

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school are physically **literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding to:

- develop or add to the PESSPA activities that your school already offer
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools need to ensure **impact** against the following 5 Key Indicators:

1. 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 a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils' PE and sport participation and attainment is available on the school website by **31st July 2024**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets

- Teach the minimum requirements of the national curriculum, including those specified for swimming
- Fund capital expenditure

Academic Year:	2024/2025
Total Funding Allocation:	Approx 19.400
Actual Funding Spent:	Approx 20,000

PE and Sport Premium Action Plan

Indicator 1: The engagement of <u>all</u> 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 a day, of which 30 minutes should be in school and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school			Percentage of total allocation: 0%
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
To ensure all children have access to specific sporting clubs during lunchtime, in addition to the curriculum covered. For regular engagement of physical activity Children and families to be more active before the school day. Children to actively travel to school using the Sustrans challenges	Year 5 young leaders deliver Lunch Clubs and structured sporting lunch activities to increase engagement and participation. (Supported by a PE coach) (Carry out a survey to find out what sports children would like to do) To continue to run a weekly walk the mile event before the school day. Children and parents gain house points for every lap walked. A week where the school encouraged the children to either cycle, scoot, or walk to school. The overall aim of the week was to highlight that sustainable travel benefits our health, the environment, and is also a way to improve the safety of the roads around the school by reducing the number of vehicles on it.	£0	Children participate in sporting activities during lunchtimes – to add additional sporting opportunities (Engagement of all pupils in regular physical activity is of key importance). Children and their families will be more active before the school day. Pupils will be more aware of the healthy options to travel to school and more will walk or cycle to school. Families will be actively travelling to school rather than getting in the car.

Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
Monitor resources that have been purchased to support the curriculum and buy new as required	PE coordinator and PE team to ensure all resources are suitable and make it known if more equipment is needed, and restock when needed.	£7,104.69 approx	PE lessons will be more engaging and purposeful due to appropriate equipment and resources.
Pupils, staff and parents are aware of sporting activities and achievements across the school.	• All sporting achievements, both inside and outside of school, to be celebrated in assemblies. • Sporting results and achievements to be displayed on PE display Sporting events are celebrated in the weekly school newsletter	£0	Children will demonstrate real pride when given an award and positively affect their confidence and self-esteem.
Pupils attend sporting fixtures wearing the school's team kit.	Purchase sports jackets and more sports tops, and restock the school football kit	(Included in the above amount)	Whole school impact and recognition. ● Hadrian pupils are easily recognisable at events. ● Social media presence is improved.
Children feel confident to ride a bicycle.	Pupils in year 4 and 5 to attend a bikeability course in the Autumn term	£0	Pupils will feel safe to ride a bicycle and use this as a way to travel to school.
To achieve School Games Mark - Gold for 2024- 2025.	● As necessary under the headings – ● Participation ● Competition ● Workforce ● Clubs	£0	Whole school impact and recognition.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
To upskill staff to deliver high-quality PE lessons	Embed the Complete PE scheme. PE specialists to support staff in delivering sessions. Planning time as a PE team to continue to adapt the curriculum map and scheme, where necessary	Complete PE annual fees £150	Teachers are increasingly confident when teaching PE. Increased progress by children in PE.

Improve curriculum provision	To share with staff CPD sources available with the 'Complete PE' scheme of work. PE lead to attend a sporting conference in the summer term Link with PE coordinators from local schools to tighten planning of different units of PE throughout the school	£6,992 £215	An increased number of classes are accessing a high level of curriculum PE teaching.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
Further increase range of extra-curricular opportunities offered to pupils	Continue to provide pupils with the opportunity to participate in a variety of sports clubs at lunchtimes and after school.	£0	Children will have had some clubs on offer, and a large number of children have accessed them from Year 1 to Year 6.
To ensure top up swimming lessons are offered to year 6 pupils	Pupils to be given the opportunity to engage in a minimum of 6 swimming sessions by the end of the Summer term 2025	£384:00	Current Year 6 pupils at least 6 lessons <75% year 6 pupils to be able to swim over 25 metres.
Indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be?
School Sports day to incorporate a range of skills which have been taught over the year.	Sports Day date and time to be booked well in advance (To book Stockwood Park Athletics stadium for years $\frac{3}{4}$ and %	Funding for coaches for travel and hire of the stadium. 3 days booked £840 x 2 for coaches. for both days Total cost- £1680.	Pupil achievement reported in School Newsletter, website Builds teamwork cooperation Parents are invited to share and celebrate the event
Termly Intra house sporting festivals			

Ensure entry into the local inter-school sports competitions.	Pupils are placed in houses and teams and work towards a common goal • Autumn -Running Festival • Spring - Boccia • Summer - Sports day -Incorporating athletic skills taught throughout the year Buy into the School Games Organiser Gold Package. Ensure that the majority of Pupils in KS2 have the opportunity to attend a Dunstable and Houghton Regis School Sports partnership sporting event. • Ensure that we enter different types of events to accommodate the range of pupils' abilities. ○ • Allocate staff who can attend these events on a regular basis.	Hire of athletics stadium £81 x 12 =£972=Total +fees for JSC (2,852) SGO Gold Package 3,000 Payment for staff to attend fixtures £1,000)	Develop relationships and homeschool links We continue to represent the school at local events and competitions. Pupils will take part in competitive activities and skill-based activities on a larger scale.
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PE and Sport Premium Impact Review 24/25

Indicator 1: 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 a day, of which 30 minutes should be in school				Percentage of total allocation:
				0%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps 25/26
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
To ensure all children have access to specific sporting clubs during lunchtime, in addition to the curriculum covered. For regular engagement of physical activity Children and families to be more active before the school day. Children to actively travel to school using the Sustrans challenges	Year 5 young leaders deliver Lunch Clubs and structured sporting lunch activities to increase engagement and participation. (Supported by a PE coach) (Carry out a survey to find out what sports children would like to do) To continue to run a weekly walk the mile event before the school day. Children and parents gain house points for every lap walked. A week where the school encouraged the children to either cycle, scoot, or walk to school. The overall aim of the week was to highlight that sustainable travel benefits our health, the environment, and is also a way to improve the safety of the roads around the school by reducing the number of vehicles on it.		1. <u>Increased Participation and Engagement</u> Children have more opportunities to try different sports. A survey ensures activities match pupil interests, which boosts motivation. Structured sessions are inclusive and help less confident children join in. 2. <u>Leadership Skills and Responsibility</u> Year 5 pupils develop communication, organisation, and leadership qualities. Younger children see positive role models among their peers. 3. <u>Health and Wellbeing</u> More active lunchtimes help improve fitness, focus, and behaviour in the afternoon. 4. <u>Positive School Culture</u> Creates a sense of belonging and teamwork across year groups.	Next Steps – Young Leaders Lunch Club Transition and Continuity: Ensure current Year 5 young leaders are prepared to take on more responsibility in Year 6 (e.g., mentoring younger pupils). Host a handover or celebration session at the end of the year to recognise their contributions. Training and Development: Provide refresher training early in the autumn term to reinforce expectations and develop new skills. Consider inviting external visitors or role models to inspire and motivate the group. Recruitment: Plan for recruiting the next cohort of Year 5 young leaders to maintain the club's sustainability. Use assemblies or class visits to promote the opportunity. Introducing Timed Runs: Schedule one session each term as

				a timed run to help track and motivate progress. Develop simple recording sheets or certificates to celebrate improvement. Parental Engagement: Share information with families to encourage participation and reinforce the benefits of regular exercise. Consider inviting parents/carers to join occasional sessions if appropriate. Pupil Voice: Gather feedback from children to see what they enjoy and what could be improved, particularly around the timed run idea.
Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
Monitor resources that have been purchased to support the curriculum and buy new as required	PE coordinator and PE team to ensure all resources are suitable and make it known if more equipment is needed, and restock when needed.		<u>PE Coordinator and Team Managing Resources</u> Ensures pupils always have access to good-quality, appropriate equipment. Reduces lesson disruption caused by missing or unsuitable kit. Supports a wider variety of activities (inclusion for all abilities/interests).	Audit Equipment PE Coordinator to do a full stocktake of current equipment. Identify any gaps or items needing replacement. Create a wish list for new sports or inclusive activities. Deadline: Before the end of the term

Pupils, staff and parents are aware of sporting activities and achievements across the school. Pupils attend sporting fixtures wearing the school's team kit. Children feel confident to ride a bicycle. To achieve School Games Mark - Gold for 2024- 2025.	• All sporting achievements, both inside and out of school to be celebrated in assemblies. • Sporting results and achievements to be displayed on the PE display Sporting events are celebrated in the weekly school newsletter Purchase sports jackets and more sports tops, and restock the school football kit Pupils in years 4 and 5 to attend a Bikeability course in the Autumn term ● As necessary under the headings – ● Participation ● Competition ● Workforce ● Clubs		<u>Celebrating Achievements (Assemblies, Displays, Newsletters)</u> Raises the profile of PE, encouraging more children to get involved. Builds confidence and motivation by recognising effort and success. Reinforces a culture where participation is valued. <u>New Kit Purchases</u> Removes barriers to participation (e.g., lack of kit). Instills pride and belonging when representing the school. <u>Bikeability for Years 4 and 5</u> Broadens participation by introducing a practical, real-life skill. Increases engagement among children who may not be keen on traditional sports. Promotes healthy, active travel habits. <u>Celebrating Sporting Results</u> Encourages a sense of achievement and healthy rivalry. Motivates pupils to strive for excellence. Builds aspiration among peers to take part in competitions.	Book Bikeability and prepare letters to parents Draft competition and celebration calendar. Map PE overall lesson plans for each half-term to ensure skills align. Share this calendar with staff, parents, and pupils. Add to the school display
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				Percentage of total allocation:
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps

Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
To upskill staff to deliver high-quality PE lessons	Embed the Complete PE scheme. PE specialists to support staff in delivering sessions. Planning time as a PE team to continue to adapt the curriculum map and scheme, where necessary To share with staff, CPD sources are available with the 'Complete PE' scheme of work.		Improved Staff Confidence and Expertise: All staff will feel supported and have access to clear, high-quality planning and CPD to deliver engaging PE lessons. Consistency and Progression: A coherent, sequenced PE curriculum that is adapted to meet pupils' needs and develops skills year on year. Higher Quality PE Provision: Lessons will be more active, inclusive, and challenging, leading to improved pupil outcomes in physical literacy and fitness. Collaboration and Shared Practice: Stronger professional networks with local schools will drive continual improvement in PE provision.	Audit Staff Confidence and Training Needs Circulate a short survey or hold a staff meeting to assess current confidence levels and experience with Complete PE. Identify priority areas for CPD. Schedule regular PE team meetings each term to review and adapt the curriculum map.
Improve curriculum provision	Link with PE coordinators from local schools to tighten planning of different units of PE throughout the school			
Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Your school focus should be clear what you want the pupils to know and be able to do, and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on the impact on participation and attainment	
Further increase the range of extra-curricular opportunities offered to pupils	Continue to provide pupils with the opportunity to participate in a variety of sports clubs at lunchtimes and after school.		Increases the breadth of physical activity opportunities, enabling more pupils to discover and develop interests and skills in a range of sports. Promotes positive attitudes towards an active lifestyle, contributing to improved physical	Consider both traditional and non-traditional sports to ensure inclusivity and appeal to diverse preferences.

To ensure top-up swimming lessons are offered to year 6 pupils	Pupils to be given the opportunity to engage in a minimum of 6 swimming sessions by the end of the Summer term 2025		health and well-being. Provides additional structured activity time beyond PE lessons, helping pupils build confidence, teamwork, and resilience. Ensures all pupils gain essential water safety knowledge and swimming competence in line with curriculum expectations. Supports pupils who may have limited access to swimming outside school, reducing inequalities. Develops pupils' confidence in water, which contributes to overall physical literacy and safety awareness.	Identify and support pupils with limited access to swimming opportunities outside school, helping to reduce disparities in skills and confidence.
Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice	Make sure your actions to achieve are linked to your intentions		What do pupils now know and what can they now do? What has changed? <u>Provide evidence</u> on impact on participation and attainment	
School Sports Day to incorporate a range of skills that have been taught over the year.	Sports Day date and time to be booked well in advance (To book Stockwood Park Athletics stadium for years ¾ and %		.Reinforcement of Learning Children get to practice and consolidate PE skills in a real context. Skills feel relevant and purposeful rather than abstract. It helps embed movement patterns (e.g., proper running technique, safe throwing). Social and Emotional Benefits Team spirit: Pupils build camaraderie within their houses, learning cooperation and mutual	Decide whether to change the sportsday venue. Visit alternative venues and compare. Choose events that reflect skills taught throughout the year. This will reinforce curriculum learning and give all students a chance to shine, and show progression..
Termly Intra-house sporting festivals				

Ensure entry into the local inter-school sports competitions.	Pupils are placed in houses and teams and work towards a common goal • Autumn -Running Festival • Spring - Boccia • Summer - Sports day -Incorporating athletic skills taught throughout the year Buy into the School Games Organiser Gold Package. Ensure that the majority of Pupils in KS2 have the opportunity to attend a Dunstable and Houghton Regis School Sports partnership sporting event. • Ensure that we enter different types of events to accommodate the range of pupils' abilities. ○ • Allocate staff who can attend these events on a regular basis.		support. Healthy competition: Regular competitions teach resilience, winning gracefully and coping with setbacks. Sense of belonging: Houses foster identity and loyalty, enhancing school culture. Stress relief: Active participation offers a positive outlet for stress and energy. Community and School Culture Inclusivity: Frequent festivals allow more students to participate, not just elite athletes. Parental engagement: Termly events provide regular opportunities for parents and the broader community to support. Tradition and pride: Recurring house competitions strengthen school heritage and morale. Increased Participation for KS2 Pupils Access to a Variety of Events	Decide the Term Dates: Confirm when in each term the festival will be held (e.g., mid-term, end of term). Continue to Buy into the Local School Games Package Gather feedback—what worked well, what could improve?
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The pupil outcomes of the statements below must be reported on the school website for the current Year 6 cohort	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres ?	54%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	46%
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	54%
Schools can choose to use their 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

Summary of key achievements for 2024-5	Summary of key plans for 2025-2026
• Increased Competition Participation: More children than ever before attended sporting competitions, representing the school in a variety of events. • Expanded Sports Clubs: A wider range of sports clubs was made available, giving pupils more opportunities to be active and try new activities. • Inspiring Visitor: World Champion Beth Tweddle visited the school and delivered an inspirational talk to motivate pupils to pursue their goals. • Recognition: The school achieved the Gold Sports Mark Award, celebrating excellence in sport and physical activity provision. • This year, Young Sports Leaders began running lunchtime clubs for younger year groups	○ To buy into packages and initiatives that enable children to be more active throughout the school day. ○ To find effective ways to motivate children to perform at their best in sporting competitions and achieve improved results. ○ To provide resources around the school that support children who are dysregulated. ○ To identify children in Year 4 who cannot swim and organise swimming sessions to help them achieve the expected standard. ○ To apply for the Platinum Sports Games Mark.

Signed off by		Date
PE Lead	Mrs Gill Hanson	16.7.25
Headteacher	Mr Ross Griffin	16.7.25