



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department for Education

Created by





Details with regard to funding

Please complete the table below.

| | |
|---|------------|
| Total amount carried over from 2023/24 | £0 |
| Total amount allocated for 2024/25 | £21180 |
| How much (if any) do you intend to carry over from this total fund into 2025/26? | £0 |
| Total amount allocated for 2024/25 | £21180 |
| Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025. | £ 20978.95 |

Swimming Data

Please report on your Swimming Data below.

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above</p> | 82% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p> | 82% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 82% |
| <p>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?</p> | Yes/ No |

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: £21180 | | Date Updated: 8/7/25 | |
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| 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 | | | | | Percentage of total allocation: 400 (EY outdoor) 9500 (premier education) 1848.45 (resources) 1000 (extra curricular staffing) 727 (scheme to improve gross motor skills) 64% |
| Intent | | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and 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?: |
| All pupils taking part in at least 30minutes of physical activity a day. To increase participation in competitive sporting activities (contributing to their 30 minutes a day) Coordinate an extensive programme of extra- curricular clubs, which includes activities at lunchtime and after school. | | Playtime and lunchtime games facilitated and equipped correctly Employment of P.E. specific staff to facilitate extra-curricular clubs to increase opportunities Training in EY outdoor activities | | | Increased numbers of children participating in break and lunch time sporting activities led by the sports staff. Running a higher quantity and quality of after school clubs enabling more children to have access to a variety of extra-curricular activities. We have employed both Future Schools |
| | | | | | Sustainability and suggested next steps: Continue to reflect on the success of clubs and listen to pupil voice as to which clubs they would like school to provide Continue to discuss lunch and breaktime provision with staff to monitor that they are safe and inclusive |

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| | | | Fitness, Didi Sports and Premier Education to lead these activities. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0% |
| 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: |
| <p>Children are regularly involved in active learning opportunities which impacts positively on their physical and emotional well being</p> <p>Children are taught about the importance of being active in order to improve their physical and mental health in lessons and assemblies</p> <p>Staff are able to deliver lessons that incorporate regular activity across the curriculum and understand the importance of being able to do this</p> | <p>Continue to use brain breaks, just dance, dough disco etc. as a daily addition to the timetable.</p> <p>Continue to promote the daily mile.</p> <p>Education through assemblies and curriculum time.</p> <p>Staff Inset to share ideas re how to make lessons active/ refresher of how to use certain equipment staff were not confident using</p> | £0 (costs covered through buy in of coaching staff and HBSSPAN membership) | <p>Quality of exercise has improved but needs to be consistently strong across the school</p> <p>Children recognise the character traits that they need to be successful in competitive sport as well as to be motivated to take part in regular activity</p> | Creating longevity so that the process continues-ensure all staff carry on the process |

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| Staff understand the importance of teaching children how they can improve, using a range of learning styles to deliver the curriculum. | ascertained through staff questionnaires. | | | |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: £1695 (REAL PE) £20 (British schools gymnastics membership) £40 (AfPE) 8% |
| 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: |
| To support teachers in planning and delivering high quality PE lessons. Complete a staff meeting to discuss any areas staff would like extra support with. Staff highlighted dance and gymnastics, again, as an area for development. Decision made by SLT to implement REAL PE across the school (preschool-year 6) to promote continuity and support | Employment of P.E. specific staff to support during P.E. lessons and enhance children's experience. Resources bought to meet the needs of staff identified in staff meetings. | £1695 for REAL PE membership (additional costs covered through buy in of coaching staff and HBSSPAN membership) | Supporting staff when teaching PE lessons to further up-skill staff as well as modelling good practice for children. Allows staff to focus on smaller groups of children to improve technique when another adult is there to support and guide the rest of the class. | Future Schools Fitness, Didi sports and Premier Education. Premier Education used at lunchtimes to support positive play Communication with staff ongoing regarding areas for support. (gymnastics identified as an ongoing target) |

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| staff) | | | | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| | £4023.50 (AstroTurf fence) 19% |

| Intent | Implementation | | Impact | |
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| 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: |
| <p>Additional achievements:</p> <p>To improve facilities and equipment provided in school.</p> <p>To use sports staff to facilitate different play opportunities.</p> | <p>Learning Resources</p> <ul style="list-style-type: none"> Playground equipment New AstroTurf fence | | <ul style="list-style-type: none"> Updating equipment for whole school use; more equipment available to be used daily increasing participation in physical activity during playtimes through Premier Education but also through new lunchtime structure. Children's opinions and requests were taken into consideration and resources bought to follow their | <p>Explore club links via Martin Lynch to develop new sporting opportunities</p> <p>Ongoing communication with staff about needs across the school via staff questionnaires and staff meetings.</p> |

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| | | | <p>interests, further increasing participation in physical activity during playtimes (hoops, beanbags, playground traditional games as well as sports equipment.)</p> <ul style="list-style-type: none"> • Sports staff used during playtimes to promote use of equipment and maintain a high level of physical activity for all children. | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: £1725 HBSSPAN membership 4% |
| 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: |

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| <p>To increase participation at Inter-school competitions (funding through school budget for HBSSPAN membership).</p> | <p>Membership of HBSSPAN. School competitions coordinated through their competition manager (Martin Lynch)</p> | | <p>Opportunity for Subject Leader to liaise with other professionals at meetings each term regarding learning opportunities and sharing good practise.</p> <p>Able to utilise the expertise of School Sport and Activity Manager based at Bosworth Academy regarding queries and CPD opportunities.</p> <p>Allowed the children to participate in a range of interschool competitions. Competitions and leagues attended- cross country, gymnastics, area sports, hockey, dodgeball, SEN tournament, multisports.</p> | <p>Continued membership of the HBSSPAN network.</p> |
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| Signed off by | |
| Head Teacher: | <i>A. Mather</i> |
| Date: | 29/7/25 |
| Subject Leader: | Laura Foster and Alan Fellows |
| Date: | 29/7/25 |
| Governor: | Shaun Collins |
| Date: | 29/7/25 |