

## Review of last year's spend and key achievements (2023/2024)

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

Activity/Action	Impact	Comments
<p><i>Ensure there are organized games at lunch time for children to participate in.</i></p>	<p>All children feel that they have an activity that they enjoy to be able to participate in. Playground leaders have been able to develop their leadership skills as they have lead or supported in an activity. Our less active children have been part of a group at lunch time lead by our playground leaders to improve levels of activity.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> <li>- look at pupil voice again to review the types of activity.</li> <li>- to continue to provide opportunities for reaching active minutes.</li> <li>- Ensure that the daily mile happens every day.</li> </ul>
<p><i>To provide additional provision for swimming activity in order to achieve national curriculum standard by the end of KS2.</i></p>	<ul style="list-style-type: none"> <li>• swim competently, confidently and proficiently over a distance of at least 25 metres = 82%</li> <li>• use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] = 83%</li> <li>• perform safe self-rescue in different water-based situations = 77%</li> </ul>	<p>Next step:</p> <ul style="list-style-type: none"> <li>- assess the impact of the new swimming facility at GigMill Primary School that are providing supportive sessions in smaller groups.</li> </ul>
<p><i>CPD for staff</i></p> <ul style="list-style-type: none"> <li>- <i>Swimming CPD</i></li> <li>- <i>Team teaching with staff who need to increase confidence in the delivery of lessons</i></li> <li>- <i>CPD/ team teaching with new staff</i></li> </ul>	<p>Swimming</p> <ul style="list-style-type: none"> <li>- Questionnaires and observations show that all three members of staff have an increase in confidence when delivering swimming lessons.</li> </ul> <p>CPD for teaching PE</p> <ul style="list-style-type: none"> <li>- Team teaching feedback from all 7 members of staff show an increase of confidence.</li> <li>- Feedback shows that's that staff are more confident with adjusting lessons especially</li> </ul>	<p>Next steps:</p> <ul style="list-style-type: none"> <li>- Provide staff questionnaire to look at areas of need for staff support in PE</li> <li>- Support available for new members of staff as well as ECTs.</li> </ul>

	<p>using the STEP model linked to staff meeting</p> <ul style="list-style-type: none"> <li>- All staff are now aware and understand the importance of OAA – this was feedback from staff questionnaire.</li> </ul> <p>Opportunities for external CPD has been beneficial (cricket, rugby and primary activity)</p>	
<p><i>Continue to meet school games mark standard of Platinum.</i> Enter a range of competitions through: <b>Compete:</b> children competing against each other (black country games) <b>Engage:</b> semi competition Less about outcome. Mostly on raising activity levels. <b>Inspire:</b> focus on enjoyment and participation.</p> <p><i>To attend events for vulnerable and SEND children</i></p> <p><i>Have links with the community for sporting companies to engage children in different sports</i></p>	<p>Compete events</p> <ul style="list-style-type: none"> <li>- Gymnastics (KS1 achieved 1<sup>st</sup> and KS2 achieved 2<sup>nd</sup>)</li> <li>- Cricket year 5 and 6 (achieved 1<sup>st</sup> place)</li> <li>- Football league – achieved 3<sup>rd</sup> position.</li> <li>- Football tournament (trust) – achieved 2<sup>nd</sup> position</li> </ul> <p>Engage and inspire (Cricket, multi sports, tag rugby)</p> <ul style="list-style-type: none"> <li>- All children that attended events felt inspired by the events as well as interested in taking up the sports.</li> </ul>	<p>Next year the aim is to continue to take part in more inspire and engage activities and have links with community for different clubs.</p>
<p>To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills.</p>	<p>Evidence shows that 97% of children have reached expected standard due to the support and interventions that have been put in place.</p>	<p>Next year this will continue in order to achieve the same standard.</p>
<p>Provide opportunities for targeted children to improve their physical, social and mental well-being.</p>	<p><u>In school</u></p> <ul style="list-style-type: none"> <li>- Children that find it challenging in school have benefited from time outside the class to socialize in smaller groups to support their communication skills and mental wellbeing.</li> </ul> <p><u>External</u></p>	<p>Working with Old Halesonians has been a success this year and we will continue to develop links with them. Next year, we will be continuing to provide opportunities to support children with their physical, social and mental well-being.</p>

	Children were selected to take part in Old Halesonians Rugby as part of the SMILE scheme. Feedback has now shown	
To provide a range of sports after school clubs	<p>Clubs throughout the year:</p> <ul style="list-style-type: none"> <li>- Dance</li> <li>- Kombat kids</li> <li>- Football</li> <li>- Multi sports</li> <li>- Rounders</li> <li>- Cricket</li> <li>- Athletics</li> <li>- Rugby</li> <li>- Golf</li> <li>- Netball</li> </ul>	Next year, we will continue to respond to the children's interest to provide sports that show a high-level interest.

## Key priorities and Planning 2024-2025

This planning template will allow schools to accurately plan their spending.

Total cost allocation: £21,340

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><i>Playground leaders will be trained a member of staff and coach to ensure they can support children during structured lunch time activities as well as the daily mile.</i></p> <p><i>School vacancy for pastoral lead to support leadership of lunch time activities, playground leaders and dinner supervisor.</i></p>	<p><i>Playground leaders will be developing leadership skills that are life-long skills. The daily mile will be able to improve physical, emotional, social and mental health. They will feel a sense of achievement when increasing their amount.</i></p>	<p><i>Key indicator 2: the engagement of all pupils in regular and physical activity.</i></p> <p><i>Key indicator 3: The profile of Pe and Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Children will be able to improve, their social, emotional and mental health.</i></p>	<p><i>costs for additional coaches to support lunchtime sessions for least active children as well as supporting playground leaders, EYFS support (£6925)</i></p>
<p><i>To provide additional (top up) provision for swimming activity in order to achieve national curriculum standard by the end of KS2.</i></p> <p>-</p>	<p><i>The children will be learning a life-saving skill.</i></p>	<p><i>Key indicator 2: the engagement of all pupils in regular and physical activity.</i></p> <p><i>Key indicator 3: The profile of Pe and Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>% of children swimming 25 meters confidently and self-rescue increased.</i></p>	<p><i>Swimming costs £6500 – top up only</i></p> <p><i>Coach costs £8640 for top up only</i></p> <p><i>(parents will voluntarily contribute to coach costs)</i></p>

<p>CPD for staff based on staff questionnaire as well as new members of staff</p>	<p>Impacts on the staff as their confidence increases. It will also impact on the children as staff will be delivering higher quality lessons.</p>	<p>Key indicator 1: increase confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>Use of free CPD offered from Dudley active black country as well as support from local community clubs.</p> <p>Support from PE lead – e.g. staff meetings, team teaching/ observations</p> <p>Use of free CPD used to make it sustainable.</p>
<p>Continue to meet school games mark standard of Platinum. Enter a range of competitions through competing, engaging and inspiring.  To attend events for vulnerable and SEND children  Have links with the community for sporting companies to engage children in different sports</p>	<p>Pupils</p> <ul style="list-style-type: none"> <li>- children that are talented at specific sports</li> <li>- Children that do not take part in sports.</li> <li>- Vulnerable and SEND children</li> </ul>	<p>Key indicator 5: Increased participation in competitive sports</p>	<p>Children will be able to showcase their talent. Developing their skills for life – linked to our skills builder</p> <p>Least active children finding enjoyment in sport.</p>	<p>Supply cost – internal mostly this is why it can be sustainable.</p>

<p>To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills focusing on those children that are least active.</p> <p><i>As identified by EYFS teachers, ES to meet with team and coach to identify areas of EYFS curriculum and development matters specific to above children</i></p> <p><i>Coach to provide assessment of the progress of intervention for children.</i></p> <p><i>Coach to complete personalized tasks for targeted individuals.</i></p> <p><i>EYFS team to use tapestry as a way to record physical development.</i></p> <p><i>EYFS staff and coach to communicate after each session based on assessments made.</i></p>	<p><i>Coach to deliver the sessions</i></p> <p><i>Children to take part in the session</i></p> <p><i>Class teachers to engage and use sessions as CPD</i></p>	<p><i>Key indicator 1: increase confidence, knowledge and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 2: the engagement of all pupils in regular and physical activity.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>CPD opportunity for EYFS staff to adjust and structure activities so that they can encourage the least active to become active.</i></p> <p><i>Promotion of a broad range of activities to ALL children</i></p>	<p><i>Sports coach cost= shown above.</i></p>
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<p>To provide a range of sports after school clubs</p>	<p><i>Pupil voice for clubs. New Rugby afterschool to be launched. Current clubs to continue – dance, football, multi skills, Kombat kids</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Sustainability – internal club and no cost for the children. Other clubs- parents pay to attend. PP children get clubs free at their request.</i></p>	<p><i>No internal cost</i></p>
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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
<p><i>Ensure there are organized games at lunch time for children to participate in.</i></p> <ul style="list-style-type: none"> <li>- <i>Playground leaders will be trained a member of staff and coach to ensure they can support children</i></li> <li>- <i>Sports coach will be working alongside playground leaders increase physical activity for our least active children.</i></li> </ul>	<p>Children have been provided with an opportunity to share their opinion on what they would like their playground to be like, therefore they are more likely to participate in the games provided. Activities are structured on the playground to provide a range of activities; therefore, children have a range of activities. Playground leaders are given clear roles and responsibilities.</p>	<p>Pupil voice from our school council and our healthy living ambassadors has now been reviewed in order to promote a healthy active lifestyle during lunch times. At the start of every year, we use pupil voice to look at those children who do not attend sports clubs inside and outside of school. Next year, there will be more regular sessions with playground leaders to ensure that activities are tailored and suitable to motivate children. We will also be looking at ways to provide awards for our playground leader, showcasing their leadership skills.</p>
<p><i>To provide additional provision for swimming activity in order to achieve national curriculum standard by the end of KS2.</i></p>	<p>This year 6 cohort has been provided additional swimming provision, which has resulted in 98% of the cohort to reach National Curriculum standard. There were only 2 parents that would not give their child permission, therefore they were unable to</p>	<p>This academic year we moved leisure center and our children are now in smaller groups for their swimming session. All children are now taught by fully qualified swimming instructors, which has made an impact on the results of meeting national curriculum requirement. Next year, to continue to look at ways to reduce the costing of the coach costs to make more sustainable. In addition, to look at ways to encourage parents to provide permission as it is a lifesaving skill.</p>
<p><i>CPD for staff</i></p>	<p>For sustainability, this year have used the expertise of other professionals to improve the delivery of PE lessons which has been provided for free. Our costings have covered for supply costs. The sports coach delivers EYFS tailored sessions focusing on their physical development targeting the least</p>	<p>Our staff have been provided with:</p> <ul style="list-style-type: none"> <li>• Dance CPD workshop</li> <li>• EYFS and year 1 PE delivery</li> <li>• Cricket workshop.</li> </ul>

	active children, therefore EYFS staff are now equipped with the skills to create personalized activities to improve the gross and motor skills for the least active children.	Due to change in staffing, we are going to focus on increasing the amount of CPD, based on teacher voice on where needed.
<p><i>Continue to meet school games mark standard of Platinum.</i> Enter a range of competitions through: <b>Compete:</b> children competing against each other (black country games) <b>Engage:</b> semi competition Less about outcome. Mostly on raising activity levels. <b>Inspire:</b> focus on enjoyment and participation.</p> <p><i>To attend events for vulnerable and SEND children</i></p> <p><i>Have links with the community for sporting companies to engage children in different sports</i></p>	<p>Lutley have been awarded for Platinum School Games Mark award for 2024/25. Children have participated in a range of compete, engage and inspire sporting competitions such as:</p> <ul style="list-style-type: none"> <li>- Archery</li> <li>- Football</li> <li>- Athletics</li> <li>- Rounders</li> <li>- Multi sports</li> <li>- Cross country</li> <li>- Cricket</li> </ul> <p>Our school has local links with:</p> <ul style="list-style-type: none"> <li>• Worcestershire cricket</li> <li>• Neat Feat dance</li> <li>• Next Level dance academy</li> <li>• Old Halesonians Rugby Club</li> </ul>	<p>Moving forward, our Trust is organizing further sporting events in order to continue further competitions.</p> <p>We will continue to take part in both boys and girls football league.</p> <p>We will continue to take part in school games competitions as well as cluster competitions.</p>
To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills.	The sports coach delivers EYFS tailored sessions focusing on their physical development targeting the least active children. As a result, 98% of children in EYFS have met the early learning goal for physical development.	Next year, we will look at what intervention will need to be in place for year 1 children to ensure that
To provide a range of sports after school clubs	All our sports clubs are now sustainable, as parents pay for the clubs.	We continue to ask for pupil and parental voice to ensure that a range of clubs are on offer.

## 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?	98%	We provide curriculum swimming for a term in year 4. Following on from this data, children that have not met the end of year expectation are then given top up swimming sessions for the rest of year 4, year 5 and 6 in order for children to meet the required standard.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	98%	We provide curriculum swimming for a term in year 4. Following on from this data, children that have not met the end of year expectation are then given top up swimming sessions for the rest of year 4, year 5 and 6 in order for children to meet the required standard.

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>98%</p>	<p>We provide curriculum swimming for a term in year 4. Following on from this data, children that have not met the end of year expectation are then given top up swimming sessions for the rest of year 4, year 5 and 6 in order for children to meet the required standard.</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>We provide curriculum swimming for a term in year 4. Following on from this data, children that have not met the end of year expectation are then given top up swimming sessions for the rest of year 4, year 5 and 6 in order for children to meet the required standard.</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>Previously, we have as staff were required to deliver the sessions, however now only qualified instructors teach the lessons. Our data now reflects the difference in high quality swimming sessions provide.</p>

Signed off by:

Head Teacher	<i>Alex Hall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Sherratt</i>
Date:	30.6.25