



## Sports Premium funding 2025 – 2025

### Sports Premium spending 2024/2025

Allocation: £18150

CPD	
External CPD courses	582
Upskilling staff to deliver swimming	182
Internal learning and development	13736
Inter school development	450
Total	<b>14950</b>

Internal activities	
Internal membership fees	220
Internal educational resources	150
School based extra curricular opportunities	900
Total	<b>1270</b>

External activities	
External other inter-school sports competitions	1430
External coaching	500
Total	<b>1930</b>

Total spend academic year 2024/2025	<b>18150</b>
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### CPD

This year, our PE Mentor has worked closely with staff across the school to model high-quality teaching in areas such as hockey, cricket and Tag Rugby. This has boosted teacher confidence, including among experienced staff, and helped adapt Complete PE lessons to suit the needs of our children, space, and available resources.

Targeted training and support has continued:

- Additional class teacher is now trained to deliver swimming lessons for Lower Key Stage 2.
- One teacher has received specific PE training to develop confidence in delivering lessons.

Sensory circuits have been established, with the PE Mentor and TAs setting up resources and the SENCO has identified pupils who benefit. These sessions are now running successfully. One notable example is a child in Egrets class, who now independently requests to attend and has transitioned from passive play to active participation in sports clubs and playground games.

All teaching staff were trained in the *Corefulness* programme, which links physical development to improved academic outcomes. Through this, a group of children with less developed motor skills were identified and are now taking part in the Mentor-led *Big Moves* intervention.

### Internal activities

Through our membership with North Oxfordshire School Sports Partnership (NOSSP) we benefit from access to professional development via Association For Physical Education (AfPE) and Youth Sports Trust (YST).

This has enabled our PE Lead to stay up to date with current initiatives, such as T1 Rugby and Physical Literacy—both of which have been embedded into our school curriculum. Pupil voice reflects high levels of engagement and understanding in physical literacy.

We use the Complete PE scheme to ensure clear progression of skills across all year groups. Monitoring in both KS1 and KS2 shows teachers are delivering consistently good lessons. The assessment tools within Complete PE support effective tracking of pupil progress and help identify pupils needing extra support.

Current data shows high levels of attainment, with over 85% of pupils achieving expected levels, including strong outcomes for SEND pupils—an area of targeted focus this year.

Ricky's Dance Day was enjoyed by all children and pupil voice indicates this. It has been especially positive for our boys who have commented on how much they enjoy the day, and are already looking forward to next year's dance. It has increased their engagement with this PE unit.

### **External activities**

This year, all KS1 and KS2 pupils were invited to take part in inter-school competitions or festivals. New events such as benchball, indoor bowls, and climbing were introduced to support our focus on physical literacy and to engage less active, less confident, and SEND pupils. These were very well received—one child described it as "the best festival ever!" Due to its popularity, we are exploring adding benchball to our curriculum and clubs.

Our more able athletes also had success, reaching the North Oxfordshire finals in cross country and Quad Kids, giving them the chance to compete at high-level facilities.

Thanks to our NOSSP membership, we've benefited from external coaches running after-school clubs including Tag Rugby for KS2 and a girls-only rugby club. All KS1 girls also took part in curriculum PE led by these coaches, helping us to build confidence and engagement across the school.

### **Swimming data**

Question	
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	94%
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	94%
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	94%
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?	No
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes

## Priorities for next year 2025-2026

Action	What does this action impact?	Impacts and how sustainability will be achieved	Costs linked to the action
Use PE Mentor to develop sensory circuits provision further. Possible actions include; permanent dedicated area; resources accessible for children to use so begin to self-regulate independently, all staff trained to understand the purpose of the resources and how to use to support chn	Develops children's metacognition  Staff knowledge and understanding about how physical activity can be used to co-regulate chn	Will enable children to learn how to self-regulate and take responsibility for their engagement with their own learning, over time this will have a positive impact on learning behaviours and outcomes  More staff trained to aid sustainability. Improved access to the resource will increase use.	£13,376
Book aspirational speaker and activity day to engage children. Focus on Year 6 cohort (61% boys)	Use the power of sport to motivate and engage our young people in a positive way.  Use aspirational speaker to highlight growth through learning and hard work/self improvement	Children to have a greater growth mindset through being active and trying new challenges.  Improvement in learning behaviours and understanding of longer term benefits of education	£1000
Resourcing to focus on KS1 curriculum PE and social interactions at unstructured times	Improve physical activity, co-operation and teamwork during unstructured learning time.  Increase equipment that bridges gap between EYFS and KS1 – eg links to developing gross and fine motor skills Leading to higher levels of activity and	All children to have positive unstructured learning times. Reduction in number of physical behaviours as chn more engaged with play.  Chn working more co-operatively and independently together.	£1000