

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Expanded and diversified sports sessions available to all pupils. Sustained participation and success in both inter-school and intra-school competitive sports. Enhanced the emphasis on the importance of physical activity across the school. Improved planning and assessment processes for PE. Ensured long-term access to specialist equipment by acquiring secure storage solutions. Developed multi-sensory provisions to support all pupil needs and individual learning plan (ILP) targets. Increased the availability of adaptive equipment for pupils in the school. Provided staff CPD to meet the hydrotherapy needs of pupils, recognising that while pupils may not swim 25m unaided, time in the water is crucial for their physical development and personal achievement. Provided external swimming sessions for pupils, getting them out into the community and building confidence in larger bodies of water. 	<ul style="list-style-type: none"> Ongoing CPD to update and enhance training as needed. Further develop assessment methods and implement interventions where children need them most. Increase awareness of hidden obstacles to physical activity in daily lessons.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	0%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	0%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2024/25		Total fund allocated: £16,300 (DfE)		Date Updated: June 2025		
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school						
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">Active lessonsDevelopment of well-planned and resourced PE lessonsDevelopment of activities and a broader range of equipment to actively engage more children for longerProvide opportunities for physical and sensory development, using specialist equipment where appropriateIncrease focus on physical intervention where appropriate to facilitate development.Targeted input for pupils to access the wider community, building physical literacy outside of school.		<ul style="list-style-type: none">Teachers planning to include active and accessible lessons where possibleIncreased confidence, knowledge and skills of all staff leading sport and physical activity interventions/lessons.Use of teachers, outside agencies and support staff to engage all learners and maximise their potential and moreNew equipment is ordered and regularly replaced/improved to keep children busy and active with different equipment available for them to use.Appropriate CPD for teachers and support staff to support the understanding of and implementation of therapies such as rebound		Educational supplies to support P.E. sessions, access to P.E. resources and reduced physical barriers to learning (including Guided Hands tools for each class): £6,640.87 Contribution to ongoing costings of hydrotherapy use to ensure use in line with health and safety	<ul style="list-style-type: none">Access to hydrotherapy continues to promote and develop an increased range of movement for those that need to promote and maintain flexibility. It also dramatically improves the wellbeing of pupils accessing said therapy sessions, allowing for a calm environment whereby they experience appropriate stretches and exercises outlined by the physiotherapist team.Children see physical activity as something fun and exciting.Children more active generally-taking part without needing a restChildren independently engaging with outdoor	<ul style="list-style-type: none">Maintain CPD opportunities for PE lead and teachers to further promote clear and impactful learningContinued relationship with sport clubs and coaches for added variety and subsequent pupil engagement.

	<p>and hydro.</p> <ul style="list-style-type: none"> • Develop links with sporting foundations such as Leeds Rhinos to enthuse pupils and increase engagement in physical activity. • Provide access to fun and exciting opportunities outside of school that promote activity and a love for movement. 	<p>measures and EHCP outcomes: £3,462.13</p> <p>External School Swimming Sessions across the year, getting pupils into the community and building confidence in larger bodies of water £3,042</p>	<p>equipment without prompt, developing physically through serendipitous learning.</p> <ul style="list-style-type: none"> • Teachers and support staff are more confident in planning and delivering well structured lessons; they are confident in the availability of resources and comfortable in asking for support in using them effectively. • Children are visibly more active at break times and lunch times with new and varied equipment; this also reduces any potential problems arising which can be caused through boredom outside • Teachers are confident in asking questions about physical progression, prompting tailored interventions for class time and outdoor spaces. 	
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>				
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"> • Increase the activity levels of children and demonstrate to them a broader range of what it means to live a healthy lifestyle across school • Inspire our children to be their best self through the use of role models • Show the children that school regards sport as extremely important as a stand-alone subject/activity but also how it impacts individuals as a whole and threads throughout the school day • Use PE lessons and active lessons to make cross-curricular links (e.g. muscles/heart rate) 	<ul style="list-style-type: none"> • Celebrate Physical activity, PE and sport across school in assemblies. • Local sporting heroes and personalities are regularly invited into school so pupils can identify with success and aspire to be competitive and successful themselves. • PE leader attending PE conference- feedback to sports coach and teachers • Ensure school is providing a platform for the children to be physically active where possible. Ensure active break times so children have plenty to do. • Inform staff of the importance of at least 30 minutes of physical activity per day. • Liaise with sport associations throughout Leeds to elevate the profile of P.E. throughout school. 	<p>Leeds Well Schools £1,500.00</p> <p>Leeds Rhino Foundation: £800</p>	<ul style="list-style-type: none"> • Children understand the importance of exercise and the effect that it can have on their body • Children have lots of activities to play and choose from; therefore, they do not become bored • School website and/or social media outlet is updated with PE and sports success. • Children recognise that all staff value an active, healthy lifestyle and respond by doing so themselves. • Access to events and opportunities through the SLA has been good. In addition, communications including P.E. Activity cards and ideas have been implemented and shared with classroom teachers. • Work with the LRF has been positive and inspiring to all pupils involved. Pupils are excited to take part in physical activity and this positivity has fed into the rest of the working week. • Leeds Well Schools have provided an opportunity to meet the players of the Leeds Rhinos team which 	<ul style="list-style-type: none"> • School to continue to raise the profile of sport, physical activity and healthy eating by continuously celebrating sporting and physical success during assemblies and other communal events. • Continue to invite athletes/sports people in, trying to choose a different sport each time • Create more links with local clubs • Children have the active lifestyle embedded within them and take it home to educate their parents about the importance of exercise • Make staff and parents aware again of the WHO infographic https://www.gov.uk/government/publications/physical-activity-guidelines-infographics • https://assets.publishing.service.gov.uk/media/620bab28d3bf7f4f0feef14/infographic-physical-activity-for-disabled-children-and-disabled-young-people.pdf • Relay to parents the importance of an active
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			<p>has been an exciting opportunity for pupils. This has encouraged pupils to experience different sporting activities and has also provided schools with strong links at the club.</p> <ul style="list-style-type: none"> • Children see what it takes to 'make it' as a successful sportsperson-children become more motivated themselves 	<p>lifestyle so that they can support their children at home</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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"> Subject leader monitors PE to measure its effectiveness throughout school. Improving progress and attainment by up-skilling current staff through CPD from the PE Leader and external training bodies. 	<ul style="list-style-type: none"> PE subject leader undertakes lesson observations throughout the year to look at teaching, learning and assessment in physical education Professional development in subject leadership for PE subject leader Teachers and other staff have opportunities to call upon and work alongside PE coach when planning, assessing and teaching Planning scrutiny and lesson observations to check that PE is a continuous journey throughout school PE subject leader to provide updates throughout the school year in staff meetings Teachers and staff to observe good lessons of other practitioners/sports coach/PE leader 	<p>Staff CPD swimming safety training £135</p> <p>Lifeguard training by In At The Deep £720</p>	<ul style="list-style-type: none"> All staff maintain awareness of the need for physical activity and the importance of it throughout school, not just in PE. This means the staff and school ethos of children being physically active is embedded and both children and adults are now making more decisions to be active. Better subject knowledge for both TAs and teachers, who are confident to take a more active role in lessons/ lunchtimes activities etc. Lesson observations and learning walks continue to prove useful in identifying strengths and areas for development. Feedback given to all staff. Increased confidence and better subject leadership skills enabling the subject leader to lead with professional learning for all staff. 	<ul style="list-style-type: none"> PE subject leader to support new staff in school with planning and delivery of lessons This will be sustainable as all staff have received appropriate training etc and will therefore be up-skilled and more confident. This training continues through regular CPD and then the teachers being up-skilled can continue to train the next generation of teachers. Their good practice can be observed by others. PE subject leader to monitor and provide support as appropriate in order to ensure progress and achievement are maintained by all pupils PE subject leader to identify any staff in need of further CPD/support- this could also happen via outside

				training too if needed <ul style="list-style-type: none"> If needed, pair staff up to teach/plan lessons and give each other feedback for a half term
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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"> Continue to ensure high quality equipment available that is interesting and enjoyable to use in lesson times, play times and after school activities Opportunities to develop physical opportunities outside of school 	<ul style="list-style-type: none"> Continue to purchase high quality, varied equipment and give sports leader chance to plan activities- these to be regularly reviewed Consult with the children what activities/equipment they would like to see Sports coach/ teachers/ PE leader to work together when planning to ensure variety of skills being taught Emphasise the importance of looking after equipment to children 	<p>Aforementioned Leeds Well Schools SLA and Leeds Rhino Foundation.</p> <p>Aforementioned external swimming sessions.</p>	<ul style="list-style-type: none"> Children taking part but at the same time becoming more competitive after being involved in competitive matches and experiencing LUFC sport events (in house). Pupils are excited to learn about varied sports and learn all about the game rugby - this has been helped with the excitement of upcoming opportunities to meet the mascot and players. Increased pupil engagement at play times, exploring new and interesting areas with increased independence and purpose. 	<ul style="list-style-type: none"> Continue to give the children the opportunity to take part in competitive games against one another and children from other schools. Continue to work with local sport foundations to improve skills of children and make them more active and excited to engage.

Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
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<ul style="list-style-type: none"> Continue to organise intra-school competitions where possible and appropriate Develop relations with local clubs and foundations appropriate to pupil interests Continue to work in partnership with local schools when organising competitive games. 	<ul style="list-style-type: none"> Provide unique sporting opportunities with local clubs and foundations Ensure all children have the chance to represent their school in a competition/ event when appropriate. All children compete in sporting events on top of their PE lessons, such as MATP showcasing and sports day. 	<p>Aforementioned Active School SLA and Leeds Rhino Foundation.</p>	<ul style="list-style-type: none"> Children take part in competitive sport within school throughout the year. This is delivered during fun and engaging lessons, during PSHE times and at special events such as sports day. The use of competitive games alongside opportunities to simply enjoy sport and physical activity also instil values of winning/losing, fair play and most of all, fun! <p>WIDER IMPACT AS A RESULT OF ABOVE:</p> <ul style="list-style-type: none"> Children taking 'lead roles' in other areas as a result of being part of a team in PE and through sport Sportsmanship and gamesmanship have improved especially within the WTI pathway. Better teamwork in PE and throughout the curriculum Better behaviour in PE as children have events and activities to strive for 	<ul style="list-style-type: none"> Give children goals to aim for, both short and long term Give the children the chance to be competitive (personal goals/ personal best), even when completing things that are generally non-competitive Develop idea of beating personal bests when completing activities
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Signed off by

Head Teacher:

Hannah Duffey

Signed:	H. Duffey
Subject Leader:	Ryan Burke
Signed:	R. Burke
Date approved by LGB:	24/6/25