



Sports Premium Funding Allocation and Impact

2024-25

Review of last year's spend and key achievements (2023-24)

Activity/Actions	Impact	Comments
• Develop whole staff confidence and knowledge/skill in the delivery of high quality PE. • Strengthen partnerships with local providers/competitive sporting opportunities. • Increase our PE offer to 2 hours weekly. • Introduce 'bikeability' as a gross motor intervention for EYFS. • Introduce orienteering in the KS1 curriculum offer. • Children to become more physically active during play and lunch times • To support and incorporate those children who are least active and/or don't have opportunities to attend physically active clubs • To develop PESSPA through engaging and appropriate PE lessons • To develop staff confidence and understanding in the assessment of PE • To ensure staff and children have the opportunity to take part, develop competence and excel in PE • To introduce children to another sports and encourage active lifestyles • To update the PE page of the school website to show development in PE offer in school.	• A revised scheme of learning has been embedded and all staff able to deliver this to an exceptional standard through regular high quality staff CPD, led by our sport's coach. • Orienteering has been introduced to the KS1 curriculum. • Bikeability has been implemented in EYFS as a gross motor intervention. • A new tracking system in place, enabling all children to have their needs met and identifying all groups of learners, enabling targeted use of adults in lessons. • Children have been engaged in tournaments etc at lunchtimes with the Euros, alongside daily organised sport on the MUGGA at play/lunchtimes, ensuring children are physically active. • Children have been part of the SWAT cluster and Building Bridges, accessing sporting activities with other children. • New equipment has been purchased ensuring high quality resources are available during play times. • All staff supporting at after-school sports club, further developing their skills, knowledge of the curriculum and expertise. • Clubs have been planned to target groups of children - SEND/A&T. • After school clubs monitor SEND/PP access, to ensure equal opportunities for all. • 'Feel Good Friday' embedded and delivered weekly across schools, promoting positive mental health and well-being. This is further enhanced by mental health ambassadors, training by the sport's partnership. • Links with local providers have been developed and shared with parents to encourage further sport engagement outside of school hours.	• Compleitive Sport Needs further development - we have joined Pendle Sport's Partnership for 24-25. • Links make with Sport's Leaders from local primary schools to develop inter-competitive games. • Sport's Ambassadors planned to be introduced 24-25 with termly actions to lead further improvement. • 2 hour PE offer planned and mapped out for 24-25, with staff leading one session alongside our sports coach. • Whole school summer 2 project focused on the Olympic Games, inspiring children to develop a further interest in sport and aspiring sport's people.

Key priorities and planning 24-25

Position Statement (Where are we now?)	- All children are engaging in high quality, rigorous, well-paced PE lessons delivered by a specialist teacher. 77% of children were achieving at or above in PE at the end of July 2024. 41% of children from Key Stage 1 currently attend additional sports clubs in school.			
Localised Data	- Nelson is classed as one of the most deprived areas of Pendle and is an area of significantly high unemployment - Pendle is the 'worse' area in Pendle for poor health (NCMP Ward level date - LCC). - In Pendle, 36% of children are living in poverty. 38% of children are classed as over weight (Pendle Well-Being info graph 23-24). 42% of 6 year olds also have poor dental hygiene, with visible signs of tooth decay. - Majority of children living in back-to-back terraced houses with little access to physical activity/gardens/open spaces.			
CPD & Research (What do you need to know (knowledge) and understand in order to secure the best plan? On-going Impact towards the 'end points?')	- OFSTED PE Research Review (published 18th March 2022) - OFSTED PE Webinar - Subject Curriculum Insights for Primary and Secondary Teachers and Leaders (published 7th February 2023) - Inclusive PE for SEND Children: A Practical Guide for Teachers written by Faith M Newton (Occupational Therapist) - Ready, Set, Move: Middle Leaders Programme - A whole school approach to embedding a positive physical activity culture			
Intent	Implementation	Impact	Expected sustainability	Cost linked to the action
2 hour weekly PE offer introduced: Lesson 1: High skilled sports coach delivering the P.E curriculum consistently across the school (5 days weekly) Lesson 2: delivered by the class teacher, supported by the skilled sport's coach, ensuring high quality subject knowledge by all.	All staff - up-skilling their skills and expertise of the whole staff team, ensure high quality P.E at all times.	Key indicator 1: The engagement of <u>all</u> 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 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	All staff skilled to teach a high quality, consistent curriculum. Staff knowledgeable about skill progression and lesson sequencing.	£15,000 (further contributions from school budget)
To provide pupils with wider sporting opportunities to encourage enjoyment and value of all sports, whilst developing cultural capital.	Specific equipment on the yards at playtimes to provide opportunities for engagement and to further develop fundamental movement skills.	Key indicator 1: The engagement of <u>all</u> 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		

	Organise intra-school and interschool sporting events to provide pupils with opportunities to compete.	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils		
Play-time leaders to led sports at play/lunchtimes, raising the profile of physical activity	Planned daily sporting opportunities Plan and organise introduction of scooter play into KS1, as a progression from balance bikes in EYFS.	Key indicator 1: The engagement of <u>all</u> 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 4: Broader experience of a range of sports and activities offered to all pupils	A group of children timetabled to deliver sport's on different days. Job description in place to ensure clear, defined role.	£200 Equipment
To develop more targeted provision for SEND learners	Invite SEND learners to an additional sports club each half term aimed at further developing their fundamental movement skills / closing gaps in learning. Intervention work aimed at further developing SEND learner's fundamental movement skills / closing gaps in learning (sensory circuits, morning physical engagement)	Key indicator 1: The engagement of <u>all</u> 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 PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Staff rota of clubs, with a focus on SEND children	£2000 staff cover
To promote leading a healthy, active lifestyle in order to develop positive sustained attitudes.	Create an active learning culture across school through the implementation of the 'Ready Set Move Programme'. 'Community and Club Links' board promoting opportunities to participate in physical activity within the local area.	Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Key indicator 5: Increased participation in competitive sport	links established with local schools	£1000 travel costs

Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Actions	Impact	Comments

Swimming Data (not expected in KS1)

Questions	Stats	Further Context/Challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	n/a	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?		
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?		
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?		
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?		

Signed off by:

Head Teacher:	Erica Mason
Subject Leader or the individual responsible for the Primary PE and sport premium:	Erica Mason (Headteacher) Mollie Farrell (PE Leader)
Governor:	Steven Wilkinson (C of G)
Date:	12.9.24 Impact reviewed: