with other schools either virtually or in person. |

| Signed off by | |
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| Head Teacher: | Victoria O’Farrell |
| Date: | July 2025 |
| Subject Leader: | Vicki Reed |
| Date: | July 2025 |
| Governor: | Nicola Hall |
| Date: | July 2025 |