



# Pupil Premium for Sports & Physical Education

Evidencing the Impact Report for Academic Year 2024/25



## Key priorities and Planning 24/25

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
Staff CPD in place for all teachers using specialist staff from a local secondary school and our own PE staff.	All teaching staff and in school specialist PE staff  -the children who receive upskilled and high quality lessons.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport  Key indicator 1: The engagement of all pupils in regular physical activity  According to the 'Childhood obesity plan' all pupils should have 30 minutes per day of physical activity in schools (this is covered by PE lessons and break and lunch time provision)	Quality of PE lessons being delivered are consistent across all year groups.  PE team/PE lead continue to CPD through each term.  Head of school to undertake PE observations of practice.	Paignton Academy Primary PE and Sport Support £2200.00

<p><i>Year 1 healthy living intervention weekly and participation sessions weekly led by PE staff</i></p>	<p>The PE team and leader of PE. Head of School overseeing.</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>According to the 'Childhood obesity plan' all pupils should have 30 minutes per day of physical activity in schools (this is covered by PE lessons and break and lunch time provision)</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Key pupils identified in the year groups with 30% of pupils being overweight or obese participate in additional PE sessions.</p> <p>Children value movement and exercise and through additional curriculum events such as healthy eating events children and families in this year group have a better understanding of healthy living.</p>	<p>Built in to staffing budget</p>
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<p>Sports clubs, multi skills, netball, football, football skills and indoor games running weekly as well as attending weekly festivals run by the local secondary school.</p>	<p>The PE team and additional TA support.</p>	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children experience competitive sports</p>	<p>See PA partnership</p> <p>After school clubs staffing: £7,666</p> <p>Lunchtime club staffing:£4,986</p> <p>Event transport £395</p> <p>Lunchtime resources £300</p>
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<p>Regular whole school sports events such as sports day, Walk to school week and the CSA fun run.</p>	<p>The PE team, PE lead and additional support staff</p>	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 2: The profile of PE and sport being 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>Engagement from the whole school in these events in some capacity. Families and community actively involved and encouraging participation from their children.</p>	<p>See PA partnership</p>
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Bikeability for Y3 & Y5	The PE team and teaching staff in those year groups	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	Development of confidence with our children cycling around their local area and the school.	No charge for training of PE staff and equipment.
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Swimming in KS2	PE team, general teaching staff in year groups.	<p>Key indicator 1: The engagement of all pupils in regular physical activity</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Developing confidence in our children with becoming confident in water. Developing confidence as swimmers which is vital for our local environment.</p>	£3,597.00
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Use of complete PE for planning	PE team and general teaching staff	Key indicator 1: The engagement of all pupils in regular physical activity	Upskilling and developing teachers' confidence with teaching PE to allow children to have purposeful and well delivered lessons.	£180.00
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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
-Staff CPD in place for all teachers using specialist staff from a local secondary school and our own PE staff.	-The children have accessed purposeful lessons which have been challenging, differentiated and taught to a high standard. This has pushed the children and challenged them to think during their PE lessons and understand in correlation to the road map- foundations, skills and tactics, competition, depending on age and ability.	Using the TSAT Walk Through document, our PE lead has given constructive feedback to the PE team after observations on lessons. The feedback was specifically around, questioning and pupil engagement, differentiation and SEND involvement. This feedback was then applied and given to teachers which has been monitored throughout the year.
-Year 1 healthy living intervention weekly and participation sessions weekly led by PE staff	Healthy Bodies, Happy Minds allowed for identified children to have a 4 week programme where they were able to see the life choices they make and how they could improve themselves- looking at their mental and physical health through diet, technology and sporting activities. Children made changes to their own lives but also had the knowledge to help others.	A successful intervention with positive engagement- will continue next year. Mentioned as a positive school attribute in the school ofsted inspection '23. We have continued to develop this intervention, this year, to benefit our children who may need to build confidence in PE or knowledge of how to live healthily. Our PE lead shared this intervention with other PE leads in the Trust as it was seen as a positive intervention.
-Sports clubs, multi skills, netball, football, football skills, golf and indoor games running weekly as well as attending weekly festivals run by the local secondary school.	A great package provided by our trust partnership school. With termly meetings to discuss positives and negatives alongside creating a bespoke package for ourselves, the children have accessed a range of activities at lunchtimes from the sports leaders and accessed festivals at a secondary school.	This year we have had a great uptake of children participating in our after school clubs. Next year, we will continue this tracking for PP children and also look at how we can signpost excelling children to clubs outside of school.
-Use of complete PE for planning	Complete PE, mapped by the PE Team, has allowed for teachers to have lessons planned and visual videos to see what the expectations for the lessons are. The teachers have worked collaboratively with the PE team to ensure that they are	The curriculum has been mapped to be bespoke to us and offer the children a positive experience during their PE lessons. The planning is sequential and prepares children for PE at Year 7.

<p>-Swimming in KS2. local swimming gala and SEND swimming festival</p>	<p>confident when teaching a range of PE lessons.</p> <p>Children across KS2 have had access to swimming lessons. This has increased water confidence and ability to swim unaided. As mentioned above, vital for the area in which we live. Our SEND children have had their usual class swimming lessons but have also had the chance to compete/ take part in swimming sessions building confidence and overall enjoyment.</p>	<p>This year, we have decided that Year 6 should go for longer to help with transition to secondary school and experiences they may get into during the summer due to our children living around the coast. However, we found that some Year 3s had a fear of water (putting their face in) which was beneficial for them to have the experience. We will continue to assess this and make a decision for next year.</p>
<p>-Regular whole school sports events such as sports day, Walk to school week and the CSA fun run.</p>	<p>These events allow for all the children to be active, social and enjoy sporting activities. The Fun Run impacts the whole community, bringing it together for the children to see and some parents running with their children impacts their physical health. All of these events improve children's physical, mental health and social skills.</p>	<p>Sports days were successful and well attended. Children showed excellent sportsmanship and competitive spirit. We had 164 children take part in our annual fun run event.</p>
<p>-Bikeability for Y3 &amp; Y5</p>	<p>This programme allows for children to travel in a sustainable way and encourages children to be active. This vision being that families go out together on their bikes. These qualifications are a great incentive for the children who are engaged with the balance bikes in the foundation and KS1 stage.</p>	<p>Continue to implement balance bikes into the curriculum and after school clubs. Collaborate with the EYFS and Y1 team to identify key children.</p>

## 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?	61%	
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	61%	

What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	61%	
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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Jack Akery PE Lead</i>
Governor:	
Date:	18/7/25