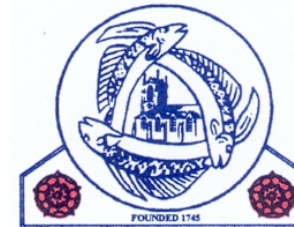




Poulton-le-Sands C of E Primary School

Primary PE and Sport Premium Spending Review



Details with regard to funding

Total amount allocated for 2024/25	£ 17,370
Total amount carried forward from 2023/2024	£0
Total amount of funding to spend	£ 17,370
Percentage of funding spent on 31 st July 2024/2025	100% (£18,734.33) - The over expenditure has been funded from the school budget.

Swimming Data -

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	76%
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	76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76%
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 (7 children from Year 6 have had additional lessons - 24%) This has cost a total of £233.33

Action Plan and Budget Tracking

Academic Year: 2024/25		Total fund allocated: £17690	Date Updated: 20/06/2025	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day, with recommendations for disabled children and young people being 20 minutes of physical activity every day.				
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 embed a culture of daily physical activity in the school environment in line with the recommendations of at least 60 minutes every day. Children to have the	Pupils have the recommended time of 2 hours per week of PE across all Key Stages as part of a balanced curriculum. Timetabled daily opportunities for active break times.	N/A	Increased number of pupils meeting the recommended physical activity levels. Children are now active for longer using a wider range of different activities.	Develop a tracking system so that children's participation can be logged. Collect data for a number of children who are active for the recommended time.
To improve physical and mental health	Provide a range of structured and inclusive activities during active break, supported and encouraged by the pastoral worker to promote engagement, positive behaviour, and physical well-being for all pupils. Pupil training (Year 6 - play monitors) to deliver engaging, inclusive and effective activities. Young leadership and peer to peer led activities.	Included within coaching package (£180 dedicated to this)	Children are reporting that they feel happier having a wider range of activities to engage in. Enhanced sense of responsibility and leadership among Year 6 play leaders, who positively influence younger pupils through role modelling. Staff feel more confident and better	Year 6 will train the Year 5 play leaders, ensuring a smooth transition of leadership roles and continuity in the delivery of active, inclusive play during active break times.

	Staff training to deliver engaging, inclusive and effective activities.		equipped to deliver activities focused on physical and mental health.	
To ensure that all pupils have equal access to appropriate levels of physical activity in line with the national health recommendations	Provide targeted activities to involve and encourage less active children through playtime monitors (Year 6 and Pastoral worker)	Included within coaching package (£180 dedicated to this - as above)	A more inclusive and supportive playground culture where all children - regardless of age or ability - are encouraged and able to participate in physical activity. 79% of EYFS are meeting their physical development goals. Enhanced sense of responsibility and leadership among Year 6 play leaders, who positively influence younger pupils through role modelling. Staff feel more confident and better equipped to deliver inclusive and engaging activities.	Year 6 will train the Year 5 play leaders, ensuring a smooth transition of leadership roles and continuity in the delivery of active, inclusive play during active break times. Audit current provision to identify which pupils may not be meeting recommended activity levels.

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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Ensure that a robust and rigorous assessment system is embedded within the school so that children's progress can be monitored.	Use the tracking tool on the PE App. Subject lead to work with teachers on accuracy of judgements, quality assuring the assessments made. Subject leader to evaluate/adapt units based on school's change in class structure. Subject lead to adapt future units based on skills children need to develop.	£0	Assessments have been moderated and deemed to be accurate. Units are being frequently adapted based on the needs of each cohort. OFSTED conducted a deep dive of PE in December 2021 and praised the use of this system.	All staff to consistently use the tracking system and this to be monitored by the PE subject leader. The PE Subject Leader will analyse participation and attainment data to identify trends, highlight gaps, and inform targeted next steps to ensure inclusive and impactful provision across the school.
Update all staff members about the key areas of the learning scheme and train new staff members in the scheme of learning ensuring that teachers have relevant skills and knowledge to confidently teach PE in a structured way.	Purchase the Lancashire PE Passport App for 3 years. Training delivered to new members of staff on the effective use of the planning system and how to adapt lessons to meet the needs of all children. Top-up training to teaching staff on key areas.	Lancashire PE App - £1797 - 3 year subscription)	Provide equal access to PE Monitoring demonstrates that the quality of teaching and learning has improved and is consistent over a range of units. Assessment shows that children make good progress towards expectations. Children are enthusiastic about their lessons - this is evident through pupil interviews: knowing more and remembering more.	Ongoing focus on the quality of teaching and learning will be targeted through the usual cycle of subject leadership in the new academic year.

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?:	Sustainability and suggested next steps:
Teachers to have relevant skills and knowledge to confidently teach PE in a structured way.	Coaches are employed in a mentoring/support capacity to help develop the skills and confidence of the teaching staff in delivering high-quality PE and School Sport. Subject leader to also work alongside staff to monitor and evaluate delivery, provide targeted support and ensure that quality first teaching is consistently achieved across school.	£16,164 (financial year)	Staff are reporting that they are feeling more confident and competent in delivering high-quality PE lessons, resulting in more consistent and effective teaching across school. Through monitoring, PE lessons are now more engaging, inclusive and aligned with curriculum expectations, with an improvement in pupil skills progression and enjoyment. Staff are supported through on-going mentoring and collaborative reflection.	Staff who previously received mentoring and support are now confident to work independently. As a result, the mentoring provision will be redirected to other staff members to further develop their confidence and ensure consistent, high-quality PE teaching across the school."
Increase the knowledge, confidence and skills in staff to deliver extracurricular activities with a focus on increasing participation of pupils, supporting disadvantaged pupils and addressing inequality in sport and physical activity.	Develop and share a yearly extracurricular organiser outlining a range of sport activities, ensuring staff are aware of opportunities and expectations. Provide training and support for staff to lead and assist in extracurricular clubs. Dedicate staff meeting time throughout the year to plan, review and reflect on extracurricular provision, sharing best practice and celebrating success.	Included within coaching package (£360 dedicated to this)	Wider range of extracurricular sports activities offered throughout the year, increased staff participation in leading and supporting clubs. Staff report they are feeling more confident and competent in delivering extracurricular activities.	By joining the School Games Mark and our local School Sport Network for the upcoming academic year, staff will have a clear overview of scheduled competitions throughout the year. This will enable extracurricular clubs to be planned and adapted accordingly. As a result, developing staff confidence in leading a wide range of high-quality extracurricular activities will remain a key focus moving forward.

Ensure there is an effective handover to the new PE lead.	The new Deputy Headteacher will utilise the transition period to ensure a smooth and effective handover of the PE subject leader role from the current postholder.	£0	A smooth and well-supported transition of the PE subject leader role has ensured continuity in leadership, planning and strategic direction for PE and School Sport. No disruption to the quality or delivery of PE provision during the handover period, maintaining momentum in staff support, extracurricular activities and pupil outcomes.	The Subject Leader (Deputy Headteacher) will continue to monitor the subject to ensure that PE and Sport across school are being delivered to a high quality.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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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:
Offer a broader and more equal experience of a range of sports and activities to all pupils with a focus on increasing participation of pupils, supporting disadvantaged pupils and pupils with SEND needs.	Staff to run a range of clubs throughout the year to engage all children. Introduce an 'Inclusive club' model co-led by trained staff, to deliver adapted and accessible activities for all pupils, including SEND.	£0	Broad range of clubs on offer for children with a positive uptake. There is a higher engagement from pupils with SEND and those previously less active, ensuring equitable access to opportunities.	Collect and analyse data to identify 'hard to engage' pupils, as well as those who would benefit from further physical development—particularly children who did not meet the Early Learning Goal for physical development in EYFS. This information will be used to inform targeted interventions and ensure inclusive access to physical activity opportunities.

Key indicator 5: Increased participation in competitive 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?:	Sustainability and suggested next steps:
Ensure that all pupils participate in level one competitions during PE lessons.	Embed level 1 competitions into PE lesson planning across all year groups. Teachers to receive guidance and support from the PE subject lead to design and deliver developmentally appropriate competitive activities that align with curriculum objectives. Track pupils participation to monitor engagement and ensure that all pupils are included at multiple points during the academic year.	£0	All children have regular opportunities to participate in Level 1 competitions - inclusion, engagement and enjoyment in PE. Pupils have reported through pupils interviews that they have developed confidence in competitive experiences and understand key characteristics, such as sportsmanship or self-belief. Participation tracking ensures equity and accountability. There has been an increase participation of pupils taking part in Level 1 competitions.	Continue to offer level one competitions in PE lessons. Increase the opportunity for Level 1 competitions, such as during active break times.
Increase the breadth of opportunities for the pupils to participate in level 2 competitions against other schools.	Become an active member in the school cluster, attending competitions in a range of sports. Track pupils participation to monitor engagement of pupils are included at multiple points during the academic year.	£0	There has been an increase of pupils representing school in a variety of inter-school competitions. There has been a wider participation across different year groups and abilities. There is a raised profile of PE and School Sport within the school community.	Join the School Games Mark and our local School Sport Network to access a broader range of competitions, including opportunities specifically designed to encourage less active pupils and those with SEND to participate and engage in physical activity.

Signed off by	
Head Teacher:	Vicki Bould
Subject Leader:	Laura Gardner
Governor:	David Woodhouse
Date:	2025

Created by:  **Association for Physical Education**  **Active Partnerships**  **YOUTH SPORT TRUST**

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