

Evidencing the Impact of the Primary PE and Sport Premium

24/25

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Details with regard to funding

Please complete the table below.

Total amount allocated for 2024/25	£18,960
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC Programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	57%
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/No £2656.50 for catch up blocks.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25		Total fund allocated: 19,339		Date Updated: 2/3/2025	
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	
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:	
15 minute activity breaks with children using equipment from their class boxes and sports equipment for increased activity.		Activity boxes/equipment is bought in and available for staff to use with the children during their active break.		REFER to spending plan on the website for costings	
Continue linking to the holistic approach alongside the calendar of festivals/competitions through-out the year provided by arches.		Sporting Resources - Create and deliver the new PE curriculum map as a whole school approach -Link the curriculum with the new developed in trust competition/event calendar		Part of the school academic Programme delivered by arches.	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Number of children's participation levels have increased.	
				As a whole school, students are gaining more consistent lessons with specific goals -Alongside, they are challenged with additional progressions each week.	

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Pump track bike track – Offer children all in year 3 the opportunity to attend bike sessions.	Delivered by an external provider to help develop children’s confidence and also ability of bike riding.	Free	Children enjoyed and some who could not ride to begin with started to feel more confident on a bike.
Develop a sport leadership Programme with specific training for our Y5 and Y6 students (specifically focusing on leading lunch-time activities plus competitions for other students)	children this academic school year have delivered sessions to children during lunchtimes as they had training around sports leaders at the beginning of the school year. The current year 5’s are now trained to continue this when in Y6 in the next academic school year.	Sports equipment added to play shed for leaders.	Continued attitudes towards sports and activities on the yard. Increased behavioral improvement.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
<p>Improve attitudes towards competition and physical activity. Alongside students become together more as a community through increased intra-competitions and personal challenges across the school year</p> <p>Staff to have increase school resources for more competition to occur in school for students to become more physically and</p>	<p>Inter trust competitions becoming more frequent and taken place throughout the school year.</p> <p>- Begin to send out sports news letters and add events to school Instagram pages. Sports week etc..</p> <p>complete resource audit and order for teacher to use weekly in their</p>	<p>REFER to spending plan on the website for costings</p> <p>Parents can keep in touch with their child’s sporting activities and events attended.</p> <p>Staff are able to grab what resources they need easily prior</p>

mentally confident to take part	PE lessons alongside progression documents.		to the lessons and lesson plans through GETSET4PE indicate what resources are required.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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?:
Change of curriculum by beginning to use GETSET4PE in some units throughout the school.	Training was given to staff using the web tool in order to support lessons and allow them the opportunities to see set planning given for them to follow.	REFER to spending plan on the website for costings	Staff beginning to use the new curriculum areas and lessons monitored through the use. Staff voice claimed that the tool was easier to use than previous.
PE timetable created every half term that coincides with Arches leading sessions alongside staff for CPD.	Each class has 2 PE lessons per week as a minimum (one outside and one inside, weather dependent) Each half term Arches is alternated depending on whom they are working with.		Keeps staff updated on changes, when they will be working alongside archers in order to help develop areas they feel less confident in delivering,

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

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?:
<p>Swimming – Focus on the development of children’s water confidence, safety and swimming ability.</p> <p>Two sporting after school club opportunities offered each half term throughout the school year.</p> <p>Coached football lunch time sessions with Sheffield Wednesday for targeted groups</p> <p>Scrap shed purchased in order to develop children’s activity levels and creativity.</p>	<p>Children who have not passed swimming in year 4 are primarily targeted for additional block time in order to give more opportunity to develop and pass.</p> <p>Arches deliver two sessions per week focused on offering as many children throughout the school year an opportunity to have a go at a sport that they may not be able to access in curriculum or easily in extra curricular venues.</p> <p>Children targeted who many not always get opportunities away from school.</p> <p>The scrap shed was ordered to be</p>	<p>REFER to spending plan on the website for costings</p>	<p>Improvement on percentage of pass rates on children being able to swim 25 meters.</p> <p>High percentage of children throughout school including an increase of PP children from the previous year participating in clubs.</p> <p>Helped develop attitudes towards physical activity and behavior improvements.</p> <p>Yet to be seen. Will be updated.</p>

<p>Ice skating opportunities – year 6 children to attend ice skating sessions with coaches available.</p> <p>Private pool hire for Y6</p>	<p>installed in September 2023 alongside training for staff and lunchtime supervisors.</p>		<p>Children had a good time and some learnt to skate along the way. Was a reward for year 6 SAT's.</p>
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<p>Key indicator 5: Increased participation in competitive sport.</p>			
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>
<p>TSAT competitions – signed up with the other primary schools throughout the academy to offer competitive opportunities.</p> <p>Arches silver package for competition access</p>	<p>Children are discussed in PE staff meetings and specific groups are targeted for each event. Travel is cost shared between schools and children have the opportunity to experience competitive sporting activities.</p> <p>Festivals and competition calendars are given to us as well as specific events that are included within the</p>	<p>REFER to spending plan on the website for costings</p>	<p>Events have been successful and children through pupil voice have spoken very positively of their experiences.</p> <p>Events that have been attended were all successful.</p>

	package for specific groups of children.		
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Signed off by	
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Date:	2/3/25
Subject Leader:	Gregg Lant
Date:	2/3/25