



Forest Hall Primary School PE and Sport Premium Funding 2024-25



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£199
How much (if any) do you intend to carry over from this total fund into 2025/26?	£0
Total amount allocated for 2024/25	£17240
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£17439

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024. Please see note above	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	76%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	66%
Schools can choose to use the 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

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 pupils today and for the future.

Academic Year: 2024/25	Total fund allocated: £17439	Date Updated: July 2025		
Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				44%
Intent	Implementation	Impact		
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To deliver high quality PE lessons for all children with high quality resources available. To provide high quality extra-curricular opportunities, for all children (focusing on girls), offering a range of sports and skills. To enable teachers to deliver a broad and balanced curriculum, based on skills not sports, using the correct equipment for lessons. To enhance the activity of all children at playtimes, with a focus on the least active children. 	<ul style="list-style-type: none"> Newcastle United Foundation delivering an after-school club. A range of lesson resources purchased, replacing old equipment and resources that was no longer usable or suitable. Enough equipment bought to use with our biggest current class of 32 children. Storage bought for new and extra equipment. Extra playground equipment bought for KS1 and KS2 children to enable more active playtimes, particularly during the winter – Sports Leaders using the equipment and targeting focus children 	£7730.52	<ul style="list-style-type: none"> Achieved the Equal Access Award for Girls in PE award. PE attainment has risen across school and PE pupil voice shows a very positive picture – children using skills names and able to associate these with various sports. All lesson observations show that high quality PE is being delivered across school, from EYFS all the way through to KS2. Observations of playtimes in KS1 and KS2 show that more children are becoming active – the least active children and 	<ul style="list-style-type: none"> Continue to monitor when and how children are active during the school day to highlight children or groups to focus on when promoting physical activity. Sports Leaders to continue into next year, with current Year 5 cohort taking over to continue to promote physical and active playtimes for KS1 children. Continue to build in Daily Mile in each class across the school day to provide a 'brain break'

	in KS1.		girls (focus children) are highly engaged with all of the new equipment and relationships are stronger through children playing together – improved teamwork of children (Sports Leaders games show this).	<ul style="list-style-type: none"> for all children. Continue to monitor attainment of all children across school, still focusing on girls and least active children to assess their levels of involvement in the lessons – assessment will help identify the children who are at risk of inactivity.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:

37%

Intent	Implementation	Impact		
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> Inclusive and high-quality lessons provided and delivered for all children. PE board displays the achievements of all pupils in PE and sports, as well as the school website and X account. PE lead to attend training sessions/networks and feedback to staff (supply cover). Nominate PE council to encourage responsibility and voice. Sports Leaders to work with 	<ul style="list-style-type: none"> NUF to deliver high quality lessons, ensuring lessons are inclusive and engagement for all children (girls and least active pupils). Communication with parents about pupils' achievements through website and X. All children are celebrated in sport both in and out of school. PE council shared ideas/requests and these were implemented – new playground equipment for all 	£6500 (plus cost of printing, paper and resources for display board).	<ul style="list-style-type: none"> Raised pupil motivation and enthusiasm for school through increased opportunities for participation. Improved confidence and self-esteem among pupils due to recognition in assemblies and leadership roles. Contributed to better behaviour and engagement in lessons, especially after active breaks and lunchtime 	<ul style="list-style-type: none"> Embed regular pupil voice and PE council meetings to track perceptions of PE and improve provision where needed. Maintain the platinum School Games mark in 25/26. Continue celebrating achievements of all children in PE and Sport. Involve pupils in planning events, evaluating provision,

<p>KS1 children to encourage leadership skills and responsibility as well as the engagement of all KS1 children in active playtimes.</p> <ul style="list-style-type: none"> Maintain the platinum School Games Mark, linking Sports Day to the School Games Values. 	<p>children (both active equipment and playtime games).</p> <ul style="list-style-type: none"> Sports Leaders on a rota to work with a group of KS1 children on a daily basis, focusing on the least active. Each event for Sports day (both EYFS and KS1 and KS2) linked to a School Games value so children are aware of these and demonstrate these in all lessons. 		<ul style="list-style-type: none"> sport. Pupil voice and school council have enabled PE lead to track perceptions of PE and improve provision where needed. 	<p>and giving feedback on what sports and clubs they want.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 3%
Intent	Implementation	Impact		
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Develop the confidence of KS2 teachers in teaching dance. 	<ul style="list-style-type: none"> Highly skilled dance teacher to deliver dance lessons to all KS2 children. 	£600	<ul style="list-style-type: none"> Staff are delivering high-quality, progressive PE lessons with increased confidence, leading to improved pupil engagement and skill development (lesson observations). KS2 staff reported greater confidence in teaching these units, resulting in broader and more varied PE provision across the <ul style="list-style-type: none"> Team-teaching with specialist coaches has supported knowledge transfer, which will allow teachers to take full ownership of lessons independently. Survey staff at the end of the year to identify confidence gaps in specific areas. Continue to ensure 	

			<p>school.</p> <ul style="list-style-type: none"> Teachers demonstrate stronger subject knowledge and are using appropriate vocabulary and correct techniques, leading to more purposeful and structured PE sessions in KS2. Staff are better able to assess pupil progress and provide constructive feedback, helping pupils understand next steps and build on their physical literacy skills. 	<p>consistency in progression and coverage through GetSet4PE).</p> <ul style="list-style-type: none"> Continue to bring in external coaches not to replace teachers, but to model lessons and support delivery/provide high quality, engaging and inclusive lessons for all children.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation:
	3% (K13)

Intent	Implementation	Impact	
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?
<ul style="list-style-type: none"> To continue to develop the confidence of staff in all PE areas to deliver high quality, inclusive and engaging lessons (cricket). 	<ul style="list-style-type: none"> Cricket coach to deliver lessons to all KS2 children on a weekly basis and provide an after-school club. 	Already accounted for in KI3	<ul style="list-style-type: none"> A wider variety of sports has led to increased pupil participation, particularly from those who previously disengaged from traditional team sports. ASC numbers have <ul style="list-style-type: none"> Use pupil voice to shape future clubs. Offer different sports and activities each term (e.g., athletics in summer, indoor sports in winter) to maintain

		<p>increased from previous year – children who have not previously attended a club have attended cricket club.</p> <ul style="list-style-type: none"> • Pupils are now developing a broader set of physical, cognitive, and teamwork skills through exposure to a wider curriculum, leading to increased physical literacy and teamwork skills. • Many pupils have shown an interest in continuing new sports beyond school (e.g., joining local cricket club), indicating a long-term impact on healthy lifestyles. • Activities have been carefully planned to meet the needs of all learners, including those with SEND, ensuring everyone can participate and thrive in PE and sport. • The variety of lunchtime and after-school clubs now on offer has led to a measurable increase in pupil participation, 	<p>engagement and variety.</p> <ul style="list-style-type: none"> • Maintain equipment to a high standard for safety and accessibility. • Review and revise PE curriculum map to ensure a variety of individual, team, movement, and adventure-based activities (OAA) are covered each year.
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			especially among KS2 and less active pupils.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 5%
Intent	Implementation	Impact		
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:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Children across all year groups and both key stages to attend School Games competitions and tournaments organised by the Local Authority. Children given the chance to compete in competitive sport in Key Stage 2. School Festival of Sport in the summer to give all children in school the chance to experience competition. 	<ul style="list-style-type: none"> Children have attended events in athletics, gymnastics, Quad Kids, hockey, and multi skills. Festival of Sport organised for the summer term for the whole school to take part in intra-school competition. School Games format being used throughout school. NUF to use School Games Format. After School Clubs planned and organised with staff. School Games Display (PE Board) to show SG Values and will have photographs of children showing 	£927.50	<ul style="list-style-type: none"> Increased access to inter-school and intra-school competitions has resulted in a greater number of pupils, including those from underrepresented groups, taking part in organised competitive sport. Pupils have opportunities to compete in a wider variety of sports, helping to engage those with different sporting interests and abilities. Regular involvement in competitions has developed pupils' confidence, communication skills, 	<ul style="list-style-type: none"> Register for more events through your School Games Organiser (SGO) or local partnership. Aim to enter both competitive and development-level events to suit a range of abilities. Continue to invite local clubs to run sessions or attend events, providing progression pathways beyond school (cricket). Continue to celebrate all pupils who take part in competitions with

	<p>additional achievements (photographs of children with awards from sports undertaken outside of school).</p> <ul style="list-style-type: none"> • Tweet participation and awards and put on website. • Festival of Sport linked to School Games Values. 		<p>resilience, and sportsmanship, all of which are being transferred to the classroom.</p> <ul style="list-style-type: none"> • Festivals and inclusive competitions targeting less active pupils have helped build confidence and engagement in sport, with several pupils now participating regularly in after school clubs who weren't participating previously. • Representing the school in local competitions has boosted pupil morale, encouraged a sense of belonging, and raised the profile of PE and sport across the school community. 	<p>certificates, newsletters, assemblies, or a PE display board.</p> <ul style="list-style-type: none"> • Gather feedback from pupils about which sports they enjoy or want to compete in and use this to plan future competitions and club provision that reflect pupil interests. • Plan PE units with the goal of preparing pupils for upcoming competitions (e.g. gymnastics when it the Key Steps competition is coming up). • Continue to emphasise School Games values (e.g., respect, passion, teamwork) during all competitive events. • Monitor which pupils take part in competitive sport by year group, gender, SEND, and activity type. • Use data to identify gaps and target specific groups for future opportunities.
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Signed off by	
Head Teacher:	<i>C M Parker</i>
Date:	16/07/25
Subject Leader:	<i>S Young</i>
Date:	16/07/25
Governor:	<i>J Sparkes</i>
Date:	16/07/25