



Strategy for Primary PE and Sports Funding 2024-2025

In 2024-2025 the Primary Premium Sports Grant (PPSG) funding for PE and Sport continues to be received. This will continue to be spent on developing sport and well-being across school in the following ways:

Total amount of funding for 2024/25.	TOTAL FUNDING:	£19,320
To be spent and reported on by 31st July 2025.	TOTAL SPEND:	£19,320

Review of last year's spend and key achievements (2023/2024)

Reflections on the impact of current provision and a review of last year's spend.

Activity/Action	Impact	Comments
1. Ensure pupils have access to sporting equipment at all playtimes throughout the day. Ensure staff are confident in supporting active play at break and lunchtimes: Timetabled sport and physical activity for break and lunchtimes by providing CPD for lunchtime supervisors/ teaching assistants from external company 'Pro Sport Coaching' to achieve their 'Playground Activators Award' accredited by Sports Leaders. Through this equipment and task cards will also be purchased.	1. Lunchtime supervisors report they feel more confident in delivering games at lunch times. All staff were awarded their Playground Activators Award. Behaviour incidents and accidents have reduced on the playground as a result of more structured play.	1. Next Steps: LSA's to put training into practice with developing games and leading activities during lunch times. Share this CPD to train pupil play leaders next year in leading games at break and lunchtimes. Ensure sports equipment is maintained and resources added to.
2. Support the Year 6 residential trip and Year 5 day trip to Outdoor Adventure Activities: Subsidise the Year 6 Residential trip to Robinwood ensuring all pupils can attend and experience adventurous activities. Year 5 to attend Bowley Scout Camp to experience extra OAA outside of school grounds and other adventurous activities.	2. 27 pupils attended Robinwood Residential with 3 members of staff. All reported that they enjoyed the giant swing because it was originally scary but with determination and help from peers, children could achieve the goal. Children learnt key skills from this residential, showing resilience and confidence tackling something new / out of	2. Both Year 5 and Year 6 trips went ahead with maximum capacity turn out. All children had the opportunity to attend and was enjoyed by all. Next step: repeat similar OAA experiences next year.

<p>3. Ensure all pupils have the chance to achieve NC requirements in swimming and develop their water competence within the PE Curriculum: Aim for the majority of children achieving 25m and self-rescue skills by end of KS2.</p> <p>4. Raise the profile of Physical Education to support staff and pupil's wellbeing and personal development. ELO opportunities were used to promote PESSPA, while activities like cricket and golf enriched the curriculum. PE timetables ensured two hours of weekly PE, with wellbeing units like yoga added. Fitness units, linked to the PSHE 'Keeping Healthy' curriculum, taught pupils about physical health and active lifestyles. Staff were supported through CPD from the Subject Lead.</p>	<p><i>their comfort zone. Year 5 pupils attended Bowley Scout Camp with 3 members of staff. All reported to enjoyed activities like the leap of faith and grass sledging. Children enjoyed learning the new skills and different experiences gained. Children learnt skills from a safety perspective and new-found confidence when tackling new experiences.</i></p> <p>3. <i>Assessment data shows children are confident swimmers, with many year Y6 children being able to swim 25m unaided. Y6 children have reported that they have enjoyed Pools to Schools, with lots of progress seen in children's skills. Children have reported that they enjoyed the frequency of swimming in a short space of time. Children enjoyed the different activities that the swimming instructors offered to them. Children can remember key skills for front crawl and push and glide.</i></p> <p>4. <i>The PE Passport was introduced to ensure two hours of PE each week, with added wellbeing units like yoga in Year 2 and 'personal challenge' units in Years 1, 2, 3, and 5 to build resilience. Fitness units in Years 3 and 5 were aligned with the PSHE 'Keeping Healthy' curriculum. Staff received CPD support for using the PE Passport in planning and organising events like sports days. MBE Stuart Robinson explored wheelchair Rugby with pupils. £155 was raised for sports equipment.</i></p>	<p>3. <i>Next Step: link Swimming Scheme of work from LCC PE Passport with Sports for Schools. Complete Pools for Schools approach to swimming next year.</i></p> <p>4. <i>Next Steps: Increase the PE Lead time next year in supporting staff CPD.</i></p>
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<p>5. Increased confidence, knowledge and skills of staff, particularly within physical development in EYFS, through additional sports coaches to team teach PE lessons with staff. Class PE and Sport timetables were developed with CPD support from 'Pro Sport Coaching' to enhance the EYFS curriculum and fundamental skills. Staff received ongoing professional development, mentoring, and resources, such as the PE Passport, to improve PE teaching across the school. The new PE Subject Leader was supported through relevant LCC courses and PE Network Meetings. A new PE curriculum was introduced with improved assessment to identify pupils needing support or challenge, alongside staff training on the PE Passport. The PE lead guided curriculum implementation, ensuring access to expert support and afPE membership resources.</p> <p>6. Broader experience of a range of sports and activities offered to all pupils: The school broadened the range of sports and activities for all pupils by encouraging diverse student groups to engage in physical activities both during and after school, ensuring access to various sports. Extra-curricular clubs were monitored and subsidized based on pupil interest, particularly for less engaged students. Efforts focused on increasing participation in competitive sports, providing equal opportunities for boys and girls, and utilizing the School Games Organisers (SGO) network. Actions included entering local competitions, providing transport for off-site events, tracking participation, promoting the House System for competition, and working towards the Bronze Mark in PE. Annual Sports Days were developed to ensure inclusive competition for all.</p>	<p>5. <i>Pro-Sport Coaching improved Early Years fundamental skills, boosting pupil movement abilities. Staff found the PE Passport helpful for tracking progression and reported that the new scheme of work and iPads simplified teaching, though some areas like dance and gymnastics were still challenging for less experienced staff. The PE Subject Lead's LCC courses enhanced their ability to lead PE, ensuring curriculum progression and better teaching outcomes.</i></p> <p>6. <i>Clubs were scheduled to prepare for intra and inter-school competitions, incorporating pupils' interests. Previously, dodgeball and football were offered based on pupil feedback. The school joined Bwd SSP, participating in various competitions such as Boccia, Girls Football, KS1 Multiskills, and Dodgeball, with 10 boys and 8 girls competing in athletics, including a girl reaching the 60m final. The Girls Football team attended a tournament at Ewood Park, and Year 6 participated in a skate park event. House Teams were re-established, gaining prominence with badges, banners, and celebration events, and were featured in Sports Day and other competitive team events.</i></p>	<p>5. <i>Access the LCC PE Network Meetings. Attend PE Passport Conference through LCC in 2025. LCC PE Passport purchased and implemented. Staff reports on the use are positive. Scheme of work easy to follow. Pupil conferencing showed pupils could remember learning in PE, especially in KS2. Next Step: complete rearranged CPD sessions of sticky learning session 2 and new to PE session 2. Next Steps: further support for dance and gymnastics use of the PE Passport. Next Steps: Continue to implement suggestions from afPE website.</i></p> <p>6. <i>Next steps include conducting another pupil voice audit to identify club interests and continuing to support the competition calendar. The curriculum will be reviewed with a focus on equality, and the use of House Teams will be embedded in sporting events and competitions.</i></p>
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Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
LSAs will disseminate CPD to train play leaders and provide resources for lunchtime and playtime activities. Additionally, sports equipment will be maintained and new resources added.	<p>Year 2 pupils as play leaders for KS1 and Year 6 play leaders for KS2.</p> <p>Lunchtime supervisors to support and disseminate CPD to train the play leaders.</p>	<p><i>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>This will impact several areas:</p> <ol style="list-style-type: none"> Play and Lunchtime Activities: Improved training and resources for play leaders will enhance the quality and organization of lunchtime and playtime activities, making them more engaging and effective for all pupils. Sports Sessions: Better-trained play leaders will support more structured and inclusive sports sessions, benefiting all pupils by providing consistent access to sport and activities to meet their daily activity goal. Equipment and Resources: Maintaining and updating sports equipment will ensure that all activities are conducted safely and efficiently, and that pupils have access to the necessary tools for a variety of sports and physical activities. <p>Overall, these actions will contribute to a more organised, inclusive, and effective physical education and play environment.</p>	£1000 for child-led play leader resources, including training sessions, for each key stage.
In line with the school's improvement priority, review the PE curriculum with a focus on equity, diversity, and justice. Ensure that all extracurricular clubs are inclusive and accessible to all pupils.	<p>All teaching staff</p> <p>Office staff to use Arbour to record attendance at clubs</p>	<p><i>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>The impact will be:</p> <ol style="list-style-type: none"> Enhanced Inclusivity: A curriculum review focused on equity, diversity, and justice will make PE lessons and extracurricular clubs more inclusive, ensuring all pupils have equal opportunities to participate and succeed. Diverse Participation: Inclusive extracurricular clubs will encourage a wider range of pupils to engage in sports and physical activities, 	£500 CPD on EDJ

			<p><i>promoting diversity and reducing barriers to participation.</i></p> <ol style="list-style-type: none"> 3. Equitable Experience: <i>Emphasising equity and justice in the curriculum and activities will provide a more equitable experience for all students, supporting their individual needs and fostering a sense of belonging.</i> 4. School Culture: <i>These changes will contribute to a positive school culture that values and supports diversity, creating an environment where every pupil can thrive.</i> <p><i>Overall, this will lead to a more inclusive and equitable PE programme, benefiting both students and the broader school community.</i></p>	
<p>Utilise the School Games Organisers (SGO) network and ELOs to expand competitive sports opportunities in school, ensuring equal access and participation for all pupils.</p>	<p>PE lead</p> <p>SLT</p>	<p><i>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p> <p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p><i>This will impact several areas:</i></p> <ol style="list-style-type: none"> 1. Competitive Sports Opportunities: <i>Expanding the range of competitive sports will provide more options for pupils, increasing engagement and participation in various activities.</i> 2. Equity and Inclusion: <i>Ensuring equal access to competitive sports will promote fairness and inclusivity, allowing all pupils, regardless of background or ability, to take part and excel.</i> 3. Skill Development: <i>A broader range of sports will help pupils develop diverse skills and interests, contributing to their overall physical and personal development.</i> 4. School Spirit: <i>Enhanced competitive sports offerings can boost school spirit and community, fostering teamwork and school pride through participation and events.</i> <p><i>Overall, these efforts will lead to a more inclusive and dynamic sports programme, benefiting the entire school community.</i></p>	<p><i>£500 transport to and from sporting events</i></p> <p><i>£1000 ELO Events</i></p>

<p>Support the Year 6 residential trip to Robinwood by subsidising costs to ensure all pupils can participate in adventurous activities and/or Year 6 to attend an Outdoor Adventurous Activities Day Trip. For Year 5, organise a day trip to Bowley Scout Camp to provide additional outdoor adventure experiences beyond school grounds.</p>	<p>Year 5 and Year 6 pupils.</p> <p>Staff in attendance on the trips and residential.</p>	<p><i>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>This will impact several areas:</p> <ol style="list-style-type: none"> Pupil Experience: Subsidising the Year 6 residential trip and organising the Year 5 day trip will ensure that all pupils have the opportunity to participate in adventurous outdoor activities, enriching their school experience and promoting personal growth. Inclusivity: By subsidising the trip costs, financial barriers are reduced, making these experiences accessible to all pupils, regardless of their financial background. Outdoor Learning: The trips will enhance pupils' engagement with outdoor and adventurous activities, fostering skills such as teamwork, resilience, and problem-solving in real-world settings. Curriculum Enrichment: The residential and day trips will complement the curriculum by providing practical, hands-on experiences that support learning beyond the classroom. <p>Overall, these actions will contribute to a more inclusive and diverse educational experience, promoting personal development and broader learning opportunities.</p>	<p>£2500 for Bowley Scout Camp Year 5 Trip</p> <p>£3000 for Robinwood Residential</p> <p>£1000 for Year 6 Outdoor Adventure Activity Day</p>
<p>Ensure the PE Lead's has time to support staff CPD by ensuring ongoing professional development, mentoring, training, and resources. This will enhance staff's ability to teach PE and sport more effectively, and help embed physical activity across the school, such as</p>	<p>PE lead</p> <p>All teaching staff</p>	<p><i>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key Indicator 2: The profile of</i></p>	<p>This will impact several areas:</p> <ol style="list-style-type: none"> Staff Development: Increased support and professional development will enhance staff skills and confidence in teaching PE and sport, leading to improved instruction and student engagement, particularly in Dance and Gymnastics. Teaching Quality: Enhanced training and resources will help staff deliver PE lessons more 	<p>£500 for cover costs to release PE Lead for CPD support</p> <p>£94 LCC PE Network Meetings per term</p> <p>£799 PE passport</p> <p>£150 PE passport conference</p> <p>£100 AfPE Annual Membership</p> <p>£850 Bwd SSP</p>

through the PE Passport. Focus on Dance and Gymnastics CPD as highlighted by staff audit last year.		<p><i>PESSPA being raised across the school for whole school improvement.</i></p> <p><i>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>effectively, ensuring a higher quality of education in physical activities.</p> <ol style="list-style-type: none"> Physical Activity Integration: With better-supported staff, physical activity can be more effectively integrated across the school, including through initiatives like the PE Passport. Student Outcomes: Improved teaching and a greater emphasis on physical activity will positively affect student participation, skills development, and overall physical fitness, and more extra-curricular opportunities. <p>Overall, these actions will contribute to a more effective PE programme, benefiting both staff and pupils.</p>	£500 External Dance and Gymnastics CPD
To ensure all pupils meet NC requirements in swimming (25m by the end of KS2) and develop water competence, the school will enhance its swimming curriculum in preparation for 'Pools for Schools' lessons in July 2025. The Swimming Scheme of Work will be linked with the Pools for Schools programme.	<p>Year 4 pupils and staff will continue to receive curriculum-required swimming lessons, with costs not covered by the Sports Premium.</p> <p>Additional swimming for Year 5 and 6 pupils who did not gain their end of key stage 2 National Curriculum requirements of 25m and water safety.</p>	<p><i>Key indicator 1 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p>This will impact several areas:</p> <ol style="list-style-type: none"> Pupil Achievement: It will help ensure that all pupils meet the National Curriculum requirement of swimming 25m by the end of KS2, enhancing their water competence and safety skills. Curriculum Delivery: Enhancing the swimming curriculum and integrating it with the Pools for Schools programme will provide a structured and cohesive approach to swimming education. Water Safety: Developing pupils' water competence will improve their overall safety around water, which is a crucial life skill. Preparation and Planning: The preparation for 'Pools for Schools' lessons will ensure that the school is well-equipped and organised to deliver effective swimming instruction starting in July 2025. <p>Overall, these actions will contribute to meeting curriculum requirements, improving water safety, and delivering a high-quality swimming education.</p>	Pools for Schools £6500

To be completed at the end of the academic year and will showcase the key achievements made using the Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>LSAs will disseminate CPD to train play leaders and provide resources for lunchtime and playtime activities. Additionally, sports equipment will be maintained and new resources added.</p>	<p>LSA's alongside the PE Lead have supported the development of pupil play leaders—Year 2 for KS1 and Year 6 for KS2—successfully enhancing the quality of lunchtime and playtime activities, resulting in more structured, inclusive, and engaging sessions. A total of £1,000 per key stage was invested in child-led play leader resources and training, which ensured that pupils had access to high-quality equipment and well-organised activities. Sports equipment was maintained and updated, allowing for a broader range of physical activities to be offered safely and effectively. This initiative positively impacted Key Indicator 1 by increasing pupil engagement in daily physical activity, supported the raising of PESSPA's profile across the school (Key Indicator 2), expanded the variety of sports and activities available (Key Indicator 4), and contributed to increased participation in competitive sport (Key Indicator 5). Overall, these developments created a more active, inclusive, and physically engaging school environment. LSA staff state they are more confident in some games and feel like more structure helps. Staff state they struggle with children joining and leaving games. They use games such as chaos and chicken and hero.</p>	<p><i>Structure the play leaders next year with LSA support and a timetable of games to encourage participation.</i></p>
<p>In line with the school's improvement priority, review the PE curriculum with a focus on equity, diversity, and justice. Ensure that all extracurricular clubs are inclusive and accessible to all pupils.</p>	<p>In line with the school's improvement priority, the PE curriculum was successfully reviewed with a focus on equity, diversity, and justice (EDJ), resulting in a more inclusive and representative programme. All teaching staff engaged in CPD, supported by a £500 investment, which deepened their understanding of EDJ principles and how to embed them within PE lessons and extracurricular activities. Office staff effectively used Arbor to record club attendance, allowing for better tracking of pupil participation across different groups. As a result, extracurricular clubs became more accessible and inclusive, encouraging diverse participation and reducing barriers for underrepresented pupils. The emphasis on equity and justice ensured all students had fair opportunities to engage, achieve, and feel a sense of belonging. This initiative raised the profile of PESSPA across the school (Key Indicator 2) and broadened the range of sports and activities offered (Key Indicator 4), contributing to a more inclusive school culture and supporting whole school improvement. Clubs have been arranged so that everyone participates, including those on the SEND register. Competitions have also been organised so children have the same opportunities.</p> <p>Through effective use of the School Games Organisers (SGO) network and External</p>	<p><i>Use Arbor system to analyse and monitor club attendance. Target misrepresented groups in following</i></p>

Swimming Data

Meeting national curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Statistics</u>	<u>Further Context</u>
		<u>Relative to local challenges</u>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? (<i>able to swim unaided</i>)	45%	<i>Some children were absent during the final assessments for the 25m achievement.</i>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	22%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%	<i>95% of pupils secured water confidence by the end of year 6.</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	<i>There is a high percentage of children in school who have never swam before curriculum lessons in Year 4. Many children do not swim/ receive swimming lessons outside of school. Therefore, Sports Premium money is spent to ensure that all children have the opportunity to access 'catch up' lessons during Year 5 and Year 6 to meet the NC requirements.</i>
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	<i>School staff do not deliver the swimming curriculum. However, the planning is shared between staff and staff have the option to complete 'School Swimming and Water Safety Overview' course through Swim England.</i>

Signed off by:

Head Teacher:	Mr D. Stitcher
Subject Leader or the individual responsible for the Primary PE and sport premium:	Elliott Brindle
Governor:	
Date:	September 2024 Reviewed July 2025