



The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Commissioned by



Department
for Education

Created by



Images courtesy of Youth Sport Trust

PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Review of last year 2023/24

We recommend that you start by reflecting on the impact of the current provision and reviewing your previous spending.

What went well?	How do you know	What didn't go well?	How do you know?
Training <ul style="list-style-type: none"> • Enhanced Gymnastics Instruction: All teaching staff have received comprehensive training in gymnastics, significantly boosting their confidence and proficiency in delivering high-quality gymnastics lessons across the school. • Quality Gymnastics Lessons: The school now offers consistently high-quality gymnastics lessons, ensuring pupils receive excellent physical education. • Effective Use of PE Passports: Following continuous professional development (CPD) led by the PE coordinator, staff are effectively utilising PE passports for both planning and assessment purposes. • Active Outdoor Learning in EYFS: The installation of an outdoor area shelter in the Early Years Foundation Stage (EYFS) has enabled children to engage in more physical activities throughout their curriculum, regardless of weather conditions. • First Aid Training for Staff: Staff members are trained in both paediatric and outdoor first aid, enhancing the safety and quality of our extra-curricular programmes. 	<ul style="list-style-type: none"> • Increased Confidence in Teaching Gymnastics: Staff feedback and lesson observations indicate that teachers have gained confidence and improved their gymnastics instruction. • High-Quality Gymnastics Lessons: Both lesson observations and pupil feedback confirm the delivery of high-quality gymnastics lessons. • Effective Use of PE Passports: Planning and assessment documents demonstrate the successful implementation and use of PE passports. • Enhanced Physical Activity in EYFS: There has been an increase in physical activity levels and outdoor learning opportunities in the Early Years Foundation Stage (EYFS). • Safe Delivery of Extra-Curricular Activities: The presence of trained first aid staff ensures that extra-curricular activities are delivered safely, supporting inclusivity and participation for all pupils. 	Challenges and Areas for Improvement <ul style="list-style-type: none"> • Rescheduled Swimming CPD: The planned swimming CPD was cancelled and has been rescheduled for November 2024. • Missed Gymnastics CPD: The new teacher who joined at Christmas did not receive the gymnastics CPD. 	Challenges and Areas for Improvement <ul style="list-style-type: none"> • Rescheduled Swimming CPD: The planned swimming CPD was not delivered as scheduled and has been rescheduled for November 2024. This was identified through our CPD tracking records. • Missed Gymnastics CPD: The new teacher who joined at Christmas did not receive the gymnastics CPD, which may impact the quality of gymnastics teaching in their lessons. This gap was highlighted through staff feedback and lesson observations.

Review of last year 2023/24

<p>Sustainable Improvements in PE Teaching and Learning</p> <ul style="list-style-type: none"> • Effective Use of PE Passport: Class teachers are successfully using the PE Passport for planning and assessment, which facilitates high-quality PE teaching and learning experiences. • Support from Fleetwood Town: Staff have received support from Fleetwood Town in delivering lessons, with a particular emphasis on the impact of physical activity on mental health and well-being. This collaboration has provided valuable CPD for staff and effective learning experiences for pupils. • Daily Movement Breaks: All classes participate in daily movement breaks, promoting regular physical activity throughout the school day. • PE Equipment Audit and New Resources: An audit of PE equipment has been conducted, leading to the purchase of new resources, including athletics equipment, balance boards, scooters, helmets, balls, and playground equipment. 	<ul style="list-style-type: none"> • Effective Planning and Assessment: The use of PE Passport has enabled teachers to plan and assess PE lessons effectively, ensuring high-quality teaching and learning experiences for all pupils. • Valuable CPD from Fleetwood Town: The partnership with Fleetwood Town has provided staff with valuable continuous professional development (CPD), significantly boosting their confidence and ability to deliver lessons that emphasize the mental health and well-being benefits of physical activity. • Increased Physical Activity: The implementation of daily movement breaks has increased the physical activity levels of all pupils, contributing positively to their overall health and well-being. • Enhanced PE Curriculum: The purchase of new PE equipment has enriched the quality of the PE curriculum, allowing for a wider range of activities and experiences to be delivered. 		
<p>Participation in the Small Schools Sports Cluster</p> <ul style="list-style-type: none"> • Maintaining Strong Links: We continue to be an active part of the Small Schools Sports Cluster, maintaining robust connections with the Fylde Sports Partnership. • Sharing Good Practices: The PE leads within the cluster regularly share good practices, fostering a supportive network and enhancing 	<p>Active Participation in the Small Schools Sports Cluster</p> <ul style="list-style-type: none"> • Continued Membership: The school has remained an active member of the Small Schools Sports Cluster, regularly participating in meetings and events. • Positive Feedback: Feedback from the PE leads within the cluster has been positive, highlighting a collaborative and supportive environment. 	<ul style="list-style-type: none"> • Impact of Poor Weather: Poor weather conditions significantly impacted the school's ability to participate in sports competitions this year. 	<ul style="list-style-type: none"> • Lower Participation in Sports Competitions: The school's participation in sports competitions was lower than expected, with several events being cancelled or postponed due to inclement weather.

Review of last year 2023/24

the quality of PE teaching and learning.			
Top-Up Swimming Programme <ul style="list-style-type: none"> Successful Implementation: The top-up swimming lessons for Year 6 pupils who had not met the national curriculum requirements in swimming were successfully implemented. By integrating these pupils into the Year 3/4 curriculum swimming lessons during the summer term, they received additional support and instruction to enhance their swimming abilities. 	Swimming Assessment Outcomes <ul style="list-style-type: none"> Meeting National Curriculum Requirements: The school's swimming assessment data from the end of the summer term showed that a significant percentage of the targeted Year 6 pupils were able to meet the national curriculum requirements for swimming and water safety. This included swimming proficiently over a distance of at least 25 metres and performing safe self-rescue in various water-based situations. 		
Residential Trip to Tower Wood - Inclusivity <ul style="list-style-type: none"> Subsidised Residential Trip: The school provided a subsidised residential trip to Tower Wood for selected Year 5 and 6 pupils, ensuring inclusive access to this valuable learning experience. Outdoor Adventurous Activities: The residential trip included a variety of outdoor adventurous activities, such as kayaking, climbing, and team-building exercises. These activities aligned with the school's intent to develop pupils' physical, social, and emotional skills. 	Impact of the Residential Trip <ul style="list-style-type: none"> Enhanced Skills: Teacher observations noted improved collaboration, problem-solving, and resilience in pupils upon their return, which were evident in subsequent lessons and activities. Positive Feedback: Discussions with pupils, parents, and staff highlighted positive experiences and the value of the residential trip in supporting the school's intent. 	<ul style="list-style-type: none"> Successful Residential Trip: There were no significant issues with the implementation of the residential trip to Tower Wood. 	
Extra-Curricular Sports and Activities <ul style="list-style-type: none"> Expanded Extra-Curricular Offer: The extended extra-curricular programme at Singleton C of E Primary School has been highly successful. The school has partnered with Fleetwood Town to offer a diverse range of activities, 	Success of the Extended Extra-Curricular Offer <ul style="list-style-type: none"> High Level of Uptake: The success of the extended extra-curricular offer is evidenced by the high level of uptake, with many children attending multiple clubs. 	<ul style="list-style-type: none"> Investigating Engagement in Extra-Curricular Activities: The school has not yet fully explored the reasons why some children, particularly those who are more reluctant to engage in physical activity, have not attended any extra-curricular clubs. This is an area that 	<ul style="list-style-type: none"> Investigating Engagement in Extra-Curricular Activities: The school's review of attendance for this year's clubs has identified that some children have not attended any extra-curricular activities. Understanding the reasons behind this will be crucial in addressing any barriers to

Review of last year 2023/24

<p>including multi-skills, football, rugby, speed stacking, and yoga, with up to nine different activities available each week across the school. Additionally, the school has organised its own dance and tennis clubs led by specialist teachers, as well as a popular Forest Schools club run by a staff member.</p> <ul style="list-style-type: none"> • Qualified First Aid Support: The school ensures that a qualified paediatric first aider is present for all extra-curricular activities, promoting inclusivity and ensuring that all pupils, from Foundation Stage to Year 6, can participate safely. 	<ul style="list-style-type: none"> • Recognition by Ofsted: The school's recent Ofsted inspection in 2024 recognised the remarkable number of opportunities for pupils' wider development, noting that the school "ensures that all pupils, but especially those who are disadvantaged, benefit from this wide array of activities." 	<p>requires further investigation to ensure that the school's offer is inclusive and caters to the needs of all pupils.</p>	<p>participation and ensuring that the school's extra-curricular offer is accessible to all. This need for further investigation was identified through attendance records and feedback from pupils and parents.</p>
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Intended actions for 2024/25

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p>Action 1:- To invest in High-Quality CPD and Planning/Resources</p> <ol style="list-style-type: none"> Provide External and Internal CPD: <ul style="list-style-type: none"> Ensure staff confidence and competence in delivering high-quality PE lessons, including swimming. Promote the effective use of assessment tools for PE. Facilitate the moderation of assessments by the PE lead to support staff development. Implement an Effective Assessment Tool: <ul style="list-style-type: none"> Enhance the evaluation of PE lessons through the use of a robust assessment tool. Train Welfare Staff: <ul style="list-style-type: none"> Equip welfare staff with the skills to deliver active playtimes confidently and competently. 	<p>To action and achieve these plans, we will:</p> <ul style="list-style-type: none"> Professional Development for PE Subject Lead: We will provide the PE Subject Lead with opportunities for professional development, including attending the PE conference and accessing ongoing updates from the Lancashire County Council (LCC) throughout the year. Collaborative Use of PE Funding: The Headteacher and PE Lead will collaborate to ensure the effective utilization of PE Funding. Swimming Course for Staff: Staff in Years 3 and 4 will participate in a swimming course scheduled for November 2024. Paediatric First Aid Training: Selected staff members will receive Paediatric First Aid training to support the facilitation of extra-curricular clubs. In-House Continuing Professional Development (CPD): We will deliver in-house CPD sessions, including updates to the PE Passport and team-teaching initiatives led by the PE Subject Lead. CPD for Welfare Staff: Ongoing CPD will be provided for welfare staff to enhance their ability to support active breaks.
<p>Action 2: - To focus on Sustaining high-quality Teaching and learning within the PE curriculum</p> <ol style="list-style-type: none"> Annual Subscription to PE Passport: <ul style="list-style-type: none"> Maintain access to PE Passport to support planning and assessment. Annual subscription to Max Whitlock Gymnastic online CPD package as recommended by LCC <ul style="list-style-type: none"> Support with planning assessment and online CPD Annual subscription to Safer Practice in PE Increase Staff Confidence, Knowledge, and Skills: <ul style="list-style-type: none"> Enhance staff capabilities in teaching PE and sport, aligning with Key Indicator 1. Engage All Pupils in Regular Physical Activity: <ul style="list-style-type: none"> Promote regular physical activity among all pupils, aligning with Key Indicator 2. Offer a Broader Range of Sports and Activities: <ul style="list-style-type: none"> Provide a diverse array of sports and activities to all pupils, aligning with Key Indicator 4. 	<p>To action and achieve these plans, we will:</p> <p>Continuation of PE Passport Subscription</p> <ul style="list-style-type: none"> Annual Subscription to PE Passport (Inclusive of the addition subscription for the Max Whitlock Gymnastic element): We will maintain our annual subscription to PE Passport. Enhancing Staff Skills (Key Indicator 1): This will help increase staff confidence, knowledge, and skills in teaching PE and sport and provide CPD within Gymnastics Promoting Regular Physical Activity (Key Indicator 2): We aim to engage all pupils in regular physical activity. Broadening Sports and Activities (Key Indicator 4): We will offer a broader range of sports and activities to all pupils. <p>Professional Development Initiatives</p> <ul style="list-style-type: none"> Internal CPD Sessions: We will conduct internal CPD sessions to enhance staff confidence and competence in delivering PE. High-Quality Resources: Staff will be supported with high-quality resources for developing physical activity outside the core PE curriculum. <p>Inclusive Activities</p> <ul style="list-style-type: none"> Participation for All Pupils: We will ensure all pupils, including those in EYFS, can participate in extra activities outside of the school day. Active Playtimes: Welfare staff will be trained to deliver active playtimes confidently and competently.

Intended actions for 2024/25

<p>Action 3: - To remain part of the Small School Sports Cluster</p> <ol style="list-style-type: none"> Continue Membership: <ul style="list-style-type: none"> Remain part of the Small Schools Sports Cluster to provide competitive sports opportunities for our pupils. Maintain Local Cluster Membership: <ul style="list-style-type: none"> Sustain our membership with the local cluster. Participate in Competitions and Fixtures: <ul style="list-style-type: none"> Continue participating in small school competitions and fixtures. Attend Cluster Meetings: <ul style="list-style-type: none"> Attend cluster meetings to network and share best practices. 	<p>To action and achieve these plans, we will:</p> <ol style="list-style-type: none"> Maintain Cluster Membership: <ul style="list-style-type: none"> Renew our annual membership with the (Small Schools) Sports Cluster. Ensure our PE coordinator attends cluster meetings. Participate in Competitions and Fixtures: <ul style="list-style-type: none"> Schedule and attend small school competitions and fixtures throughout the academic year. Encourage and support all eligible pupils to participate in these events. Provide transportation and supervision for pupils attending competitions. Facilitate Networking and Collaboration: <ul style="list-style-type: none"> Encourage our PE coordinator to engage with other schools in the cluster actively. Share best practices and resources with the cluster to improve the quality of PE and sport provision. Collaborate with cluster schools to organise and host joint events or activities.
<p>Action 4:- Top up swimming</p> <ol style="list-style-type: none"> Offer Top-Up Swimming Lessons: <ul style="list-style-type: none"> For the 2024/25 academic year, our plans for the Sports Premium Grant include offering top-up swimming lessons to pupils in Years 5 and 6 who have not yet met the national curriculum requirements for swimming. 	<p>To action and achieve these plans, we will:</p> <ul style="list-style-type: none"> Identify Pupils Needing Support: Identify pupils in Years 5 and 6 who have not met the national curriculum requirements for swimming, specifically the ability to swim 25 metres and perform life-saving drills. Arrange Additional Swimming Lessons: Organize additional swimming lessons for these pupils, including supplementing travel costs to ensure they can attend the sessions. Collaborate with Local Swimming Facilities: Work closely with the local swimming pool and instructors to deliver high-quality, targeted lessons aimed at improving swimming ability and water safety skills. Support and Encourage Pupils: Provide ongoing support and encouragement to ensure high attendance and engagement in the top-up sessions.
<p>Action 5: Update and Renew PE and Sporting Equipment</p> <ol style="list-style-type: none"> Enhance PE and Sporting Equipment: <ul style="list-style-type: none"> For the 2024/25 academic year, Singleton C of E Primary School plans to update and renew its PE and sporting equipment to ensure a high-quality core curriculum offer, as well as an enriched wider curriculum offer, active break opportunities, and an extra-curricular 	<p>To action and achieve these plans, we will:</p> <ul style="list-style-type: none"> Conduct an Equipment Audit: Perform an audit of existing PE equipment to identify areas for replacement and renewal. Consult with Stakeholders: Engage with staff, pupils, and other stakeholders to determine specific equipment needs for the curriculum, active play, and enrichment activities. Procure High-Quality Equipment: Research and purchase high-quality, durable PE equipment that aligns with the school's curriculum and enrichment plans. Train Staff: Ensure all staff are trained on the proper use and maintenance of the new equipment. Monitor and Maintain Equipment: Implement a system for monitoring the condition of the equipment and scheduling regular maintenance or replacement as needed.
<p>Action 6 All children from FS to Year 6 to be provided with opportunities for more extra-curricular sports and activities</p> <ol style="list-style-type: none"> Offer a Wide Variety of Activities: 	<p>To action and achieve these plans, we will:</p> <ul style="list-style-type: none"> Liaise with Local Sports Providers: Collaborate with local sports providers (e.g., Fleetwood Town, dance/tennis specialists) to arrange a programme of extra-curricular activities available to all pupils.

Intended actions for 2024/25

<ul style="list-style-type: none"> ○ Provide a wide variety of extra-curricular sports and activities for all pupils from FS to Year 6. <ol style="list-style-type: none"> Engage Local/Community Expertise: <ul style="list-style-type: none"> ○ Collaborate with local and community experts to support the delivery of these extra-curricular opportunities, alongside our small teaching staff team. Ensure Appropriate Provision: <ul style="list-style-type: none"> ○ Ensure there is appropriate provision for all extra-curricular activities, including a paediatric first aider, a responder for children with SEND needs, and a responder for children with medical needs. Consult with Pupils: <ul style="list-style-type: none"> ○ Consult with pupils to ensure the extra-curricular offer reflects their interests and preferences. 	<ul style="list-style-type: none"> • Ensure Safe and Inclusive Delivery: Ensure appropriate staffing and provisions are in place for the safe and inclusive delivery of these activities. • Conduct a Pupil Voice Survey: Gather feedback on the current extra-curricular offer through a pupil voice survey to identify any gaps or areas of interest. • Inform Programme Development: Use the feedback from the pupil voice survey to inform the planning and development of the 2024/25 extra-curricular programme.
<p>Action 7: Embed Physical Activity into the School Day</p> <ol style="list-style-type: none"> Develop a Junior Leadership Team: <ul style="list-style-type: none"> ○ Develop a strong pastoral Junior Leadership Team to support and lead active play and exercise at break times. Purchase Resources for Fun Games: <ul style="list-style-type: none"> ○ Purchase resources to facilitate fun games that incorporate KS1 Fundamental skills. Provide Fitbits for KS2 Pupils: <ul style="list-style-type: none"> ○ Purchase Fitbits for use at breaks for KS2 pupils to set fitness targets and encourage competition. Ensure Funding Benefits All Year Groups: <ul style="list-style-type: none"> ○ Ensure the use of funding benefits all year groups. Targeted Activities for SEND Children: <ul style="list-style-type: none"> ○ Provide targeted activities or support to involve and encourage SEND children to have an active break, helping to provide equal access for all pupils to the range of sports and physical activities that the school offers. 	<p>To action and achieve these plans, we will:</p> <ul style="list-style-type: none"> • Release the Learning Mentor to: <ul style="list-style-type: none"> ○ Develop a strong pastoral Junior Leadership Team. ○ Audit resources and order new ones to encourage active play and increased competitive play. • Collaborate with the SENCO to order resources for SEND pupils to use during breaks, ensuring equality of opportunity. • Train Welfare Staff to be confident in promoting active playtimes. • Empower the Junior Leadership Team with the responsibility of managing and leading active playtimes, acting as role models for younger pupils. • Utilise 'Junior Buddies' to encourage younger children in play.
<p>Action 8 Curriculum Enrichment – development of a wide range of opportunities within and across our curriculum for children to be physically active during the school day</p> <ol style="list-style-type: none"> Regular Physical Activity for All Pupils: <ul style="list-style-type: none"> ○ Ensure all children from Foundation Stage to Year 6 participate in regular physical activity and are active during curriculum time, beyond just the core PE lessons. Focus on Inclusivity: <ul style="list-style-type: none"> ○ Meet the needs and interests of the least active pupils, pupils with SEND, and those with medical needs, to inspire and engage them to be more physically active. Incorporate Physical Activity in Fantastic Friday Offer: 	<p>To action and achieve these plans, we will:</p> <ul style="list-style-type: none"> • Develop a Bespoke Curriculum Enrichment Offer: Incorporate more opportunities for physical activity throughout the school day, beyond just the core PE lessons. • Invest in Annual Subscriptions: Subscribe annually to Primary PE and Physical Activity resources to support the development of our Outdoor & Adventure and dance offers within Fantastic Friday, extending beyond the core curriculum. • Arrange Annual Visits: Schedule annual visits from the Health Bus and SCARF (PSHE) programme to promote mental health and wellbeing. • Implement the Happy Programme: Provide fundamental movement skills interventions for pupils with SEND through the Happy Programme. • Introduce MyHappyMind Programme: Launch the MyHappyMind programme in Autumn term 2024 to help children improve their wellbeing and physical health.

Intended actions for 2024/25

- Include more opportunities for physical activity within the Fantastic Friday Offer for Years 1 to 6, such as Outdoor & Adventure activities with Forest Schools and a Musical Theatre dance offer.
- 4. **Integrate Physical Activity Across the Curriculum:**
 - Look for opportunities to thread physical activity into other subjects and enrichment activities, promoting the view of 'healthy body = healthy mind' with a key focus on mental health and wellbeing.

- **Embed Physical Education:** Ensure physical education is integrated throughout the curriculum, increasing physical activity levels for all children during the school day.
- **Enhance Outdoor & Adventure and Forest Schools Offer:** Further develop our Outdoor & Adventure and Forest Schools programmes, providing a bespoke focus in addition to the core 2 hours of PE.
- **Develop a Musical Theatre Dance enrichment offer**
- **Implement Targeted Activities:** Ensure full inclusivity for SEND pupils and those reluctant to participate in regular PE through targeted activities.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<p>Action 1 To invest in High-Quality CPD and planning/assessment resources</p> <ul style="list-style-type: none"> • Enhanced Staff Competence: All staff will be confident and competent in delivering high-quality PE lessons. • Improved Support for SEND Pupils: Staff will be more confident in delivering effective PE support, including for pupils with SEND. • Increased Participation in Extra-Curricular Activities: All pupils, including those in EYFS, will be able to participate in extra-curricular activities outside the school day. • Effective Assessment Tools: An effective assessment tool will be in place for PE, and staff will be more confident in assessing pupils' progress. • Sustainable Development of Teaching and Learning: The PE Lead will be able to moderate judgements made during assessments and support the development of high-quality teaching and learning through internal CPD, ensuring sustainability. • Active Playtimes: Welfare staff will be confident and competent in delivering active playtimes. 	<p>Action 1: To Invest in High-Quality CPD and Planning/Assessment Resources</p> <p>Evidence and Expected Outcomes:</p> <ul style="list-style-type: none"> • Feedback and Observations: Collect feedback and observations from the PE Subject Lead, Headteacher, and staff on the effectiveness of the CPD and planning/assessment resources. • Increased Staff Confidence and Competence: Measure increased confidence and competence of staff in delivering high-quality PE lessons through lesson observations and pupil feedback. • Higher Participation Rates: Track increased participation rates in extra-curricular activities, particularly for pupils in EYFS and those with SEND. • Effective Use of Assessment Tools: Ensure effective use of the PE assessment tool, with the PE Lead moderating judgements and supporting the development of teaching and learning. • Confident Welfare Staff: Observe welfare staff demonstrating confidence and competence in delivering active playtimes, as noted by the PE Subject Lead and Headteacher.
<p>Action 2 To focus on Sustaining high quality teaching and learning within the PE curriculum</p> <ul style="list-style-type: none"> • Increased Staff Confidence and Skills: Enhance the confidence, knowledge, and skills of all staff in teaching PE and sport (Key Indicator 1). • Regular Physical Activity for Pupils: Engage all pupils in regular physical activity, aiming for at least 60 minutes per day (Key Indicator 2). • Broader Sports Experience: Offer a broader range of sports and activities to all pupils (Key Indicator 4). • Annual Subscription to PE Passport: Invest in the annual subscription to PE Passport to ensure continued access to high-quality teaching resources and tools for delivering outstanding PE lessons. • Whole-School Engagement: Foster a whole-school approach to physical activity by engaging all stakeholders (staff, pupils, and parents) with the PE Passport app, ensuring the sustainability of our efforts. • Tracking and Tailoring Pupil Progress: Maintain a high-quality PE curriculum by tracking pupil progress and tailoring activities to meet their needs, ensuring continued engagement and challenge for our pupils. 	<p>Action 2: To Focus on Sustaining High-Quality Teaching and Learning within the PE Curriculum</p> <p>We will monitor and evaluate the impact of our plans through the following evidence:</p> <ul style="list-style-type: none"> • Increased Staff Confidence and Skills: Measure increased staff confidence, knowledge, and skills in teaching PE through lesson observations, staff surveys, and pupil outcomes. • Improved Pupil Engagement: Track improved pupil engagement and participation in physical activity using the PE Passport app and observations during lessons and extra-curricular activities. • Broader Sports and Activities Range: Document the broader range of sports and activities offered to all pupils through the PE curriculum, extra-curricular timetable, and pupil/parent feedback. • Positive Feedback: Collect positive feedback from pupils, parents, and staff regarding the impact of the PE Passport app and the school's PE provision. • Meeting Age-Related Expectations: Record the increased number of pupils meeting or exceeding age-related expectations in PE through the PE Passport app and school assessment data. <p>By implementing these plans and closely monitoring the impact, we are confident that we will continue to sustain high-quality teaching and learning within the PE curriculum at Singleton C of E Primary School.</p>
<p>Action 3 To remain part of the small school sports cluster</p> <p>By remaining part of the (Small Schools) Sports Cluster, we expect the following impacts and sustainability:</p>	<p>Action 3 To remain part of the small school sports cluster</p> <p>To measure the impact and effectiveness of our plans, we will gather the following evidence:</p>

Expected impact and sustainability will be achieved

<ol style="list-style-type: none"> Increased Participation in Competitive Sport: <ul style="list-style-type: none"> Aim for at least 50% of our pupils to participate in competitive sports events organised by the small school's cluster. Improve the daily physical activity levels of our pupils, with at least 80% meeting their daily physical activity goal. Enhanced Networking and Collaboration: <ul style="list-style-type: none"> Strengthen our relationships with other small schools in the cluster. Facilitate the sharing of best practises and resources, leading to improved quality of PE and sport provision. Ensure the sustainability of our participation in the cluster by maintaining our membership and active involvement. Improved PE Coordinator Skills and Knowledge: <ul style="list-style-type: none"> Provide our PE coordinator with opportunities to network, learn, and develop their skills through cluster meetings and events. Empower the PE coordinator to lead and implement effective strategies for PE and sport within our school. 	<ol style="list-style-type: none"> Participation Records: <ul style="list-style-type: none"> Maintain detailed records of pupil participation in cluster competitions and fixtures. Monitor and track the percentage of pupils participating in these events. Pupil Feedback and Surveys: <ul style="list-style-type: none"> Collect feedback from pupils about their experiences and enjoyment of the competitive sport opportunities. Conduct surveys to assess the impact on their daily physical activity levels and overall engagement in PE and sport. PE Coordinator Feedback: <ul style="list-style-type: none"> Gather feedback from the PE coordinator on the benefits of networking and collaboration within the cluster. Assess the coordinator's growth in skills and knowledge, and how this has impacted the quality of PE and sport provision in the school. Attendance and Engagement Data: <ul style="list-style-type: none"> Monitor the attendance and engagement of our school in cluster meetings and events. Ensure our active participation and contribution to the cluster's initiatives and activities. <p>By collecting and analysing this evidence, we will be able to evaluate the impact of our plans and make informed decisions about the sustainability and future direction of our involvement in the (Small Schools) Sports Cluster.</p>
<p>Action 4 - Top up swimming</p> <ul style="list-style-type: none"> Meeting National Curriculum Requirements: We expect that the top-up swimming lessons will enable the identified pupils to meet the national curriculum requirements for swimming by the end of Year 6. Increasing Swimming Proficiency: Our aim is to increase the percentage of pupils in Years 5 and 6 who can swim 25 metres and perform life-saving drills. Ensuring Equal Opportunities: By providing these top-up swimming lessons, we ensure that all pupils, regardless of their starting point, have the opportunity to develop essential life skills and meet the national curriculum requirements for swimming. Long-Term Benefits: The skills and confidence gained through the top-up sessions will continue to benefit the pupils beyond their time at our school, empowering them with important lifelong skills. 	<p>Action 4: Top-Up Swimming</p> <p>To measure the impact and success of the top-up swimming lessons, we will:</p> <ul style="list-style-type: none"> Monitor Pupil Progress: Regularly assess and track the swimming ability and water safety skills of the identified pupils. Collect Data: Gather data on the percentage of pupils in Years 5 and 6 who can swim 25 metres and perform life-saving drills, and compare this to baseline data. Gather Feedback: Obtain feedback from pupils, parents, and swimming instructors to understand the perceived impact and value of the top-up sessions. Document Implementation: Record the implementation process, including the number of pupils who attended the top-up lessons and the progress they made.
<p>Action 5 Update and Renew PE and Sporting Equipment</p> <p>Expected Impact and Sustainability</p> <ul style="list-style-type: none"> High-Quality PE Lessons and Activities: Deliver high-quality PE lessons and extra-curricular activities, providing all pupils with engaging and challenging experiences. Increased Participation: Boost participation and engagement in physical activity. 	<p>Action 5: Update and Renew PE and Sporting Equipment</p> <p>The school will monitor and evaluate the impact of the new PE equipment through the following evidence:</p> <ul style="list-style-type: none"> Lesson Observations and Pupil Interviews: Assess the quality of PE lessons and the engagement of pupils. Feedback from the Learning Mentor: Evaluate the effectiveness of active play. Attendance Data for Extra-Curricular Sports Clubs: Track attendance with a target of at least 75% of pupils participating.

Expected impact and sustainability will be achieved

<ul style="list-style-type: none"> • Longevity of Equipment: Ensure the new equipment is well-maintained and cared for, guaranteeing its longevity and continued use in the curriculum and enrichment offer. • Staff Competence: Equip staff with the knowledge and skills to effectively use and maintain the equipment, enabling the school to sustain high-quality PE and active lifestyles. 	<ul style="list-style-type: none"> • Pupil Fitness and Skill-Based Assessments: Measure improvements in physical literacy and skill development. • Feedback from Stakeholders: Collect feedback from staff, pupils, and parents on the quality and impact of the new PE equipment. • Maintenance Records and Inspection Logs: Ensure the equipment is well-cared for and remains in good condition. <p>By collecting and analysing this evidence, the school will be able to demonstrate the impact of the new PE equipment and ensure its continued sustainability in supporting high-quality PE provision at Singleton C of E Primary School.</p>
<p>Action 6 Action 6: Provide Opportunities for Extra-Curricular Sports and Activities</p> <ul style="list-style-type: none"> • Increase Participation: Aim to increase the percentage of pupils participating in extra-curricular sports and physical activities to 75% by the end of the 2024/25 academic year. • Cater to Diverse Interests and Abilities: Ensure the extra-curricular offer caters to a diverse range of interests and abilities, with a particular focus on engaging pupils who are reluctant to participate in sport (e.g., SEND pupils, girls). • Enhance Staff Skills: Improve the confidence, knowledge, and skills of all staff in teaching PE and sport through the use of specialist coaches and continued professional development opportunities. • Raise the Profile of PE and Sport: Support whole-school improvement by raising the profile of PE and sport across the school. • Broaden Sports Experience: Provide a broader experience of a range of sports and activities for all pupils. • Establish Strong Partnerships: Form strong partnerships with local sports providers to ensure the delivery of high-quality extra-curricular activities is sustainable beyond the 2024/25 academic year. 	<p>Action 6: Provide Opportunities for Extra-Curricular Sports and Activities To measure the impact and success of our plans, we will collect the following evidence:</p> <ul style="list-style-type: none"> • Pupil Participation Data: Track participation data for extra-curricular sports and activities, including the percentage of pupils engaged and the diversity of participants. • Feedback from Stakeholders: Gather feedback from pupils, parents, and staff on the quality and impact of the extra-curricular programme. • Session Observations: Conduct observations of extra-curricular sessions to assess delivery, engagement, and pupil progress. • Staff Feedback and Reflections: Collect staff feedback and reflections on their confidence, knowledge, and skills in teaching PE and sport. • Competitive Sports Performance Data: Record data on the school's performance in competitive sports, including the number of events/fixtures participated in and the success achieved. • Photographic and Video Evidence: Compile photographic and video evidence of pupils participating in a range of sports and physical activities, both within the curriculum and extra-curricular. <p>By collecting and analysing this evidence, we will be able to evaluate the impact of our plans and make informed decisions about the future development of our sports and physical activity provision at Singleton C of E Primary School.</p>
<p>Action 7: Embed Physical Activity into the School Day</p> <ul style="list-style-type: none"> • Daily Physical Activity Goals: Ensure more pupils meet their daily physical activity goal. • Inclusive Resources: Provide inclusive resources to facilitate increased activity for all pupils. • Varied Games and Resources: Offer a varied range of games and resources available each day. • Pastoral Junior Leadership Team: Develop a strong pastoral Junior Leadership Team to help lead and manage active playtimes, serving as role models for the future. • Enhanced Welfare Staff Skills: Increase the confidence and skills of welfare staff in promoting active playtimes 	<p>Action 7: Embed Physical Activity into the School Day We will know the impact of these plans through the following evidence:</p> <ul style="list-style-type: none"> • Increased Participation and Activity Levels: Observe increased participation and activity levels during break times. • Pupil Voice Feedback: Collect feedback from the Junior Leadership Team and other pupils. • Active Play Observations: Monitor active play and the use of resources during break times. • Welfare Staff Feedback: Gather feedback from welfare staff on their confidence and ability to promote active playtimes. • Fitbit Usage Data: Track data on the usage of Fitbits and fitness targets set/achieved by KS2 pupils. • Increased Engagement by SEND Pupils: Note increased engagement and participation in physical activities by SEND pupils.

Expected impact and sustainability will be achieved

	Overall, these plans aim to increase the engagement of all pupils in regular physical activity and sport, provide a broader experience of a range of sports and activities, and increase participation in competitive sports, in line with the key indicators for the Sports Premium grant.
<p>Action 8: Curriculum Enrichment Development of a wide range of opportunities within and across our curriculum for children to be physically active during the school day. The intended impact and sustainability of these include:</p> <ul style="list-style-type: none"> • Universal Participation: Ensure 100% of children from Foundation Stage to Year 6 participate in regular physical activity and are active during curriculum time. • Increased Engagement: Boost engagement and participation in physical activity among the least active pupils, pupils with SEND, and those with medical needs, as evidenced by attendance and participation data. • Improved Mental Health and Wellbeing: Enhance mental health and wellbeing among our pupils, as measured by the school's PSHE assessments and pupil voice feedback. • Enhanced Resilience and Problem-Solving Skills: Foster increased resilience and problem-solving skills among our pupils through participation in Outdoor & Adventure and Forest Schools activities. • Improved Fundamental Movement Skills: Develop fundamental movement skills and confidence among SEND pupils, as measured by pre-and post-intervention assessments. • Increased Physical Activity Levels: Observe and record increased physical activity levels throughout the school day. • Sustainable Implementation: Ensure the sustainable implementation of enrichment activities and programmes with ongoing staff training and development to ensure continuity and progression. 	<p>Action 8: Curriculum Enrichment Development of a wide range of opportunities within and across our curriculum for children to be physically active during the school day. The intended impact and sustainability of these include:</p> <ul style="list-style-type: none"> • Attendance and Participation Data: Track attendance and participation for all physical activity opportunities, including the Fantastic Friday Offer and extra-curricular clubs. • Pupil Voice Feedback: Conduct surveys to gauge pupil engagement, enjoyment, and perceived benefits of the physical activity opportunities. • Observations and Assessments: Observe and assess pupils' fundamental movement skills, physical competence, and confidence. • PSHE Assessments and Wellbeing Surveys: Measure the impact on mental health and resilience through PSHE assessments and pupil wellbeing surveys. • Staff Feedback and Reflections: Collect feedback and reflections from staff on the implementation and effectiveness of the enrichment activities and programmes. • Comparative Data on Physical Activity Levels: Compare physical activity levels throughout the school day before and after the implementation of the new opportunities. • Parent and Community Engagement: Gather feedback and engagement from parents and the wider community on the school's physical activity and wellbeing initiatives.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<p>PE and Sport Premium Impact and Sustainability Statement 2024–25</p> <p>At Singleton Church of England Primary School, we are committed to nurturing the whole child—physically, emotionally, and spiritually. Our PE and Sport Premium funding has been used strategically throughout 2024–25 to ensure that every pupil has access to rich, meaningful, and sustainable opportunities for physical activity. We have carefully aligned our spending with the DfE’s five key indicators while embedding practices that promote long-term impact, inclusivity, and a culture of daily movement.</p> <p>1. Developing Sustainable Teaching and Staff Expertise We invested in a blend of digital and external CPD, including:</p> <ul style="list-style-type: none"> • The PE Passport platform to support planning, progression, and assessment in PE, • Subject leader upskilling and whole-staff training through PE-specific online modules (e.g. Max Whitlock gymnastics), • External CPD courses focused on inclusive PE, OAA, and curriculum enrichment, • Ongoing support through the Small Schools Sports Partnership, providing shared best practice and networking opportunities. <p>These investments have ensured consistency across classes and built confident, capable staff who can deliver high-quality PE well beyond the life of the grant.</p> <p>2. Embedding Inclusion and Nurturing Wellbeing To support all pupils—particularly those with SEND and long-term medical conditions—we:</p> <ul style="list-style-type: none"> • Purchased adapted equipment to meet a range of physical and sensory needs, • Introduced scooters and balance activities to support confidence and coordination on-site, • Used OAA resources during Fantastic Friday to offer purposeful, non-competitive movement opportunities, • Delivered regular brain breaks (e.g. BBC Super Movers) during curriculum time to improve regulation, focus, and participation across the day, • Integrated the myHappymind programme, an NHS-commissioned, neuroscience-based curriculum, to equip children with strategies for self-regulation, resilience, and emotional wellbeing. These strategies helped all pupils, especially those with anxiety or SEND, to transition calmly into physical activity and engage with confidence. <p>These targeted initiatives supported both physical participation and readiness to learn, making movement feel safe, joyful, and empowering</p>	<p>Evidence to Support Our PE and Sport Premium Impact and Sustainability Statement 2024–25</p> <p>1. Developing Sustainable Teaching and Staff Expertise</p> <ul style="list-style-type: none"> • CPD attendance logs confirming staff participation in PE-specific external training courses, inclusive practice workshops, and subject leadership development. • PE Passport analytics showing frequency of access, lesson planning use, and engagement with on-demand CPD (e.g. Max Whitlock Gymnastics module). • Small Schools Sports Partnership documentation detailing CPD opportunities accessed by staff. • Staff evaluation and feedback evidencing increased confidence, improved subject knowledge, and greater consistency in PE delivery across the school. • Lesson observations and planning folders showing progression, alignment, and curriculum breadth post-CPD. <p>2. Embedding Inclusion and Nurturing Wellbeing</p> <ul style="list-style-type: none"> • Purchase and inventory records for adapted PE equipment, balance tools, and sensory-friendly movement aids. • Daily Active play time table / schedules and Fantastic Friday curriculum show accessible movement opportunities designed to support coordination, confidence, and regulation. • Timetables and planning overviews illustrating the use of regular brain breaks (e.g. BBC Super Movers) in classroom routines to promote regulation and focus. • myHappymind onboarding documentation, staff training attendance, and timetabled curriculum delivery records. • Pupil questionnaires and myHappymind questionnaires highlighting increased emotional readiness and confidence to engage in physical activity, particularly among SEND pupils and those with anxiety. • Staff testimony confirms that myHappymind effectively connects the use of wellbeing strategies to higher engagement and improved behaviour in PE.

Actual impact/sustainability and supporting evidence

3. Inspiring Girls and Strengthening Equity

We prioritised **gender balance** by:

- Ensuring girls had equal access to clubs, competitions, and leadership opportunities,
- Promoting **female role models** and responding to pupil voice by offering enrichment opportunities including **Musical Theatre, Fitness Dance, and OAA**,
- Enabling girls to lead as **Junior Leaders**, running inclusive games during playtimes and leading warm-ups in PE.

This created a welcoming environment where girls developed confidence, teamwork, and positive self-image through physical activity.

4. Cultivating a Culture of Daily Movement

Our focus on embedding movement into everyday life included:

- **Fantastic Friday** enrichment (e.g. Forest Schools, Dance, OAA),
- Lunchtime provision led by **Junior Leaders** to promote peer-to-peer activity,
- **Fitbits** and playground kits to encourage independent tracking and engagement,
- Regular **movement breaks** as part of classroom routines to maintain energy and support learning.

These approaches are now part of our school's rhythm—simple, sustainable, and impactful.

5. Enriching Curriculum and Community Experiences

PE Premium funding allowed us to offer a **broad, inclusive after-school programme**, subsidising specialist providers such as:

- **Fleetwood Town FC** (multi-sport),
- A **Musical Theatre practitioner**,
- A **tennis coach**,
- And others who brought new, diverse movement experiences to the school.

Staff supported these clubs with funded **safeguarding and first aid provision**, ensuring they were safely accessible to all pupils. We also maintained our membership in the **Small Schools Sports Partnership**, giving Singleton access to inter-school competitions, shared resources, and staff CPD opportunities.

6. Supporting Swimming and Life-Saving Skills

To ensure pupils leave Singleton water-safe, we delivered **additional Year 6 swimming sessions**. Of the five pupils targeted:

3. Inspiring Girls and Strengthening Equity

- **Club registers**, showing increased uptake in extracurricular provision by girls—including Musical Theatre, Fitness Dance, and Tennis.
- **Pupil surveys and reflection journals (myHappymind)** confirming enjoyment, belonging, and improved confidence in participating and leading.
- **Junior Leader schedules and playtime plans** showing girls actively leading warm-ups and structured games.
- **Photos and Facebook posts** celebrating girls' participation and leadership—used to model inclusion and raise aspiration.

4. Cultivating a Culture of Daily Movement

- **Fantastic Friday** enrichment curriculum offers inclusive movement-based activities such as *Musical Theatre, Dance, and OAA*, timetabled during the school day. These sessions are specifically designed to engage pupils who are less confident or reluctant in core PE, providing alternative, enjoyable ways to be physically active and build long-term confidence.
- **Junior Leader rotas and lunchtime schedules** documenting peer-to-peer games and movement initiatives.
- **Class timetables and staff planning files** confirming use of movement breaks during lessons to support energy regulation and re-engagement.
- **CPOM logs and staff feedback** noting smoother transitions, improved concentration, and positive pupil attitude towards movement as a daily norm.

5. Enriching Curriculum and Community Experiences

- **Invoices and booking records** from Fleetwood Town FC and other specialist providers (Musical Theatre, Tennis, etc.) confirming subsidised club delivery.
- **Staff rotas** and overtime timesheets funded via the PE Premium to ensure safe access to all after-school clubs (First Aid support, safeguarding).
- **Club participation logs** and pupil tracking data showing uptake and retention across all key groups.
- **Membership confirmation and correspondence** with the Small Schools Sports Partnership detailing competitions entered and CPD attended.
- **Feedback gathered from pupils and staff** confirming enjoyment, impact, and enhanced variety in physical experiences.

6. Supporting Swimming and Life-Saving Skills

- **Swimming records** tracking the progress of all Year 6 pupils, with details of who met the national requirement after the intervention.

Actual impact/sustainability and supporting evidence

- **Three achieved the national requirements,**
 - Two made significant progress in water confidence and stroke control.
- We remain committed to making water safety a non-negotiable for every child.

7. Investing in Safe, Sustainable Resources

All resources purchased were carefully selected for longevity and inclusivity, including:

- **KS1 fundamentals kits, OAA tools, Fitbits, scooters, and adapted equipment,**
- **Gymnastics equipment inspections** to ensure long-term safety and compliance,
- All items remained within our **de minimis capital threshold**, ensuring value and ongoing eligibility under DfE guidelines.

These resources are already embedded in daily provision and will benefit future cohorts for years to come.

8. Impact Overview

- Participation increased across all key groups, including **girls, SEND pupils**, and those previously less active,
- Staff reported improved confidence in delivering PE and embedding movement across the day,
- **Pupil voice** showed increased enjoyment, wellbeing, and physical confidence,
- Leadership was fostered through peer-led initiatives like Junior Leaders and Fantastic Friday facilitators,
- Our curriculum now integrates physical, emotional, and spiritual wellbeing in an authentic, sustainable way.

9. Next Steps

Looking ahead, we will:

- Continue refining provision based on **participation data and pupil insight**,
- Continue refining provision —particularly for pupils with SEND,
- Maintain a **balanced enrichment programme** that appeals to all pupils, including through creative and expressive movement.
- We will continue to embed and build upon the most impactful aspects of this year's action plan, maintaining initiatives that have demonstrably enhanced participation, inclusion, and physical literacy across the school. These proven strategies will remain central to our sustainable approach moving forward. This year's funding has left a lasting legacy at Singleton—raising expectations, removing barriers, and embedding a culture where every pupil thrives physically, socially, and emotionally through joyful movement.

- **Attendance logs** from additional swimming sessions provided using grant funds.
- **Swimming instructor feedback** details improved confidence, technique, and safety awareness for each targeted child.
- **Parent correspondence and acknowledgement** reinforcing community value placed on this life skill provision.

7. Investing in Safe, Sustainable Resources

- **Procurement records and budget reports** for resources including KS1 fundamentals kits, OAA tools, scooters, and adapted PE equipment.
- **Inspection certificates and compliance documentation** for gymnastics apparatus maintained using PE and Sport Premium funds.
- **Resource usage audits** showing how purchased equipment supports PE lessons and enrichment across multiple cohorts.
- **Finance checklists** confirming adherence to the de minimis capital threshold for all spending.

8. Impact Overview

- **Whole-school participation data** showing increased access and engagement across all year groups and pupil groups (gender, SEND, medical needs).
- **Staff feedback** confirming improved confidence in teaching and leading physical activity.
- **Pupil voice surveys** evidencing increased enjoyment, self-esteem, and a sense of physical achievement.
- **Junior Leader and staff feedback** of peer-led provision highlighting leadership skill development and improved playground culture.
- **Curriculum maps and worship planning documents** demonstrating how physical, emotional, and spiritual growth are embedded across school life.

9. Next Steps and CARE Framework Alignment

- **Strategic planning notes** detailing 2025–26 priorities: sustaining successful programmes, refining SEND access, maintaining creative enrichment, and embedding pupil leadership.
- **PE Passport data tracking tools** to inform next steps and measure longitudinal impact.
- Development of OAA Key assessments
- **Review meetings** with SLT and governors reviewing provision against objectives and CARE values.
- **Whole-school documentation** linking PE and enrichment to Singleton's CARE framework:
 - *Creativity* through expressive movement and enrichment,

Actual impact/sustainability and supporting evidence

- *Aspiration* through accessible sport and leadership,
- *Resilience* through OAA, Junior Leader roles, and myHappymind strategies,
- *Empathy* through inclusive play, teamwork, and values-based curriculum.

Actual impact/sustainability and supporting evidence
