



The Primary PE and sport premium

Planning, reporting and evaluating website tool

2024-2025



Commissioned by

Department for Education

Created by



This template can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not



necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2025.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

Review of last year's spend and key achievements (2024/2025)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p>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</p> <ul style="list-style-type: none"> ➤ Equipment in place to enable children to be active at break and lunchtime. ➤ We have 2 hours of PE curriculum time for KS1 year groups ➤ The majority of pupils bring their PE kit for lessons- this doesn't affect participation as spares are provided ➤ KS1 active assemblies once a half term ➤ Reception have 1 scheduled PE slot but make use of their physical development targets in Gross and Fine Motor within continuous Provision. ➤ Active brain breaks throughout the school through online active sessions such as Jumpstart Johnny. ➤ Outdoor lessons take place where appropriate. 	<ul style="list-style-type: none"> ➤ Staffing has had an impact on children's engagement in active activity throughout the lunch time period. ➤ Assemblies have promoted clubs and engaged children club uptake has increased. ➤ Active sessions throughout the day – morning and afternoon have meant that children are more engaged in classroom sessions. 	<p>Mini-leaders were trained in September and continue to run pupil-led activities during lunchtimes with younger children to create healthier relationships with staying active on the playground Partnership (SSP)</p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

- PE Policy and Active policy and linked to whole school plan
- Regular assemblies (every half term to promote sports clubs)
- Tuesday assembly celebrating sporting success is in place to celebrate achievements both inside and outside of school to further generate a sense of pride.
- Subject display board in place highlighting learning and skills development within year groups. information
- Whole school sports fundraiser featuring Joel Fearon was a huge success and inspired and engaged the whole of Reception through to KS 1.
- Regular sports festivals and workshops attended through the partnership.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

- CPD Options for KS 1 were supported through the sports Partnership events and through curriculum support.
- Units of Work in place for all PE Lessons through TLG PE
- Specialist Cricket Coaching was delivered to all KS 1 classes through Derbyshire County Cricket.

- Promotion of sports assemblies has seen a greater increase in numbers to clubs.
- Children are proud to share their outside sporting achievements and have a platform to share this with others in school.
- Display boards change half termly and children's voice is recognised, identifying skills taught.
- Children were engaged, active, motivated and inspired in the run up to and following the event. Parents spoke positively about the event and their child's involvement. Playground Leaders and classes were able to share ideas as to how the money raised could be spent.

- Curriculum support was well received by teachers throughout the year. The ECT was able to complete a before/after evaluation on their teaching skills and knowledge within PE. This has increased confidence within the teaching of gymnastics. Look to further skills and confidence with another block of curriculum support within another unit.
- All teachers reported a further understanding of how to teach the game of cricket and the skills required within the component parts. Children were active throughout the full session and feedback was positive from both children and adults. During pupil voice interviews the children could recall specific skills and techniques taught and some children with SEND were

- Continue with celebration assemblies.
- Continue to collate children's voice in relation to the component parts taught through their PE units in the TLG PE scheme.
- Contact Great Athletes to book event for Spring Term 2 2025/2026.

- Look to book several blocks of Curriculum Support through ESSP. The model of observing and co-teaching develops teachers knowledge, confidence and delivery of PE.
- Complete staff audit against specific PE units within TLG PE so that curriculum support can be booked through ESSP.
- Explore the availability of Derbyshire County Cricket delivering another block of cricket coaching in 2025/2026.

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <ul style="list-style-type: none"> ➤ Range of after school clubs on offer to all pupils after School; Soccerstars, Outdoor Project, Gymnastics, Axe Throwing, Martial Arts, Dance, Laser Tag, Kick Boxing. ➤ All year groups have the opportunity to attend sporting events and festivals enabling all children to take part (inclusive of SEN) <p>Key indicator 5: Increased participation in competitive sport</p> <ul style="list-style-type: none"> ➤ Parklands attend a variety of sporting events and competitions run by Erewash School Sport. ➤ Links with the wider community continue to grow. 	<p>highlighted as being more engaged and showing natural talents within the coaching sessions.</p> <ul style="list-style-type: none"> ➤ Pupil uptake for afterschool club provision has continued to be good. ➤ 69% of PP children have accessed a funded club place furthering their experience and accessibility to a wide range of clubs. ➤ In addition to each year group attending a sports festival/competition PP children have been offered access other festivals. <ul style="list-style-type: none"> ➤ Children’s voice throughout the year and after each event has indicated their enjoyment of these festivals. ➤ Staff have reflected on the festivals and speak highly of the quality of coaching at the events, the session organisation and being able to see the children in a different light and setting. They are also able to magpie ideas which they have been able to incorporate into their own teaching. ➤ School website is regularly updated with local clubs that are accessible and local for the children. 	<ul style="list-style-type: none"> ➤ Contact club providers to pencil in clubs for the next academic year to ensure a broad and balanced after school provision. ➤ Offer one funded club a year for PP children in 2025/2026. ➤ Look to offer year round funded sports clubs for those pupils considered ‘not on track’ in the end of year assessments (2025/2026) with the aim to narrow the gap/provide the best opportunities for these pupils to develop their physicality. <ul style="list-style-type: none"> ➤ Continue with ESSP affiliation to gain access to these events year round. ➤ Continue to maintain knowledge of clubs in the local community.
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Key priorities and Planning

Academic Year: 2024/2025		Total fund allocated: £17,080		Date Updated: July 2025	
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					Percentage of total allocation:
					54.8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> ➤ Lunchtime play leader to provide varied games throughout 	<ul style="list-style-type: none"> ➤ Meet with lunchtime sports coach/play leader to discuss which lunchtime activities to offer and how we can meet the needs of all children. 	£5, 100	<ul style="list-style-type: none"> ➤ Children have been more engaged when role models/adults have actively led these sessions. 	<ul style="list-style-type: none"> ➤ We will continue to provide a Playleader in 25/26 to continue to organise and promote physical activity. ➤ Book Midday Supervisor Training for the next academic year ➤ Support Midday Supervisors to ensure lunchtimes can be more active. ➤ Identify a group of children to attend mini leaders training to develop role models. ➤ Discuss any needs with lunchtime playleader for the year ahead 25/26; audit needs for the next academic year 26/26. 	

<ul style="list-style-type: none"> ➤ Use short bursts of physical activity during lesson time to improve concentration and focus of pupils. ➤ Participation in physical activity Festivals and competitions run through ESSP and ensure all pupils in KS 1 participate in at least one event during the year. ➤ CPD ➤ Termly reviews with PE Coordinator to update with primary school and Ofsted requirements alongside ➤ 7 competitions and Festivals organised through ESSP ➤ Pupil discussions to take place during the year. ➤ Outdoors project to run session for Year One children to promote and support the children being out in the natural environment and being active for more sustained periods. ➤ Return of the Healthy Me workshop for Year Two classes in school during 2024 to promote healthy eating and living a healthy lifestyle. 	<ul style="list-style-type: none"> ➤ All staff have access to annual Jumpstart Johnny Login ➤ Identify and book festivals through ESSP ➤ Organise transport ➤ Celebrate participation via assembly ➤ Workshops booked through Outdoors Project ➤ Workshops booked through ESSP 	<p>£250 annual subscription</p> <p>£2,970 Co-ordinator responsibilities.</p> <p>£400</p> <p>£600 additional buy in Sports Partnership</p>	<ul style="list-style-type: none"> ➤ Children are actively engaged and moving and are re-energised. ➤ Impact on improved focus and concentration ➤ Events included Cross country, mini movers, football, gymnastics, bike festival, athletics, mini leaders festival. <p>Children to be more active for sustained periods of time outside.</p> ➤ Children responded positively to the sessions. ➤ Staff feedback was positive and workshops supported additional curriculum areas about being healthy and active. 	<ul style="list-style-type: none"> ➤ Re-subscribe annual subscription for 25/26. ➤ PE Lead to organize as many festivals and competitions as possible throughout the academic year. <p>Children loved the provision of Forest School activities and the club has seen an increase in numbers from children in years one and two.</p> <p>Children to follow some of the suggestions/strategies mentioned in the workshop and continue them in their lives. Continue to find interesting ways to promote healthy lifestyles each year in school.</p>
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<ul style="list-style-type: none"> ➤ Continue to track club involvement to allow for optimum participation and to evidence when any parents have discrepancies concerning the way in which clubs are run and pupils are chosen 	<ul style="list-style-type: none"> ➤ Promote club through assemblies ➤ Track year groups to enable follow-up interviews with groups to ensure as many pupils are actively engaged in sport as possible ➤ Ensure disadvantaged are given opportunities to access these clubs 	<p>Co-Ordinator responsibilities</p>	<ul style="list-style-type: none"> ➤ Uptake of after school clubs has been good. ➤ Some clubs have been more popular than others ➤ Data collated for academic year 24/25 to track % of children attending after school clubs. 	<ul style="list-style-type: none"> ➤ Revise clubs on offer next year and liaise in good time with external agencies.
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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				Percentage of total allocation: 11.4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Raise the profile of PE, School Sport and activity through ESSP competitions and festivals. ➤ After School Clubs. ➤ Reception and KS1 festivals. 	<ul style="list-style-type: none"> ➤ Allocate events and classes to KS1 classes. ➤ Arrange after school clubs with outside providers - 	<p>Included in affiliation costs</p> <p>Transport Costs £1, 510</p>	<ul style="list-style-type: none"> ➤ All classes have attended a festival or competition with the sports partnership over the year. ➤ Pupil voice collated and children spoke positively about the sessions they had taken part in with other schools. ➤ Display board has been regularly updated over the year and has celebrated participation in festivals and competitions. ➤ Website updated with event participation. 	<ul style="list-style-type: none"> ➤ Events will take place again next year and children will attend. ➤ These events are featured on our PE display board which will continue to display and promote these events in 24/25. ➤ Consider how the website can be used to show the children taking part in these events.

<ul style="list-style-type: none"> ➤ PE Lead to attend sports partnership meetings x 3 over the year ➤ Raise children’s awareness of successes with physical activity and sports. ➤ Use of outside agencies to support ➤ Update PE, Sport and Physical Activity policies and link to whole school plan, raising the profile of PE and Sport and ensuring pupils get a range of opportunities to be active, healthy learners. ➤ Governors to oversee PE & Sport Premium Funding and liaise with PE Co-ordinator, to ensure effective plans are in place for pupils to fully benefit from PE, Sport and Physical Activity. 	<ul style="list-style-type: none"> ➤ Supply to cover PE Lead ➤ Share success in assemblies – individual achievements and school teams/ competitions ➤ Update school website with relevant competitions and festivals the school has taken part in. ➤ Update PE Policy and share ➤ Develop Active School/Physical Activity Policy and share ➤ Discuss with key governors to link with whole school aims and targets for the year ➤ PE coordinator to share action plans and subject leader monitoring reports. 	<p>Included in affiliation costs</p> <p>Supply Costs: £450</p> <p>Co-ordinator responsibilities</p> <p>Co-ordinator responsibilities.</p> <p>Co-ordinator responsibilities</p>	<ul style="list-style-type: none"> ➤ Increased knowledge of PE subject Lead and connections within the local community. ➤ Networking with other schools in the ESSP partnership. ➤ Throughout the year children across school have shared their sporting successes; from dance, swimming, football and gymnastics. ➤ ➤ Policies Updated ➤ All reports shared 	<ul style="list-style-type: none"> ➤ Links to continue with the ESSP sports partnership. Continued professional development and support with leading PE. Continue to support profile of PE with assemblies, and the school website. Have known outside providers and clubs which children can ➤ Policy reviewed and approved by governors. ➤ Continue to work closely with PE Governor on curriculum delivery, monitoring and reports.
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<ul style="list-style-type: none"> ➤ Whole school sports fundraiser featuring Joel Fearon was a huge success and inspired and engaged the whole of Reception through to KS 1. 	<ul style="list-style-type: none"> ➤ Liaise with Great Athletes around event organisation 	<p>Co-ordinator responsibilities</p>	<ul style="list-style-type: none"> ➤ Event a huge success with staff, pupils and parents responding positively to the event. Comments of engagement, enthusiasm and children being inspired by a positive role model. 	<ul style="list-style-type: none"> ➤ Book event again for Spring 2026.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				14.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Subscription with TLG-PE. Scheme provides a creative, inclusive, skills based curriculum for all pupils from YR-Y2. 	<ul style="list-style-type: none"> ➤ Update pupil data to the TLG system to allow for accurate assessment. ➤ Termly monitoring of outcomes and attainment within the component parts through the scheme assessment data and use of INSIGHT TRACKER. ➤ Regular monitoring of PE assessments and judgements in all year groups. 	<p>£500 subscription to the scheme.</p>	<ul style="list-style-type: none"> ➤ Data from assessments tracked to show children below, on track or exceeding expectations. ➤ Monitoring reports include up to date data and children 'not on track' are identified. ➤ Professional conversations with teaching staff have assessed any barriers to learning and strategies have been put in place to support children. ➤ Ongoing monitoring 	<ul style="list-style-type: none"> ➤ Subscription to TLG-PE to continue in 25/26 to ensure consistency in teaching in the year ahead. Explore other schemes for 2026/2027 as subscription comes to an end – look for a more inclusive (FS1/FS2 progressive scheme)

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<ul style="list-style-type: none"> ➤ Cricket coaching CPD ➤ Curriculum Support 6 week block 	<ul style="list-style-type: none"> ➤ PE Lead to arrange cricket coaching with Derbyshire County Cricket programme ➤ Identify year group to receive curriculum support based on CPD needs 	<p>Co-ordinator responsibility</p> <p>£1,000</p>	<ul style="list-style-type: none"> ➤ All KS 1 teachers were able to observe the delivery of a 6 week cricket coaching programme; furthering their own subject knowledge in the skills and techniques of the sport. ➤ Teachers were able to work alongside external coach to upskill knowledge, teaching and delivery of an athletics unit (Reception). 	<ul style="list-style-type: none"> ➤ Explore opportunities for programme to run again in the next academic year. ➤ Book external coach to deliver curriculum support for a different year group next year.
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<ul style="list-style-type: none"> ➤ Support ECT through access to ongoing training to equip them with the knowledge, skills and confidence to teach high quality PE 	<ul style="list-style-type: none"> ➤ Arrange curriculum support support via ESSP. ➤ Confirm training needs and desired outcomes ➤ PE Specialist to meet with staff to agree personalised plan. ➤ Mentoring programme in place 	<p>Co-ordinator Responsibilities</p> <p>£1000</p>	<ul style="list-style-type: none"> ➤ Curriculum support in place and well received by ECT who was able to observe, co-teach and develop knowledge and best practice within the teaching of gymnastics. ➤ Increased confidence to deliver gymnastic sessions in the future. 	<ul style="list-style-type: none"> ➤ Send all staff CPD assessment of needs form to obtain staff voice on any areas requiring skill and knowledge development.
<ul style="list-style-type: none"> ➤ Ensure school are up to date with key national and local developments in PE and Sport to ensure pupils can benefit from high quality PE and Sport provision 	<ul style="list-style-type: none"> ➤ Attend ESSP Primary PE coordinator meetings ➤ Share information from ESSP ➤ Sign up to national programmes to provide new opportunities for pupils 	<p>Co-ordinator Responsibilities</p>	<ul style="list-style-type: none"> ➤ Meetings attended Autumn, Spring and Summer. 	<ul style="list-style-type: none"> ➤ Attendance at ESSP meetings to continue in 2025/2026

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				19.2%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Offer more pupils the opportunity to access a range of sports and activities 	<ul style="list-style-type: none"> ➤ Organise SH active day in the summer term for children to experience a range of taster sport sessions. 	Co-ordinator Responsibilities £800 As detailed above	<ul style="list-style-type: none"> ➤ Children showed great enthusiasm and enjoyment throughout the day. ➤ Staff were able to participate in an engaging day ➤ Children were exposed to new activities and will have the opportunity to explore them further through our club offer next year. 	<ul style="list-style-type: none"> ➤ Repeat activity day next year. ➤ Trampolining and Martial Arts will be offered as a club next year now the children have had exposure to it.
<ul style="list-style-type: none"> ➤ Soccerstars Taster sessions 	<ul style="list-style-type: none"> ➤ Organise Soccerstars morning 	Provided by club	<ul style="list-style-type: none"> ➤ Following the taster sessions we saw a greater uptake in the number of children wanting to attend the club. 	<ul style="list-style-type: none"> ➤ Taster day to be planned in for the next academic year.
<ul style="list-style-type: none"> ➤ Support least active/disadvantaged children with an opportunity to experience a wider range of sport; raising self-esteem and confidence. Children will then transfer their improved growth mindset to other areas of the curriculum. ➤ Children offered a range of clubs/activities and provision 	<ul style="list-style-type: none"> ➤ Disadvantaged children attended two ESSP events throughout the year. This exposed them to wider experiences and also supported their engagement in the sessions – gymnastics and Multi-sports. ➤ These groups of children have been targeted through after school sport provision/clubs. 	£1,000	<ul style="list-style-type: none"> ➤ Uptake was good with 69% of children within these groups accessing a funded place. 	<ul style="list-style-type: none"> ➤ Look to offer these children opportunities within the ESSP events next year. ➤ Offer funded club places to these groups of children

<ul style="list-style-type: none"> ➤ Balance Bike sessions for reception children 	<ul style="list-style-type: none"> ➤ All reception children received 3 balance bike sessions 	<p>ESSP partnership funded</p> <p>£1,000 (additional buy in for second class)</p>	<ul style="list-style-type: none"> ➤ Children enjoyed the sessions with notable progression between the first and last session. It was clear to see some children develop their balance skills while controlling a balance bike over the three sessions. ➤ Confidence within the sessions grew as children developed the skills involved in using and handling a balance bike. ➤ Staff could observe delivery of these sessions and have been upskilled in the teaching and delivery of balance bike sessions to use with classes in the future. 	<ul style="list-style-type: none"> ➤ Offer balance bike sessions to Reception children again next academic year. ➤ Explore options to purchase balance bikes so staff can follow up these sessions with their own classes once sessions have been delivered by external coach.
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<ul style="list-style-type: none"> ➤ Contact local sports clubs/send out information regarding local sports clubs and events, when possible, to allow children to know what they can access outside of school. 	<ul style="list-style-type: none"> ➤ Local leaflets sent home 	<p>N/A</p>	<ul style="list-style-type: none"> ➤ Parents/Children aware of local clubs to attend 	<ul style="list-style-type: none"> ➤ Children to be aware of more local clubs to attend and continue to advertise and suggest clubs for children in school.
<ul style="list-style-type: none"> ➤ New equipment 	<ul style="list-style-type: none"> ➤ Using Curriculum mapping to order equipment required. 	<p>Equipment as needed throughout the course of the year based on missing/misused £500</p>	<ul style="list-style-type: none"> ➤ Equipment ordered to support whole-school curriculum and individual teacher requirements ➤ Use Leaders to help keep the equipment neat. 	<ul style="list-style-type: none"> ➤ Teachers to continue to let PE Lead know about new needs and wants ➤ Equipment to be ordered again in September

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> ➤ Ensure all KS1 pupils participate in at least 1 competition during the year. This will develop the skills children need to participate in competition – dealing with winning/losing, how to maximize performance etc. 	<ul style="list-style-type: none"> ➤ Attend competitions provided by ESSP. ➤ Overview of events and classes allocated event. 	Competitions included in ESSP package (None required)	<ul style="list-style-type: none"> ➤ All KS1 pupils took part in a range of sports competitions and festivals. ➤ The whole of KS1 attended the Cross Country event at the local secondary school. This was enjoyed by many children and for some it required a real test of their resilience. 	These events will happen again next year. Use Class DoJo within year groups to share these events with parents so they have more awareness of what the school is doing to raise the profile of sport and activity.
<ul style="list-style-type: none"> ➤ Annual Sports Day 	<ul style="list-style-type: none"> ➤ Plan competitive races for each year group. ➤ Liaise with staff and parents 	Co-ordinator Responsibilities	<ul style="list-style-type: none"> ➤ All children enjoyed participating in sports day and were engaged in a range of competitive races. 	<ul style="list-style-type: none"> ➤ Explore termly school intra- sport competitions to ➤ Encourage engagement in sports and activities.
<ul style="list-style-type: none"> ➤ Book a range of competitions for different pupils to take part in and represent their school 	<ul style="list-style-type: none"> ➤ Book competitions ➤ Arrange transport ➤ Attend event ➤ Celebrate participation 	Co-ordinator Responsibilities Transport Costs ESSP affiliation	<ul style="list-style-type: none"> ➤ Participation in school sport competitions increases ➤ Participation celebrated at assembly ➤ Pupils inspired and motivated to take part (feedback) 	<ul style="list-style-type: none"> ➤ Discuss future competition opportunities ➤ Continue to affiliate to ESSP for further competitions/ events
<ul style="list-style-type: none"> ➤ Provide Key Stage 1 pupils with their first experience of taking part in a school sport competition & festival. 	<ul style="list-style-type: none"> ➤ Book KS1 Festivals ➤ Arrange transport ➤ Attend event ➤ Celebrate participation ➤ Mini Movers/Balance Bike Festival ➤ KS1 team entered for cross 	Co-ordinator Responsibilities Transport Costs ESSP affiliation	<ul style="list-style-type: none"> ➤ Pictures, dojos, newsletters and display pictures of events to celebrate success for all events. 	<ul style="list-style-type: none"> ➤ Book ESSP events for next academic year

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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/Action	Impact	Comments
69% of PP children attended a funded club for 6 weeks, providing an opportunity to access a sport/club that otherwise was unattainable.	These children have been active and engaged in a sport club for 6 additional hours. Some of these children have then accessed another sports club because they enjoyed it so much. Enrichment opportunities have provided equal access to a range of sports clubs and this has had a positive impact on children's engagement in physical activity.	Continue with annual subscription to target PP children across KS 1.
Exposure to a wider range of sports clubs on offer.	All children have had opportunities to attend a wide range of clubs on offer. Sports clubs have been popular and many children have tried the new clubs that have been on offer. However. Some clubs have noticed a dip in interest, i.e. Soccerstars – a trial session within school time was offered and this has seen an uptake.	Explore offering a year round club to children considered 'not on track' to narrow the gap and provide further opportunities to them being active by reducing any barriers. Continue to explore ways in which these enrichment activities can support disadvantaged children. Where uptake was lower for clubs look to offer alternative to maintain interest and board range on offer. Secure club provision for 2024/2025. Continue to offer a wide range of clubs and explore other external providers who can provide enrichment opportunities to broaden experiences for all children.
Great Athletes fundraising event with Joel Fearon	A huge success for Parklands and will be repeated in Spring 2025/2026. Children were highly motivated, engaged and inspired though the lead	Continue with this provision for 2025/2026.

<p>Playtime Leader to actively involve children in organised, physical activity throughout the lunch hour.</p>	<p>up to and during the event.</p> <p>This has been popular with children and they have benefitted from organised activity with an adult.</p>	<p>Staff changes mean that new staff will need upskilling and training which is planned for early September 2025.</p>
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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>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	N/A – INFANT SCHOOL ONLY
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	N/A – INFANT SCHOOL ONLY

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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>N/A – INFANT SCHOOL ONLY</i></p>
<p>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?</p>	<p>Yes/No</p>	<p><i>N/A – INFANT SCHOOL ONLY</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p><i>N/A – INFANT SCHOOL ONLY</i></p>

Signed off by:

Head Teacher:	<i>Karen Callaghan</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Suzanne Hobbs</i>
Governor:	<i>Martin Hunt/Sophie Evitts</i>
Date:	<i>July 2025</i>