

**Primary PE
and Sport
Premium
2024/25
Review**

Key Indicators

- **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
- **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement
- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport
- **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Meeting national curriculum requirements for swimming and water safety

Currently our Y4 pupils do not swim in school time due to access to a pool. However, when they transfer to the Middle School they have access to swimming lessons using their own pool for years 5 and 6 to reach expected level for the end of key stage 2.

Created by:

<p>Academic Year: 2024/25</p>	<p>Total fund allocated: £17,090</p>	
<ul style="list-style-type: none"> <p>Key indicator 1: The engagement of <u>all pupils</u> in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</p> 		
<p>School focus with clarity On intended impact on pupils:</p>	<p>Actions to achieve and evidence to collect</p>	<p>Review July 2025</p>
<p>We aim to maintain children’s physical activity to meet the 30 mins a day recommended through the ‘Daily Mile’ which means all children run for 10 mins a day which will impact on their aerobic stamina.</p> <p>Promote lunchtime activity which will impact on their aerobic stamina and develop enjoyment and through sport with their peers</p> <p>Movement breaks during lessons which will impact on pupils’ ability to focus and keep bodies active.</p>	<p>Record each classes’ total miles and celebrate in assembly, ensure every class engages in this activity. This will provide data on engagement in the daily mile across the school</p> <p>Lunch staff to facilitate play, sports equipment for playtimes purchased, Observation by LTS of the children using the equipment. Noting of sedentary pupils.</p> <p>Movement breaks, cosmic yoga, Joe wicks, and other video support used in lessons Class teachers to note which pupils struggle to engage</p>	<p>By incorporating the Daily Mile for all pupils and implementing movement breaks within lessons, we ensure that every child enjoys at least 30 minutes of physical activity each day. Our large, open play spaces and staff-facilitated play further enhance opportunities for active engagement. Additionally, the provision of sports equipment during playtimes encourages active play. Together, these initiatives guarantee that all pupils meet the recommended physical activity levels, promoting their overall well-being.</p> <p>Our specialist sports teachers actively work across the school, ensuring high-quality PE provision for all students. We engage with various sporting events across the Wessex MAT region, and frequently invite sporting personalities to our assemblies and PSHE lessons to inspire pupils by showcasing essential skills such as resilience, teamwork, and good sportsmanship. Monthly sports days foster a sense of community and competition, while our lunchtime sports clubs, run by expert providers, enhance participation. Additionally, students have the opportunity to take part in matches and tournaments with other schools, cultivating a passion for sport and healthy competition.</p> <p>Celebration of pupils sporting achievements outside of the school. Pupil sports leaders from the middle school to provide role models Range of sports clubs provided for pupils</p>

<p>PE and physical activities to be for the healthy school recommendation of 2 hours a week for every pupil.</p>	<p>Weekly class timetables, daily mile, employ PE staff</p>	<p>Staff rotate to observe good PE practice. Ta has taken on a sports club afterschool.</p> <p>Purchase of Complete PE scheme to ensure sequential, progressive learning and increase staff confidence in teaching units Forest school, badminton, dance, cricket, football, climbing, orienteering, walking, netball, hockey, volleyball, dodgeball, cycling, rugby, skipping, athletics, archery, caving, zip lining, yoga, gymnastics, low ropes, fencing, basketball tree planting</p>
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- **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity On intended impact on pupils:	Actions to achieve and evidence to collect	Review July 2025
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<p>Employment of specialist PE staff raise the profile of the subject as something we invest in.</p> <p>Investing in quality sporting equipment so pupils can use it, learn to be respectful of it and have access to correct specialist equipment.</p> <p>A range of sporting figures are used to inspire pupils for their resilience, training, good habits. Used in lessons and assemblies. Children have knowledge of a range of diverse, positive sporting role models.</p> <p>Children are aware of the physical and sporting opportunities available to them both within school and the local community.</p> <p>Increased numbers of children take part in sporting opportunities</p> <p>Sports day is an event that we all engage in as a school with a mix of team and competitive activities</p> <p>Chances to compete with other schools in the area – children will</p>	<p>Use PE funding to employ; 3 different specialist sport teachers. Class teachers working alongside to improve their PE practice as part of their CPD.</p> <p>Items purchased – netballs, footballs, netball posts, football goals etc. Replacing equipment, invoice receipts</p> <p>Use international sporting events to raise the profile of sport.</p> <p>Promotion of our clubs and information shared about other activities in the area</p> <p>Clubs offered and data collected about who attends to look at engagement of all groups.</p> <p>It is timetabled, parents invited and children value it and see it as a positive experience. Evidence from pupil survey Events booked in and transport funded. Evidence which groups</p>	<p>Specialist teachers have provided a range of high-quality PE and physical activities to all pupils including, dance, forest school and after school sports clubs. Impact is more pupils make good progress in PE as evidenced by PE assessments.</p> <p>Pupils have a positive view of sport and physical activities. Clubs are full and oversubscribed.</p> <p>School has quality PE resources but more need replacing next year</p> <p>Some highlighting but can be increased next year</p> <p>Letters sent out for our own and community clubs. Many children participate. Action for next year: pupil survey</p> <p>A variety of clubs offered, heavily subsidised. PP pupils able to go for free if required. Data collected around pp attendance at sports clubs.</p> <p>Went to rugby and football tournament with other schools. Football matches hosted at our school.</p>
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<p>proud of their team and school and learn sportsmanship see that sport is valued in our school.</p>	<p>had the experiences and which groups of pupils engaged from team lists.</p>		
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- **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

<p>School focus with clarity on intended Impact on pupils:</p>	<p>Actions to achieve and evidence to collect</p>	<p>Funding allocated:</p>	<p>Review</p>
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<p>Ensuring that the staff are able to observe good quality PE and Dance lessons to support CPD</p> <p>Good quality PE planning is available to all staff to increase confidence and competence in teaching PE</p>	<p>Funding for the specialist PE teacher to provide 1 day of PE teaching for KS1 and 2 with targeted staff. The lesson plans are made available to all staff. Team teaching.</p> <p>Funding of a dance teacher in the Spring term to deliver dance across Ks1 and 2.</p> <p>Embedding and continued funding of PE scheme of work and access to website. Evidence staff survey on confidence levels in PE</p>	<p>See above</p>	<p>Staff present on rotation to co teach with specialist staff. Action point: staff survey on confidence in PE</p> <p>Staff and specialist teachers use complete PE scheme</p>
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>			
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve and evidence to collect</p>	<p>Funding allocated:</p>	<p>Review</p>

<p>Premier sports club delivers a range of sports throughout the year so pupils have an opportunity to experience a range of sporting activities.</p> <p>Dance teacher to incorporate a range of dance – expressive dance, street dance, ballroom so pupils experience dance in all its forms</p> <p>Introduced Forest school across all years so pupils can experience outdoor physical activity in a natural setting</p> <p>Use of Hooke court residential outdoor centre for Y4</p> <p>Reception trip to Leeson House</p> <p>Use of farm walks for all year groups so pupils can see physical activity can be nature based.</p> <p>Book tree planting so pupils have opportunities for natural physical exertion</p>	<p>Funding premier sports and liaising with them to provide a range of sports and new and varied ones. Evidenced in sports offered list.</p> <p>Liaise with Dance teacher to ensure variation in styles. Evidence through her planning</p> <p>Fund forest school leader and set up on school site to work in. evidence of timetable time allocated and club attended. Evidenced with booking</p> <p>Booked and mostly funded. Evidenced with booking</p> <p>booked and mostly funded. Evidenced with booking</p>		<p>Different sport and physical activities experienced this year. Forest school, badminton, dance, cricket, football, climbing, orienteering, walking, netball, hockey, volleyball, dodgeball, cycling, rugby, skipping, athletics, archery, caving, zip lining, yoga, gymnastics, low ropes, fencing, basketball tree planting. Tennis. Pupils know there are a wide variety of physical experiences they can engage in and have experienced some.</p> <p>Pupils had opportunities to perform in front of others</p> <p>Well-attended pupils pushed themselves to try new physical activities</p> <p>PE lead went on CPD of golf training</p>
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Increased participation in competitive sport			
School focus with clarity on intended impact on pupils:	Actions to achieve and evidence to collect	Funding allocated:	Review
<p>Maintain the recent addition to sports day of the more formal events to the KS2 afternoon were individual 1st, 2nd and 3rd places are awarded and winners scores or distances are recorded for the school records.</p> <p>Pupils participate in inter-sport competitions within the Wessex area</p> <p>House teams in school for friendly competition in all areas of school life</p>	<p>Run and champion sports day as a positive school and home event. Pupils all take part and win places and points which are celebrated in school.</p> <p>Pupils to begin to return to inter-school events following covid reduction. New invigorated collaboration between first schools evidenced by events we have done</p>		<p>Positive day</p> <p>Started collaborations with other schools' rugby and football tournaments started again.</p> <p>Multi-sports festival attended at St Mary's Middle School.</p> <p>Next steps – Purchase netball and football kits Football and netball afterschool clubs by PE lead Host tournaments and matches at school</p>

PE funding 24/25	£17090
Regular Specialist Teachers/experiences	£14,047 spent/ committed
PE equipment	£2478 spent/ committed
PP pupils funding top up for residentials	£500
Total	£17025
PE coordinator	Jodie Cutler
Head of school	Anna Seal
17/6/25	