

Review of Sports Premium Fund spending and key achievements 2024/25

Review of last year's spend (2024/2025)		
Activity/Action	Impact	Comments
Range of after-school sports clubs (cheerleading, street dance, gymnastics, football) and participation in inter-school sports festivals (football and cricket).	<ul style="list-style-type: none"> Increased pupil participation in physical activity beyond the curriculum. Improved enjoyment, confidence and engagement in sport, particularly for less-active pupils. 	<p>Clubs and festivals were well attended and provided inclusive opportunities for pupils to experience a range of activities. Provision will continue to be adapted to maximise uptake.</p> <p>Inclusive festival participation ensured that all pupils, regardless of starting point or need, could experience success, teamwork and enjoyment in sport. This supported equality of opportunity and helped reduce barriers to participation.</p>
Curriculum Crew trained to lead playground games using playground markings and structured activities at breaktimes.	<ul style="list-style-type: none"> Increased levels of physical activity during breaks. Improved behaviour, engagement and inclusion through purposeful play. 	<p>Having an inclusive group of pupil leaders ensured a range of needs and perspectives were considered when planning and leading activities. This strengthened equality of opportunity promoted positive role models and supported participation and wellbeing for all pupils.</p>
Introduction of balance bike training and specialist resources for younger pupils.	<ul style="list-style-type: none"> Improved balance, coordination and confidence in movement at an early stage. Increased enjoyment and engagement in physical activity. 	<p>Early intervention supported physical development and readiness for future PE and sport participation.</p> <p>Adapted support ensured every child could participate successfully, building confidence, coordination and early enjoyment of physical activity.</p>

<p>Maintenance of the School Games Gold Award and increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • PE and sport maintained a high profile across the school. • Increased pupil pride, motivation and opportunities to represent the school. 	<p>Systems supporting competition and participation are well established and sustainable moving forward.</p>
<p>Purchase and implementation of PE Passport to support PE curriculum delivery and staff CPD.</p>	<ul style="list-style-type: none"> • Improved staff confidence and subject knowledge in teaching PE. • Greater consistency and progression across the PE curriculum. 	<p>PE Passport has provided a sustainable framework for high-quality PE teaching and will remain embedded.</p> <p>Demonstration videos create a WAGOLL enabling children to identify for themselves where and how to improve.</p>
<p>PE Coordinator professional development through Tameside School Sports Partnership training, cluster meetings and professional networks.</p>	<ul style="list-style-type: none"> • Increased confidence, knowledge and leadership capacity of the PE Coordinator. • Improved leadership, monitoring and development of PE provision across the school. 	<p>Training has strengthened in-school expertise, reducing reliance on external providers and supporting long-term sustainability</p>
<p>Swimming top-up lessons for targeted Year 5/6 pupils.</p>	<ul style="list-style-type: none"> • Improved swimming confidence and competence for some of the target group of pupils' national curriculum expectations. • Increased proportion of pupils able to use a range of strokes. 	<p>Targeted provision ensured equitable access. Swimming data will continue to inform future funding decisions.</p>

Key achievements (2024/2024)

Activity/action	Impact/Comments
Inclusive sports provision was built into the school day through adapted PE lessons, targeted support and inclusive physical activities, ensuring SEND, disadvantaged and less-active pupils were actively encouraged and supported to participate alongside their peers.	This inclusive approach reduced barriers to participation and ensured vulnerable pupils felt valued, supported and able to access physical activity successfully. As a result, pupils showed increased confidence, engagement and enjoyment in PE, contributing positively to wellbeing, behaviour and a sense of belonging across the school. Building opportunities into the school day timetable is essential for this to continue going forward.
Increased participation in physical activity across the school through a wide range of after-school clubs (cheerleading, street dance, gymnastics and football) and participation in inter-school sports festivals, including football and cricket.	High levels of participation demonstrate the success of an inclusive and varied offer. Activities supported positive wellbeing and healthy lifestyles.
Increased levels of physical activity during breaks.	Developing pupil leadership has had a positive impact on both activity levels and social interaction. This model is sustainable and embedded in daily practice. Improved behaviour, engagement and inclusion through purposeful play was also noted
Introduction of balance bike training and specialist resources for younger pupils.	Early intervention supported physical development with improved balance, coordination and confidence in movement at an early stage particularly noted. Pupil voice shows increased enjoyment and engagement in physical activity through the balance bikes.
Maintained School Games Gold Award by meeting participation, leadership and competition criteria throughout the year.	Clear systems and strong leadership ensured the award criteria were met and will support sustained success in future years.