



# Sports Premium Funding Impact 2024-25

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"> <li>- Teachers benefitted from CPD from professional coaches coming in</li> <li>- More children were able to confidently swim</li> <li>- A wider range of extra-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>- Raise the profile of sport and have more children attend outside sporting events.</li> </ul>

Total amount carried over from 2023/24	£ 0
Total amount allocated for 2024/25	£19550

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	37%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> 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: £19550	Date Updated: July 2025	
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children 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:
<p>To arrange extra swimming sessions for those children who cannot swim and need more than the generic entitlement</p> <p>GetSet4PE introduced to monitor all pupils’ engagement in extra-curricular. The scheme also supports all teachers with their delivery of PE lessons</p>	<p><b>Step 1: Identify Pupils in Need</b></p> <ul style="list-style-type: none"><li>Use PE assessments or swimming data to identify children who cannot swim 25m confidently.</li><li>Liaise with class teachers and parents to confirm needs.</li></ul> <p><b>Step 2: Secure Resources</b></p> <ul style="list-style-type: none"><li>Contact local swimming pools for availability, costs, and qualified instructors.</li></ul> <p><b>Step 3: Plan Logistics</b></p> <ul style="list-style-type: none"><li>Decide on frequency (e.g. weekly sessions) and duration (e.g. one term).</li><li>Arrange transport if needed.</li><li>Ensure risk assessments and safeguarding protocols are in place.</li></ul> <p><b>Step 4: Communicate with Stakeholders</b></p> <ul style="list-style-type: none"><li>Inform parents and carers about the opportunity.</li><li>Gain consent and share expectations.</li></ul> <p><b>Step 5: Monitor Progress</b></p> <ul style="list-style-type: none"><li>Track attendance and progress in swimming ability.</li></ul>	8000	<p>Extra swimming sessions have resulted in 60% of children who can now confidently swim. This is a 5% improvement from 2023-24</p> <p>100% of staff now feel more confident teaching PE.</p>	<p>While we have seen an improvement with the number of swimmers we are finding that the additional sessions are not generally converting the non-swimmers to swimmers.</p>

Created by:



Supported by:



	<ul style="list-style-type: none"> <li>Celebrate milestones and share updates with families.</li> </ul>			
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**Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Yoga sessions used to support mental health.</p> <p>To bring in an external coach to work during lunch time to promote sports during break time.</p> <p>Provide internal CPD to support the development and promotion of sport</p>	<p><b>Identify Target Groups</b></p> <ul style="list-style-type: none"> <li>Select pupils who would benefit most (e.g. those with anxiety, SEMH needs, or low self-esteem).</li> </ul> <p><b>Source Qualified Instructor</b></p> <ul style="list-style-type: none"> <li>Find a certified children's yoga practitioner with experience in schools.</li> </ul> <p><b>Schedule Sessions</b></p> <ul style="list-style-type: none"> <li>Decide on frequency (e.g. weekly) and timing (e.g. during PSHE, after school, or lunch).</li> </ul> <p><b>Gain Consent</b></p> <ul style="list-style-type: none"> <li>Inform parents and carers, and obtain necessary permissions.</li> </ul> <p><b>Monitor Impact</b></p> <ul style="list-style-type: none"> <li>Use pupil voice, attendance, and wellbeing surveys to assess effectiveness.</li> </ul> <p><b>Define Objectives</b></p> <ul style="list-style-type: none"> <li>Clarify goals: increase physical activity, reduce behaviour incidents, promote teamwork.</li> </ul> <p><b>Recruit Coach</b></p> <ul style="list-style-type: none"> <li>Source a reputable sports coach or organisation with lunchtime</li> </ul>	7611	<p><b>Evidence:</b> Pupil voice surveys show increased emotional regulation and reduced anxiety. Attendance and engagement in sessions are consistently high.</p> <p><b>Impact:</b> Improved wellbeing and focus in class; targeted pupils show greater resilience and reduced behaviour incidents.</p> <p><b>Evidence:</b> Increased pupil participation in structured physical activity during break times. Behaviour logs show fewer playground incidents.</p> <p><b>Impact:</b> Enhanced physical activity levels; improved social skills and teamwork; calmer transitions back to class.</p> <p><b>Evidence:</b> Staff feedback indicates increased confidence in delivering PE. Lesson observations show more inclusive and active PE sessions.</p> <p><b>Impact:</b> Higher quality PE provision; broader range of activities offered; increased pupil enjoyment and engagement in sport.</p>	<p><b>Sustainability:</b> Train a member of staff to deliver basic yoga/mindfulness sessions to reduce reliance on external providers.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Explore embedding yoga into the wider PSHE or wellbeing curriculum.</li> <li>Seek pupil feedback to refine session content.</li> </ul> <p><b>Sustainability:</b> Develop a sports leader programme where older pupils help run lunchtime activities alongside the coach.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>Review impact termly</li> </ul>

	<p>engagement experience.</p> <p><b>Plan Activities</b></p> <ul style="list-style-type: none"> <li>• Agree on a rotating schedule of inclusive sports and games.</li> </ul> <p><b>Coordinate Logistics</b></p> <ul style="list-style-type: none"> <li>• Ensure space, equipment, and supervision are in place.</li> </ul> <p><b>Evaluate Engagement</b></p> <ul style="list-style-type: none"> <li>• Track participation and gather feedback from pupils and staff.</li> </ul> <p><b>Audit Staff Confidence</b></p> <ul style="list-style-type: none"> <li>• Use a short survey to identify areas for development in PE and sport delivery.</li> </ul> <p><b>Plan CPD Sessions</b></p> <ul style="list-style-type: none"> <li>• Focus on practical strategies, inclusive games, and confidence-building.</li> </ul> <p><b>Use External Expertise</b></p> <ul style="list-style-type: none"> <li>• Invite specialists or use GetSet4PE resources to support delivery.</li> </ul> <p><b>Embed into Practice</b></p> <ul style="list-style-type: none"> <li>• Encourage staff to trial new approaches and share successes.</li> </ul> <p><b>Review and Reflect</b></p> <ul style="list-style-type: none"> <li>• Evaluate impact through pupil engagement and staff feedback.</li> </ul>			<p>and consider extending to other break times.</p> <ul style="list-style-type: none"> <li>• Build partnerships with local clubs for long-term support.</li> </ul> <p><b>Sustainability:</b> Create a PE champion role to lead ongoing CPD and share best practice.</p> <p><b>Next Steps:</b></p> <ul style="list-style-type: none"> <li>• Schedule regular PE-focused staff meetings or drop-ins.</li> <li>• Use GetSet4PE data to identify areas for further training.</li> </ul>
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## Key indicator 4: Increased participation in competitive sport

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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To use the Kettering Sports Partnership to ensure that a wide range of children get to explore a range of sports and activities	<p><b>Establish Contact</b></p> <ul style="list-style-type: none"> <li>Reach out to the partnership lead to discuss available programmes, events, and support.</li> </ul> <p><b>Audit Pupil Needs &amp; Interests</b></p> <ul style="list-style-type: none"> <li>Identify groups underrepresented in sport (e.g. SEND, girls, disadvantaged pupils).</li> <li>Use pupil voice to understand interests and barriers.</li> </ul> <p><b>Plan Inclusive Opportunities</b></p> <ul style="list-style-type: none"> <li>Select a variety of sports and activities that appeal to different pupil groups.</li> <li>Ensure activities are accessible and inclusive.</li> </ul> <p><b>Coordinate Timetable</b></p> <ul style="list-style-type: none"> <li>Integrate sessions into the school calendar (e.g. enrichment days, PE lessons, after-school clubs).</li> <li><b>Promote Participation</b></li> <li>Use assemblies, newsletters, and peer ambassadors to raise awareness and excitement.</li> </ul> <p><b>Track Engagement</b></p> <ul style="list-style-type: none"> <li>Monitor attendance and participation across different pupil groups using GetSet4PE or similar tools.</li> </ul> <p><b>Celebrate &amp; Share Success</b></p>	£1500	<p><b>Participation Records:</b> Increased number of pupils engaging in a wider range of sports (e.g. archery, fencing, boccia).</p> <p><b>Pupil Voice:</b> Feedback shows high enjoyment and interest in trying new activities.</p> <p><b>Inclusion Data:</b> Greater involvement from SEND, disadvantaged, and less active pupils.</p> <p><b>Event Attendance:</b> More pupils representing the school in partnership-led festivals and competitions.</p>	<ul style="list-style-type: none"> <li><b>Embed into Curriculum:</b> Integrate partnership activities into PE and enrichment planning to ensure long-term inclusion.</li> <li><b>Staff Involvement:</b> Train staff to co-deliver or support sessions, reducing reliance on external providers.</li> <li><b>Pupil Leadership:</b> Develop sports ambassadors or leaders to promote and support activities.</li> <li><b>Annual Planning:</b> Include partnership events in the school's yearly calendar and budget planning.</li> <li><b>Formalise Partnership Agreement</b> <ul style="list-style-type: none"> <li>Set clear expectations, timelines, and outcomes with the partnership lead.</li> </ul> </li> <li><b>Target Underrepresented Groups</b> <ul style="list-style-type: none"> <li>Use data to identify pupils who need encouragement to participate.</li> </ul> </li> <li><b>Expand Offerings</b> <ul style="list-style-type: none"> <li>Explore new sports or activities not currently offered in school.</li> </ul> </li> <li><b>Evaluate Termly</b> <ul style="list-style-type: none"> <li>Review participation and impact with SLT and governors to inform future planning.</li> </ul> </li> <li><b>Celebrate Success</b> <ul style="list-style-type: none"> <li>Share pupil achievements through newsletters, assemblies, and displays to build momentum.</li> </ul> </li> <li></li> </ul>

	<ul style="list-style-type: none"> <li>• Showcase achievements in newsletters, displays, and celebration assemblies.</li> <li>• Share impact with governors and SLT.</li> </ul> <p><b>Review &amp; Expand</b></p> <ul style="list-style-type: none"> <li>• Meet termly with the partnership to review impact and plan future opportunities.</li> <li>• Explore inter-school competitions or festivals.</li> </ul>			
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**Key indicator 3:** Broader experience of a range of sports and activities offered to all pupils  
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To broaden pupils' experience of a range of sports and activities by embedding the house system into school life through bi-weekly inter-house competitions, ensuring inclusive participation and fostering teamwork, resilience, and school pride.	<p><b>Plan a Bi-Weekly Competition Calendar</b></p> <ul style="list-style-type: none"> <li>• Include a mix of traditional and alternative sports (e.g. dodgeball, athletics, tug-of-war, dance-offs).</li> </ul> <p><b>Promote Events Widely</b></p> <ul style="list-style-type: none"> <li>• Use assemblies, posters, and newsletters to build excitement.</li> </ul> <p><b>Track Participation</b></p> <ul style="list-style-type: none"> <li>• Use GetSet4PE or a simple spreadsheet to monitor which pupils are engaging and identify gaps.</li> </ul> <p><b>Celebrate Achievements</b></p> <ul style="list-style-type: none"> <li>• Award house points, certificates, and recognition in assemblies.</li> </ul> <p><b>Review and Adapt</b></p> <ul style="list-style-type: none"> <li>• Use pupil voice and staff</li> </ul>	£2445	<p><b>Participation Logs:</b> Increased number of pupils involved in bi-weekly competitions across all year groups.</p> <p><b>Pupil Voice:</b> Feedback shows improved enjoyment, motivation, and sense of belonging.</p> <p><b>House Points Data:</b> Regular accumulation of points reflects consistent engagement.</p> <p><b>Behaviour &amp; Attitude:</b> Positive shift in teamwork, resilience, and peer relationships during competitive activities.</p> <ul style="list-style-type: none"> <li>• <b>Enhanced School Culture:</b> Stronger identity and pride through house affiliation and celebration.</li> <li>• <b>Broader Sport Exposure:</b> Pupils experience a wider</li> </ul>	<p><b>Embed into School Culture:</b> Make house competitions a regular and celebrated part of school life.</p> <p><b>Staff Ownership:</b> Assign house leads to coordinate and champion events.</p> <p><b>Pupil Leadership:</b> Train sports ambassadors to help organise and promote competitions.</p> <p><b>Use Existing Resources:</b> Maximise use of school equipment and spaces to reduce costs.</p> <p><b>Track &amp; Celebrate:</b> Maintain a visible house points system to keep momentum and engagement high.</p> <p><b>Create a Competition Calendar</b></p>

	feedback to refine the format and ensure inclusivity.		<p>range of sports and activities beyond the curriculum.</p> <ul style="list-style-type: none"> <li>• <b>Inclusive Engagement:</b> Greater involvement from pupils who may not typically join extracurricular sport.</li> <li>• <b>Improved Social Skills:</b> Pupils develop leadership, cooperation, and sportsmanship.</li> </ul>	<ul style="list-style-type: none"> <li>• Plan bi-weekly events across a range of sports and activities.</li> </ul> <p><b>Launch with Impact</b></p> <ul style="list-style-type: none"> <li>• Kick off with a whole-school event to build excitement and buy-in.</li> </ul> <p><b>Monitor Participation</b></p> <ul style="list-style-type: none"> <li>• Use GetSet4PE or a simple tracker to ensure all pupils are involved.</li> </ul> <p><b>Gather Feedback</b></p> <ul style="list-style-type: none"> <li>• Use pupil voice to refine activities and ensure inclusivity.</li> </ul> <p><b>Review Termly</b></p> <ul style="list-style-type: none"> <li>• Evaluate impact and adjust plans to maintain engagement and effectiveness.</li> </ul>
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