

2024/2025

Primary PE and Sport Premium Spend

Total Allocation - £18,330

Focus Area Identified	Planned Action	Success Criteria	Premium Allocated	Impact (by July 2025)	Evidence	Sustainability
Curriculum	Allocated PE time with specialist PE specialists and CPD for other staff	<p>Teachers to take PE lessons from Foundation 1 to Year 6.</p> <p>PE Leads attending Trust training, in how to be an expert subject leader.</p> <p>Identified ADHD and SEMH children have engaged in daily sensory circuits with specialist TA.</p> <p>All staff now confident in delivering Beyond The Physical due to CPD.</p> <p>Apprehensive staff confident in teaching PE after Tranmere Rovers coaches have been in for a full half term of teaching and supporting with staff CPD.</p> <p>Staff feel confident in teaching PE and extra-curriculum, after CPD in curriculum skills & subject knowledge.</p> <p>Children make at least good progress in PE.</p> <p>Staff attended Beyond the Physical training and CPD.</p> <p>School Games Platinum Award achieved again this year.</p>	£2,000	<ul style="list-style-type: none"> Teachers across classes now feel confident to teach PE Most children across the school have made good or better progress, building on prior achievement. Children have an increased confidence, self-esteem and a real desire to learn. The enjoyment of PE increased. There are fewer non-participants. Children can verbally explain what they are learning through the 3 word titles. 	<ul style="list-style-type: none"> Staff Feedback Staff Questionnaires Lesson Observations Staff attending CPD 	PE leads will be allocated ongoing staff meeting time; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed.
Curriculum	Continue the curriculum in PE lessons	<p>Re-purchase PE planning resources to support all staff.</p> <p>Staff attend the Beyond the Physical CPD meetings and webinars.</p>	Beyond the Physical £549	<ul style="list-style-type: none"> PE planning repurchased and all staff using it. Staff more confident delivering PE, after attending CPD webinars. 	<ul style="list-style-type: none"> Assessment Data Staff Feedback Staff Questionnaire Pupil Voice 	CPD meetings to continue to be sent out to all staff when available.

		Curriculum for PE embedded and continued. Planning used and followed by all staff with individual log ins. Staff's subject knowledge around PE improves, due to CPD meetings. Moderation and observations held throughout the year show that held PE teaching is of a high standard. Outcomes in PE improved.		<ul style="list-style-type: none"> • Most pupils made good or better progress, building on prior achievement and enjoyment of PE increased. 		Continued CPD can come from sharing good practice in school.
Curriculum	To ensure all PE lessons delivered will be engaging, active and well-resourced to deliver high quality teaching	Audit completed of PE equipment across school. Purchase of relevant equipment improves PE teaching. Moderation and observations held throughout the year show that held PE teaching is of a high standard. Outcomes in PE improved.	£1000	<ul style="list-style-type: none"> • More equipment purchased, which resulted in better quality lessons, which could be adapted by the teacher and children for their needs. 	<ul style="list-style-type: none"> • Assessment Data • Lesson Observations • Equipment Audit • Equipment Order 	PE leads will continue to replenish PE equipment and audit equipment each year. Equipment to be continually checked for damage..
Curriculum	Monitoring of PE curriculum by PE lead	Observations of lessons completed and data analysed. Teacher judgements throughout the year uploaded onto Software. Beyond the Physical end of unit assessment sheets all completed by teachers. Time for staff to assess children within the curriculum and to enter the assessment into the system. Children make progress.	Insight £1,000	<ul style="list-style-type: none"> • As a result of good leadership in the subject and confident and knowledgeable staff, all pupils made good progress, building on prior achievement. • Observations of lessons shows good teaching and enjoyment of the lessons by pupils. 	<ul style="list-style-type: none"> • Assessment Data • Lesson Observations 	Continue to use basic, Beyond the Physical assessment sheets at end of units. PE leads to continue to monitor assessment sheets. Move over onto new tracking software for next year. Support and CPD for staff if needed.
Curriculum and Healthy Active Lifestyle	Purposeful play continued and built upon – zoning the playground.	New zones and activities implemented this year (sensory, reading, traditional games etc.)	£2,000	<ul style="list-style-type: none"> • Behaviour incidents have reduced on yard. • Pupil voice shows children are enjoying break times 	<ul style="list-style-type: none"> • Pupil Attendance • Registers • Pupil Feedback 	Now they are trained, teachers and TA's to continue to

	Zones set up with equipment and resources.	<p>Playground split into zones – all different activities.</p> <p>Activities and equipment on playground during break times.</p> <p>Behaviour incidents reduced on yard.</p> <p>Monitoring shows all staff actively model play and have their own roles.</p> <p>Pupil voice shows increased enjoyment at break time.</p> <p>Increase confidence and competency of all staff in promoting and leading physical activities during outdoor sessions and playtimes.</p> <p>Break times and lunchtimes are more aligned in what we offer to support transition and routine for children.</p> <p>Regular maintenance and repairs are carried out on the equipment allowing the children to use it safely.</p>		<ul style="list-style-type: none"> Teachers and TA's trained in modelling play and games and observations show staff are modelling games and are now independently played by the children. 	<ul style="list-style-type: none"> Staff Observations Photographs Well-being Survey 	<p>provide the activities at break time.</p> <p>Auditing of resources, to ensure suitable, safe and enough equipment out.</p>
Curriculum and Healthy Active Lifestyle	Lunchtime zoning continued – zoning the playground. Zones set up with equipment and resources.	<p>Follow Better Lunchtimes audit for lunch supervision and routine.</p> <p>Playground split into 4 areas – ball sports, equipment, calm area, free area.</p> <p>Activities and equipment on playground with a trained adult.</p> <p>Behaviour incidents reduce at lunchtime.</p> <p>Monitoring shows all staff actively model and have their own roles.</p> <p>Pupil voice shows increased enjoyment at lunchtime.</p> <p>Staff have an increased confidence and competency in promoting and leading physical activities during outdoor sessions and playtimes.</p> <p>Regular maintenance and repairs are carried out on the equipment allowing the children to use it safely.</p>	£2000	<ul style="list-style-type: none"> Behaviour incidents have reduced on yard. Staff mentioning how more children are engaged in playing and games. Observations show staff are modelling games and are now independently played by the children. Pupil voice shows enjoyment of the new zoning at lunchtime and more children out on the yard instead of being in quiet lunch zone indoors. 	<ul style="list-style-type: none"> Pupil Feedback Staff Observations Photographs Well-being Survey Staff Feedback Staff Questionnaire Pupil Voice 	<p>Now they are trained, TA's to continue to provide the activities at lunch times.</p> <p>Audit on lunch times to ensure continued improvement.</p> <p>Auditing of resources, to ensure suitable, safe and enough equipment out.</p>
Curriculum and Healthy	Provide additional support for neuro diverse pupils through	Specialised sensory focused activities on playground during break times.	£500 – equipment	<ul style="list-style-type: none"> Children within hub classes, have access all day to sensory circuits with a specialised PE TA. 	<ul style="list-style-type: none"> Staff Feedback Staff Questionnaire 	More staff trained in sensory circuits, so more

Active Lifestyle	sensory circuits and additional	<p>Focused groups for selected pupils each lunchtime.</p> <p>Sensory circuits running each day for identified children.</p> <p>Behaviour incidents at break and lunch decrease.</p> <p>Dysregulated behaviour incidents during the day decrease.</p> <p>Staff see the difference in children ready to learn after routine sensory circuits.</p>		<ul style="list-style-type: none"> • Behaviour incidents decreased within classrooms. • Hub staff noticing that children are regulating their own emotions and dysregulation independently, noticing their own signs and taking a break for a sensory circuit. • Identified children within other classes given time for brain breaks and sensory circuits throughout the day, which has supported behaviour across the school. • Staff noticing children are ready to learn and more settled and prepared for learning. 	<ul style="list-style-type: none"> • Pupil Voice • Photographs 	<p>students can access.</p> <p>Hubs to continue to have access to daily sensory circuits.</p> <p>Ongoing CPD given for staff delivering sensory circuits to ensure current best practise.</p>
Curriculum, Healthy Active Lifestyle and Participation and Engagement	Swimming programme for year 5 and year 6 children.	<p>All children in year 5 (spring term), and year 6 (summer term) went swimming.</p> <p>Children understand the importance of water safety, through lessons and trip activities on a lake.</p> <p>We will cover the cost of swimming for all children - £4836</p>	£500	<ul style="list-style-type: none"> • 48% of year 6's can swim 25m • 26% of year 6 left with national curriculum objectives met 	<ul style="list-style-type: none"> • Assessment • Staff Feedback • Staff Questionnaire • Pupil Voice • Photographs 	<p>Ensure all children in years 5 and 6, go swimming again this year for a block of afternoons for 2 weeks.</p>
Curriculum, Healthy Active Lifestyle and Participation and Engagement	Bikeability programme for year 5 children.	<p>18 year 5 children achieved level 2 in Bikeability to support riding their bike on the road.</p>		<ul style="list-style-type: none"> • All 18 children reached level 2 • Children more confident in riding their bike on the road • Parents have noticed the increase in confidence and happy about allowing them to ride to school on their own. 	<ul style="list-style-type: none"> • Staff Feedback • Staff Questionnaire • Pupil Voice • Parent Voice • Photographs 	<p>Ensure Bikeability is booked for next year</p>
Healthy Active Lifestyle	Continue the daily mile for all of KS2	<p>PE lead highlighted the benefits of the daily mile in staff meeting.</p> <p>Pupils more re-energised, regulated and ready to learn after the daily mile.</p>		<ul style="list-style-type: none"> • Most of KS2 pupils involved in 15 minutes of additional activity every afternoon. • Staff noticing children re-energised and ready to learn in the later part of the afternoon. 	<ul style="list-style-type: none"> • Pupil Attendance • Registers • Pupil Feedback • Staff Observations • Photographs • Well-being Survey 	<p>Ongoing reminders that the daily mile is there to use, and can be used as a brain break.</p>

Healthy Active Lifestyle	'Focus Group' physical activity interventions	<p>Lunchtime focus groups for identified pupils where ran daily.</p> <p>Identified pupils invited to be at extra-curriculum activities.</p> <p>Pupils demonstrate greater resilience and have increased emotional literacy and empathy.</p> <p>Pupils demonstrate greater movement and enjoyment in physical activity.</p> <p>Pupil voice shows that children are more engaged and enjoying physical activity.</p>		<ul style="list-style-type: none"> • Development of co-operation, working in groups and desire to learn impacted with personal best children, across the whole curriculum and standards improved significantly. • Behaviour incidents decreased over the year, with children understanding their emotions and working on their own standard, and not worrying about loosing or what others thought. • Behaviour incidents decreased on the yard at break times and lunchtimes. 	<ul style="list-style-type: none"> • Staff Feedback • Staff Observations • Pupil Feedback • Photographs • Pupil Questionnaires • Behaviour Records 	Focus groups to continue at break and lunch times to support selected pupils. More staff to support to enable groups to run every day.
Healthy Active Lifestyle	'Junior Duke' lifestyle and physical intervention club	<p>Junior Duke advertised to all pupils in the school.</p> <p>Pupil and parent voice show children are more confident, independent and resilient.</p> <p>Pupils excited and motivated to work independently and get their books complete.</p> <p>Pupils progress and life skills improve and comments from parents/carers at home show this.</p>	£1000	<ul style="list-style-type: none"> • Junior Duke club run all year, with children independently completing their own tasks. • Enjoyment and self motivation from children was fantastic. • Comments from parents that children where taking their learnt skills home, and having another go 	<ul style="list-style-type: none"> • Pupil Attendance • Registers • Pupil Feedback • Staff Observations • Photographs • Well-being Survey • Parent/Carer Feedback 	Junior Duke to be opened up to all year groups. The impact on independence and dedication was amazing and this needs to be throughout the school now.
Healthy Active Lifestyle	Barnstondale to run wellbeing weekly whole class sessions	<p>Identified children attend weekly sessions.</p> <p>Pupils demonstrate greater resilience teamwork and cooperation.</p> <p>These sessions include an active element.</p> <p>Teachers felt more confident teaching outdoor education after watching Barnstondale staff.</p>	£300	<ul style="list-style-type: none"> • Children's confidence and resilience grew throughout the programme. • Teachers commented how the children's enjoyment and self motivation was demonstrated from the beginning • Staff more confident in teaching outdoor education lessons 	<ul style="list-style-type: none"> • Behaviour Records • Pupil Voice 	
Participation and Engagement and	Increased range of extra curricula clubs offered throughout	<p>Provide free extra-curricular sports clubs to children in KS1 & KS2.</p> <p>Teachers and support staff operating outside of their contracts.</p>	£500	<ul style="list-style-type: none"> • A variety of after school clubs were offered. • Pupil voice survey to ask which clubs pupils would like. 	<ul style="list-style-type: none"> • Pupil Attendance • Registers • Pupil Feedback • Photographs 	Continue the amount of clubs offered. Utilise other specialised

Competition and Capital Culture	the year, run by PE leads.	Purchase of relevant equipment improves the range of clubs offered. Increase in the number and range of children taking part in after school sports club. Clubs showed a range of sports and activities and interested a range of children.		<ul style="list-style-type: none"> The enjoyment of PE increased and participation in wider activities was at our highest. Over 150 different students accessing clubs and fixtures throughout the year. 	<ul style="list-style-type: none"> School Games Platinum Award Governors Report 	staff to offer a wider range of sports and activities.
Participation and Engagement	Further, improve sport engagement for all learners, including those reluctant or experience barriers to undertaking mainstream sports, PP/SEN/disadvantaged groups.	Ongoing subject leader planning detailing staff training to ensure skills are embedded. CPD from Beyond the Physical and Wirral School Games. Children able to go to events and fixtures, through transport costs being covered. Teachers and support staff operating outside of their contracts. Purchase of relevant equipment improves the range of clubs, competitions and fixtures offered. Extra-curriculum activities supported and led by specialised coaches to support staff CPD.	£1000	<ul style="list-style-type: none"> A variety of after school clubs were offered. Pupil voice survey to ask which clubs pupils would like. Least active girls in KS1, enjoyed Shooting Stars club, a programme designed for girls. We attended or hosted 14 SEN sporting events, over the year. 16 KS2 children attended a celebrating diversity dance festival and performed at the Floral Pavilion. Over 40% of pupils on SEND register attending a club, fixture or event over the year. Over 50% of pupils on pupil premium register attending a club, fixture or event over the year. 	<ul style="list-style-type: none"> Pupil Attendance Registers Pupil Feedback Photographs School Games Platinum Award Governors Report 	PE leads will be allocated ongoing staff meeting time; together with slots in professional development days to ensure all staff are kept up to date and that new staff are brought up to speed on how to cater and adapt for all pupils.
Participation and Engagement and Competition	Range of competitions and fixtures organised between local schools in a competitive manner.	Organised games and competitions between local schools for KS2 pupils to enable children to compete and represent the school in sport. Children demonstrate increased engagement in PE and sport following the fixtures and competitions. School Games Platinum Award maintained. Participation in at least 3 competitive/festival events per half term.	£500	<ul style="list-style-type: none"> Children from KS2 have represented the school in a variety of competitions throughout the school year and we have been recognised for our school games values. We attended or hosted 42 sporting events and fixtures. 28 sporting fixtures and 14 SEN sporting events. 16 KS2 children attended a celebrating diversity dance 	<ul style="list-style-type: none"> Staff and Pupil Feedback Pupil Questionnaires Photographs Results of Pupils Participation Website Twitter/Instagram School Games Platinum Award 	Fixtures and events put on calendar for all staff to see and support. Fixtures held at our school to allow for more fixtures for children, without barriers

		<p>Boys and girls football teams participated in the Wirral schools league competitions.</p> <p>Children able to go to events and fixtures, through transport costs being covered.</p> <p>Teachers and support staff operating outside of their contracts.</p> <p>Purchase of relevant equipment improves the range of clubs, competitions and fixtures offered.</p> <p>Extra-curriculum activities supported and led by specialised coaches to support staff CPD.</p> <p>Pupil Premium children, and disadvantaged families provided with PE kit, to enable them to participate in all activity.</p>		<p>festival and performed at the Floral Pavilion.</p> <ul style="list-style-type: none"> • Over 150 different students accessing clubs and fixtures throughout the year. 	<ul style="list-style-type: none"> • Governors Report • Registers 	
Participation and Engagement and Competition	Organise named staff who can provide transport to sports competitions and games and ensure they have the relevant insurance.	<p>Allow pupils to compete in local competitions.</p> <p>Evidence that school has engaged in a wide range of competitions.</p> <p>School Games Platinum Award maintained.</p> <p>School has bank of teachers who support transport.</p> <p>Children able to go to events and fixtures, through transport costs being covered.</p> <p>Teachers and support staff operating outside of their contracts.</p>		<ul style="list-style-type: none"> • Overall, 42 events travelled to over the year. • Several staff shared transporting the children, so more events could be gone to by the children. 	<ul style="list-style-type: none"> • Photographs • Insurance documents • Central list 	<p>All staff upload car and insurance documents onto Trust software, so if needed to transport children, they can.</p> <p>Continue to update the central list of people.</p>
Participation and Engagement	Links with outside local grassroots clubs and teams.	<p>School has developed relationships with local clubs and coaches to support extra curricula club coaching and to give pupils a route to a local grassroots team or club to further their development and support sport within the community.</p> <p>Extra-curriculum activities supported and led by specialised coaches to support staff CPD.</p>		<ul style="list-style-type: none"> • Children and parents/carers signposted to outside clubs • More children attending clubs outside of school. Twitter shows children bringing in their medals and trophies they have won. • Children wanting to go to clubs in the sport they participate in 	<ul style="list-style-type: none"> • Links with Local Clubs • Website • Twitter/Instagram 	<p>Continue putting outside club details on dojo and Twitter for all parents/carers to see.</p>

		Local tournaments and competitions attended too, even with a cost to play. Extra-curriculum activities supported and led by specialised coaches to support staff CPD.		outside of school, to show how good they are.		
Participation and Engagement	Links with Wirral School Games to create opportunities for all.	Strong relationship with Wirral School Games Organisers to support extra curricula activities and to give pupils further development and support with participating in different activities and sport.		<ul style="list-style-type: none"> • Platinum School Games Award sustained throughout the year. • More children attending extra curricular clubs and events. • A wider range of events that we hosted and attended throughout the year, giving pupils opportunities to be active and try differ 	<ul style="list-style-type: none"> • Links with Local Clubs • Website • Twitter/Instagram 	Continue with good PE curriculum, clubs and fixtures to enable the school to withhold Platinum School Games Award for another 2 years.
Participation and Engagement	Whole School Feel Good Fridays.	<p>Feel Good Friday Events every week. Attendance improves across whole school.</p> <p>Outside companies/charities/clubs came in on Fridays to deliver mental health, wellbeing and sporting activities. Children have gained experience of a variety of sports not available via the PE curriculum.</p> <p>Teachers and support staff operating outside of their contracts.</p>		<ul style="list-style-type: none"> • Children motivated by outside coaches and sporting role models, asking great questions and really interested to learn how to be the best they can be. • Attendance improved from last year on Fridays 	<ul style="list-style-type: none"> • Twitter/Instagram • Attendance Figures 	Continue with Feel Good Friday's next year and try to get more sporting role models in for talks.
Leadership	PE Leads continue to lead CAT PE subject leader and show expertise throughout the trust.	<p>Specialist PE leads support all schools in Trust.</p> <p>Tailored training every term on webinar. Other schools across CAT have been supported in PE and feel more confident in delivering and assessing.</p> <p>Staff to observe the specialist teaching in order to enhance skill base and improve knowledge and understanding of PE and sport in other schools.</p>		<ul style="list-style-type: none"> • PE leads are always up to date with current legislation and CPD for best practise within our school. • Staff within our school have observed PE leads and their teaching to support CPD. • Good feedback from other schools, saying PE leads have supported their staff in areas of needs. 	<ul style="list-style-type: none"> • Links with Trust Schools • Twitter/Instagram • Other School Comments • Trust Website 	Both PE leads continuing with role, even with it now becoming a non-spotlight subject.
Leadership	Continued CPD for PE leads	PE leads attend CPD courses and keep up to date on new legislation.		<ul style="list-style-type: none"> • All staff updated by PE lead on new legislation an guidance in PE, ensuring the whole school is current and up to date. 	<ul style="list-style-type: none"> • CPD Attended 	

Curriculum and Cultural Capital	Outdoor education trips provided for year 4, year 5 and year 6 children.	<p>Provide outdoor education trips for all students. Year 4 – Barnstondale Year 5 – Tattenhall Year 6 – Bala (Residential – 3 days)</p> <p>We will cover part of the cost of trips for all children.</p>	£6000	<ul style="list-style-type: none"> • All pupils active and participating on trip days. • All pupils in the year group attending the trips. • Pupil voice showed children enjoyed trips. 	<ul style="list-style-type: none"> • Visitors comments • Website • Twitter/Instagram • Pupil Voice 	Trips booked again through Edsential for following year.
Cultural Capital	PE lead and PE teacher to use their own links and expertise to introduce children to local and national Sporting events an people	<p>Visitors and sporting role models come into school. Links made with clubs and sporting role models. Children given opportunities to experience elite sport and professional teams. Pupil voice shows children are more determined</p>		<ul style="list-style-type: none"> • Children motivated by outside coaches and sporting role models, asking great questions and really interested to learn how to be the best they can be. 	<ul style="list-style-type: none"> • Visitors comments • Website • Twitter/Instagram • Pupil Voice 	<p>Feel Good Fridays to incorporate more visitors and sporting role models coming into school. Continued work with Tranmere Rovers, enabling player visits and free tickets to their matches to continue.</p>