

Primary Physical Education and Sport Premium Plan and Evaluation 2024 – 2025

Torre C of E Academy



The following document is a working document to outline the intended expenditure of PPESP for the 2024 – 2025 academic year. Throughout the year, the actions completed will be evidenced and evaluated.

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
Provide extracurricular activities for pupils in KS1 and KS2 through Saints Southwest.	The amount of children taking part in after school clubs in each term are the following: Autumn Term - 115 Spring Term - 132 Summer Term - 156	We have seen an increase in the amount of children attending after school clubs and subsequently have more children applying for after school clubs next year.
Provide sporting provisions and activities for vulnerable pupils in KS2 at lunchtime.	By providing structured activities during lunchtimes, we have seen a positive impact on the behaviour of our vulnerable pupils. Our provisions offer constructive and engaging options that reduce boredom and the likelihood of disruptive behaviour. We have seen a decrease in orange and red behaviours for our vulnerable pupils.	Continue to provide provision for vulnerable pupils with the role of play leaders and also training for MTA staff on providing provision.
Forest Schools education is offered to all pupils for 3 weeks of the year.	All children in KS1 and KS2 have received forest school. Children have been taught life skills and teamwork skills to equip them for the classroom. We have seen an increased engagement after receiving forest schools.	Forest schools will continue to happen next year.
Provide all staff and pupils with appropriate equipment for a range of different sports/activities	Introducing new equipment has significantly benefited both staff and students in our school. For children, it has enhanced their skill development, increased their engagement and motivation, and improved their physical health while promoting better behaviour and inclusivity. For our staff, it has enabled more dynamic teaching, fostered professional growth and satisfaction and ultimately created a more effective and enjoyable PE environment for all.	New equipment is ordered before a term to ensure that all staff have the right equipment needed for the sport/skills they are teaching.
Inter-schools Olympic Games competition	Attending the Olympic Games had a positive impact on our children by fostering a sense of achievement, teamwork, and sportsmanship. This event has encouraged our students to set goals, work collaboratively, and develop resilience. Participation has boosted their self-esteem, promoted physical fitness, and provided opportunities to build friendships with peers from other schools. Additionally, this	This will continue next year.

	competition has helped our children learn to handle both success and failure gracefully, contributing to their overall personal and social development.	
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Key priorities and Planning

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

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
Provide extracurricular activities for pupils in EYFS, KS1 and KS2	Pupils in EYFS, KS1 and KS2 Teachers will benefit from extracurricular clubs running alongside the PE curriculum.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils will increase their fitness and skill development. Pupils will have a lifelong interest after learning about the sport within the curriculum and after school activities.	<i>Saints Southwest</i> £7400
Play leader training for pupils in UKS2	Pupils in Year 5 trained as play leaders. All pupils in the school receive set up provision by the play leaders. Meal time assistants and teachers will benefit from fewer behavioural incidents at lunchtimes.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school. Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Play leader training enhances social skills, inclusion, and physical activity while reducing behavioural issues. It boosts confidence in leaders, fosters safer, engaging play for peers, and promotes well-being, further developing our positive school culture.	<i>Play leader training delivered through Saints Southwest and maintained by CM and CW.</i> <i>CM 1hr a day x 5 days a week £3680</i>
Additional swimming for pupils in Year 6.	Pupils who have been identified in Year 3/4 who could not swim 25m.	Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all	Pupils will increase their water confidence and also achieve the expectations at the end of Year 6 to swim	<i>Abbey School pool and ASA swim teacher</i> £1000

		<p>children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	25m unaided and perform a safe self rescue.	
Forest Schools education is offered to all pupils for 3 weeks of the year.	Pupils across the school	Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Pupils will develop an enhanced physical education with improved fine motor skills, gross motor skills, engagement, teamwork and physical fitness.	£4100
Provide all staff and pupils with appropriate equipment for a range of different sports/activities	All pupils across the school All staff across the school	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 3: the profile of PE and sport is raised across the school as a tool for whole-school improvement.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Pupils will be taught a life skill</p> <p>Increasing confidence in pupils</p> <p>Increasing teacher's confidence by having the correct equipment. Pupils will have access to a range of sports and equipment.</p>	<i>£2690 for replenishing and enhancing PE equipment</i>

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

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

Signed off by:

Head Teacher:	<i>Laura Kendell</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Charlotte Wearing PE Subject Lead</i>
Governor:	
Date:	