

Evidencing the use of the PE and Sport Premium funding: Action Plan and Review 2024-2025

Maple Tree School Sports Premium Funding

Total amount carried over from 2023/24	£0
Total amount of funding for 2024/25.	£17810

The Government makes funding available to Primary Schools to improve PE and sport for children in Key Stages 1 and 2. The Department for Education (DfE) have outlined their vision for the Primary PE and Sport Premium as:

‘All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport’.

The funding has been provided to schools to make additional and sustainable improvements to the quality of PE and sport they offer. This means that funding should be used to:

- develop or add to the PESSPA (Physical Education School Sports and Physical Activity) activities that school already offer
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium is available on the school website.

Review of last year's spend and key achievements (2023/2024)

Total amount allocated: £17810

Total amount spent: £17825

Key Achievements	Impact	Areas for further improvement
<ul style="list-style-type: none"> All pupils participate in at least 30 minutes of physical activity each day. Participation in School Sports Partnership events - Interschool events – Cricket Yr3/4/5 Tennis Yr6, Football Yr5, Quadkids Athletics Yr3/4/5, Racquets event Yr1/2, Tag-Rugby Yr6. Intra-events – House Athletics Competition Sports day Sports Leaders trained through East Beds SSP Range of after school clubs offered - KS1 - striking & fielding, gardening, dodgeball, Tag Rugby KS2 - cricket, rounders, gardening, football, circuit training, dance, netball Successful participation in a PE monitoring visit by the LA which included lesson observations, pupil interviews and a curriculum meeting with the PE lead All KS1 and KS2 children given access to Bikeability to promote road safety whilst scooting/cycling. Recruitment of an MSA specifically to encourage children to be physically active at lunchtime. Whole school sponsored stepathon to raise the profile of healthy living and exercise as well as promoting road safety and awareness. 	<ul style="list-style-type: none"> Over a quarter (28%) of all our children have taken part in a sport related club this year over a period of (at least) 6 weeks. *Ratio of boys to girls is 1:1 Over a third (36.5%) of the eligible children (Yr1-6) have taken part in at least 1 or more interschool event this academic year. *Ratio of boys to girls is 9:7 – (skewed by Yr5 who went to multiple events and many girls did not want to attend at first). By end of primary school career, pupils will have had multiple experiences of interschool competitions and events. More life experiences and opportunities to develop not only sporting tepupilsiques, but life skills. Increased profile of sport within school Increased levels of activity at lunchtimes as a result of continued investment in equipment and play space. 	<ul style="list-style-type: none"> Increase the number of children representing our school through intra and inter school competitions. Map out a coordinated calendar of events. Continue to maintain the lunchtime play equipment and supplement with new resources for healthy and active play times. Develop the use of after school clubs and enrichment activities. Continue to identify and encourage non-participants to take part in healthy activity, festivals and events. Collect evidence to support application for School Games mark.

Key Priorities and Planning 2024/25

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
Purchasing of external accreditation and training of Sports Leaders to support and develop the play programme	Teachers – leading the training / lunchtime supervisors who will support Play leaders in their role Pupils – as they will take part. Pupils – as they will receive the benefit of extra games being provided and increased inclusivity.	Key indicator 1	<ul style="list-style-type: none"> Children are better engaged at break times with physically demanding and mentally stimulating play. More opportunities for physical play increased focus of children during afternoon lessons Profile of exercise is elevated More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. 	£350 sports leaders accreditation and time to deliver sessions
TA/HLTA provision of extracurricular opportunities – Extra opportunities for pupils. to be active during the school day. social, emotional development as well as physical. Pupils to be develop as sportsmen and women learning to harness competitiveness in a safe environment. Pupils’s knowledge and engagement with sport and active lifestyle to be nurtured. Wider exposure to niche sports as well as recapping well known sports.	TA – needing to plan and execute sessions at lunch Pupils – as participants of quality sports supervision and coaching. Teachers – implement the scheme communication and roll out Pupils – encourages healthy living – increasing their engagement of activity Pupils develop emotionally, socially and physically	Key indicators 1, 2 and 4.	<ul style="list-style-type: none"> Increased profile of P.E. Pupils being exposed to varied and more niche activities/sports that are not on the school’s curriculum. Encouraging pupils to be more physically active – more pupils meeting their daily needs. Pupils’ skills in variety of sports improving. Elite sessions to improve the GDs and children who are succeeding. Pupils dealing with winning and losing better. Less tears in PE and at lunch. 	£4408.72

<p>Walk to School award with Living Streets</p> <ul style="list-style-type: none"> • Assembly to promote. • Set up system for children to log how they travel to school. • Badges for those achieving certain distances • Reports on newsletter to celebrate successes and continue to promote healthy lifestyles. 	<p>Pupils in school improving their relationship with an active healthier lifestyle and being conscious of their CO2 footprint.</p> <p>Local area residents and pupils. -- roads are less busy around the school making them safer for pedestrians.</p> <p>Local environment – less pollution as car footprint reduced.</p>	<p>Key indicator 1</p>	<ul style="list-style-type: none"> • Encouraging pupils to be more physically active – more pupils meeting their daily needs. • Well established positive • Target of 75% of children walking to school. Increased from previous years. • Encouraging a greener and more active future/lifestyles 	<p>£150 release time</p>
<p>Physical equipment purchases:</p> <p>Including: French skipping ropes, cricket stumps and bats, spots – floor markers (non-slip), blindfolds, megaphone for delivery and use on sports days / country dancing.</p>	<p>Pupils – access to engaging and quality equipment.</p> <p>Staff – have sufficient equipment to run engaging lessons and reducing waiting times to practice skills.</p> <p>Children who attend clubs/ want to attend clubs - with the correct equipment, clubs can be more efficient to maximise the learning and time spent active.</p> <p>SEND children – more and relevant equipment really benefits those who struggle to wait or need to repeat exercised more so than others might.</p> <p>Up to date equipment, lifts the profile of sport within the school.</p>	<p>Key indicators 1 & 2</p>	<ul style="list-style-type: none"> • Staff not having to improvise with inadequate equipment – risk of accident reduced significantly. • More groups of pupils able to practice skills at the same time, increasing the time each child has to develop skills has yielded much better skill progression and increases in confidence (teacher assessment and pupil voice). • Lesson progression better and faster allowing Teachers and pupils more time to apply their skills in game settings – preparing them for interschool competitions. 	<p>£1050.20</p>
<p>Subscription to Get-Set-4-PE for quality CPD and base of lesson plans on sports and activities that the teachers do not specialise in allowing</p> <ul style="list-style-type: none"> • Children to have basic skills in a wider variety of activities and sports • Spark a lifelong love and participation within an alternative, niche sport 	<p>Staff use the CPD to develop own knowledge and practice.</p> <p>Children – a wide variety of quality plans to support the teaching or a rich curriculum. -additional resources, classroom yoga, play leaders and allow for an active wider curriculum and extra curriculum (clubs).</p> <p>Videos are great for some SEND pupils., who</p>	<p>Key indicators – 1, 2, 3, 4 & 5</p>	<ul style="list-style-type: none"> • More class teachers are teaching P.E. instead of planning it for HLTA cover. Teachers are developing subject knowledge and confidence with the support of quality resources. • Resource bank is being built up and Teachers' are adapting the plans to suit their pupils' needs. • Staff wellbeing / confidence improved. - P.E. Lead being asked for advice and guidance less and less. 	<p>£526.50</p>

<ul style="list-style-type: none"> • Improve perception of physical activity and sport • Children more confident and can make links between activities /sports 	<p>are able to re-watch the skills repeatedly.</p>		<ul style="list-style-type: none"> • Progression within and across sports demonstrated by children due to the variety that we are now offering. • Club participation higher 	
<p>Subscription to East Beds-Schools Sports Partnership to participate in competitive sports. In addition, CPD gymnastics included.</p> <p>intra-school competition run for KS1 and KS2.</p> <p>Health and safety sessions for Year 5 as well as First Aid for Yr4 and 6s.</p>	<p>All pupils. – Social benefits for the participants as access to competitions across East Beds as well as opportunities to interact with children from other schools in less competitive environments where the focus is on enjoy, play and learn.</p> <p>Competition is also great for emotional resilience and control. Experiencing losses in a safe environment as well as winning gracefully has been wonderful for developing “the whole child”. Our children are now experiencing much more competition than any other previous year (prior to Covid) the benefits have been noticed in the playground and in PE lessons.</p> <p>Children – First aid providing life skills above school setting.</p> <p>Healthy living focuses on food and choices and looks at the real life physical contents of foods so our children are informed consumers and are empowered to make informed decisions when choosing what to eat.</p> <p>Exposure to some new sports and quality coaching.</p> <p>Facilitation of Intra school competitions provide children with even more</p>	<p>Key indicators 1,2 and 5</p>	<ul style="list-style-type: none"> • Pupils who engage in play leadership are from Yr5 and 4 so the school can benefit from their knowledge and support for several years to come. (Sports leaders in Yr6 to mentor leaders in Yr4). • Children’s exposure to competition develops their resilience that has transferred to the classroom and non-sport related subjects –the wider curriculum. • Transportation is included in the package, which saves time walking and allows us to participate in competitions much further afield. • Children have basic skills in a wider variety of activities and sports • Spark a lifelong love and participation within an alternative, niche sport • Improve perception of physical activity and sport • Children more confident and can make links between activities /sports 	<p>£3,675</p>

	opportunity to be active, to be competitive, to raise profile of the sport and healthy living and also provide opportunities for some pupils to develop their leadership skills (sports leaders rolls)			
<p>Subscription to Apprentice Package – Premier Education</p> <p>Provide pupils with more extra-curricular clubs (lunch and after school) by a trained sports coach.</p> <p>Quality support for a P.E. lesson</p> <p>Physical interventions for social and emotional development.</p>	<p>Pupils – additional opportunities to be active.</p> <p>Trained sports coach delivering quality teaching during lunchtime and afterschool clubs (Year 6s in particular)</p> <p>Midday supervisors – due to the lunchtime club, Yr6 pupils’s behaviour has improved making the supervisor’s role easier to manage.</p> <p>Pupils – access to an interesting and new sports such as fencing, table tennis, archery etc.</p>	<p>Key indicators: 1, 2, 4 & 5</p>	<ul style="list-style-type: none"> • Difficult behaviour diminished at lunch times due to keen engagement from target group. • Pupils more active at lunch – increased participation. • Children able to try sports such as fencing and archery. • Increased profile of sport and physical activity within school. • Expert support for HLTA in specific PE lessons. • Midday assistants’ well-being increased as children more engaged and happier at lunch – less incidents and easier to manage. • Play leaders gaining experience and observing sports coach 	£3,800
<p>Provide an enrichment day for the children – unique sporting experiences that promote unity, compassion and develop new skill sets.</p> <p>Develop fine motor skills and control</p>	<p>Pupils – trial of exciting and new sports</p> <p>Quality coaching of said sports</p> <p>Improved wellbeing – pupils reap the benefits of being active in addition to PE lessons and extra-curricular clubs.</p>	<p>Key indicators: 2,3,4</p>	<ul style="list-style-type: none"> • Teachers able to learn new games, skills, drills and rules/laws. • Children thoroughly enjoyed. • Children exposed to new sports • Profile of PE increased – Teachers/students and parents talking about the activities. 	£250
<p>Release time for PE lead with use of supply teacher to cover class.</p> <ul style="list-style-type: none"> • Continue to strengthen the leadership of PE • Increase the quality of 	<p>P.E. Lead – allowing the PE lead to complete their job thoroughly.</p> <p>School budget – quality equipment sourced at best price.</p>	<p>Key indicators: 1, 2, 3, 4, 5</p>	<ul style="list-style-type: none"> • Curriculum progressive and engaging providing a variety of sports across the years. • High quality of PE teaching maintained. • Been able to stretch the budget for resources/services as sourcing best deals • More children competing – school attending 	£447

<p>teaching in PE so that the quality of learning is consistently good across the school.</p> <ul style="list-style-type: none"> Monitoring and evaluation - quality assurance using subject documentation to assess implementation and impact Refinement of curriculum plan for PE Action planning 	<p>Pupils – P.E. teaching standards are maintained at a high level so that pupils get the best from their lessons.</p>		<p>most sporting events within a year for the past 7 years.</p>	
<p>Year 6 top-up swimming for those unable to swim 25m</p> <p>Jump start johnny used to engage EYFS</p> <p>Increase opportunities for pupils to be taught by outside professionals.</p> <p>Provide pupils with life skills that could save their own or somebody else’s life one day.</p> <p>Bikeability</p>	<p>Pupils – safer near water</p> <p>Pupils – developing physical strength and stamina</p> <p>Pupils – access to lessons they are not able to access outside of school.</p> <p>Community – pupils are taught rescue skills that may one day be needed by other members of the community.</p>	<p>Key indicators: 1, 4</p>	<ul style="list-style-type: none"> Improve perception of physical activity and sport Children more confident safe around water More EYFS engaged in active lifestyle Key learning tool for EYFS children. 	<p>£189.08</p>
<p>Screen for the sports hall –</p> <p>To provide rich teaching opportunities incl SEND</p> <p>To improve the standing of PE within the school.</p> <p>To support visual learners.</p>	<p>Teachers – use quality tools to deliver quality first teaching.</p> <p>Pupils – visual learners benefit from being able to access quality modelling on repeat.</p> <p>Pupils -safety of the sports hall improved as no leads/ lamps or bulbs needed to convey information/demonstrate.</p>	<p>Key indicators: 1, 2,</p>	<ul style="list-style-type: none"> Pupils more confident in attempting new skills as able to witness modelling in their own time at their own pace. Teachers more confident to deliver quality lessons without the need to demonstrate themselves. Teachers able to use the sports hall safely and provide quality visual lesson stimuli without the need for wires and trip hazards. 	<p>£1720</p>

<p>CPD (First Aid) Increase the number of staff available to take pupils to sports competitions.</p> <p>Improve the confidence of staff delivering extra-curricular activities</p>	<p>Teachers and staff who are able to take pupils to events /competitions.</p> <p>Teachers and staff running lunchtime /afterschool clubs.</p> <p>Pupils who are able to partake in more competitive events</p> <p>Pupils are safer in clubs where immediate First Aid can be administered and not be delayed whilst the first aider makes their way to the incident.</p>	<p>Key indicators: 3 & 5</p>	<ul style="list-style-type: none"> • Most sporting events attended this year • Waste time – being seen by a first aider inside school building has been reduced and instructors are quicker to deal with any incidents – improved inclusivity. • Staff confidence and enjoyment of after school clubs increased (Staff voice) 	<p>£399.50</p>
<p>Equipment service -Maintenance of existing equipment such as service of outdoor gym equipment</p> <p>The outdoor environment is inviting and varied to encourage children to play physically and develop emotionally</p>	<p>Pupils - enjoy their breaktimes.</p> <p>Pupils - encouraged to be active.</p> <p>Pupils – developing physical strength and stamina</p> <p>Pupils – feel good about their school and feel that they are being cared for.</p>	<p>Key indicators: 1 & 2</p>	<ul style="list-style-type: none"> • Children are safer playing within the school playground. • Children seen that care and effort is being spent on PE promoting PE and raising the profile amongst the teachers, children and parents. • Continued development of physical activity during unstructured times. • Children engaged and enthused in physical activity. • Increased participation levels of all children at lunchtime 	<p>£1000</p>

Key achievements 2024-2025

Total amount allocated: £17790 **Total amount spent: £17790**

Key Achievements	Impact	Areas for further improvement
<p>All pupils participate in at least 30 minutes of physical activity each day.</p> <p>Participation in School Sports Partnership events - Interschool events</p> <p>Intra-events – House Athletics Competition</p> <p>Sports day more competitive</p> <p>Sports Leaders trained through East Beds SSP and using play leadership accreditation in house.</p> <p>Range of after school clubs offered - striking & fielding, gardening, dodgeball, Tag Rugby</p> <p>cricket, rounders, gardening, football, circuit training, dance, netball, fencing</p>	<p><i>By end of primary school career, pupils will have had multiple experiences of interschool competitions and events. More life experiences and opportunities to develop not only sporting techniques, but life skills.</i></p> <p>Increased profile of sport within school Increased levels of activity at lunchtimes as a result of continued investment in equipment and play space and quality coaching.</p>	<p>continue to identify and encourage non participants to take part in healthy activity, festivals and events.</p> <p>Collect evidence to support application for School Games mark.</p> <p>Develop an intra-house games competition (netball, tag-rugby, football, dodgeball, basketball quick cricket).</p>

Swimming Data

Question	Stats:	Further context (Relative to local challenges):
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<p>92.3% (24 of 26 pupils) able to swim 25m</p>	<p>2 children were completely new to swimming in Year 5, unable to float. After swimming both in Year 5 and additional lessons in Year 6, these children are able to swim a short distance but were unable to make the 25m. They're life chances in an aquatic incident are greatly improved from their experiences.</p>

What percentage of your current Year 6 cohort can use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)?	76.92% (20 out of 26)	Freestyle and backstroke, all of the swimmers (of 25m) are competent. Some unable to complete 25m with breaststroke. Very few able to perform butterfly competently (4 out of 26).
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88.46% (23 out of 26)	Taught and assessed by swimming instructors in Yr5 as part of their lessons. Classroom based theory and practical applications in Yr6 as well as additional lessons for those that were unable to swim 25m unaided in Yr5.
If your school's 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?	Yes	The children who were unable to swim were significantly behind their peers in regard to water competency. For their safety, we used the Sports Premium funding to provide transport for these children to be able to access swimming lessons.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We do not have a swimming pool nor significant number of staff to teach a year group.

Signed off by:

Head Teacher:	<i>Amy Hyde (Acting Headteacher)</i>
PE Lead:	<i>Rhys Neill, Teacher</i>
Governor:	<i>David Walker</i>
Date:	<i>28/7/25</i>