

The Willows School Academy Trust



Evidencing the Impact of the Primary PE and Sports Pupil Premium

September 2024 – July 31st 2025

Details with regard to funding

Please complete the table below.

| | |
|---|----------|
| Total amount carried over from 2023/24 | £ 0 |
| Total amount allocated for 2023/24 | £ 16,630 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £ 0 |
| Total amount allocated for 2024/25 | £16,680 |
| Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025. | £ 16,680 |

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 practiced 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 2020. Please see note above | 70% |
| 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 | 43% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 35% |
| 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/No |

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: 16,720 | | Date Updated: October 2024 | | | | | |
|--|--|--|--|----------------------------|--|---|--|---|--|
| <p>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</p> | | | | | | | | | |
| Intent | | Implementation | | Impact | | Next Steps | | | |
| <p>To provide opportunities during playtimes and lunchtimes where all children have access to a space that is suitable to engage in physical activity, supported, where necessary, by adults, for children who find it difficult to engage with their peers or who may have physical or cognitive barriers to access this.</p> | | <p>To contribute to funding active playtimes with staff who engage, support and encourage pupils to play a variety of games, practice skills and improve their physical and mental health through active play. This has been equitable by ensuring there is heavy support for those children with additional needs, ensuring all children can engage with physical activity.</p> | | <p>£ 2000</p> | | <p>Learning walks and observations during playtimes and other times of day have shown that providing inclusive opportunities for physical activity during playtimes and lunchtimes has a wide-ranging positive impact. It fosters inclusivity by enabling children with diverse abilities to engage in activities, reducing social exclusion. Encouraging physical activity enhances overall health, preventing sedentary behavior. Structured play promotes social skills development, benefiting children facing interaction challenges. Physical activity is linked to improved mental health and emotional well-being, offering stress relief and emotional resilience. Adult support during play builds positive teacher-student relationships, creating a trusting environment.</p> | | <p>To continue to provide training sessions for teachers and support staff on inclusive practices and how to assist children with different abilities during physical activities. This will enhance their ability to provide effective support and create an inclusive environment.</p> | |
| <p>To ensure that activity levels of all children across the school is a minimum of 30 minutes a day of moderate to</p> | | <p>The school's physical activity initiative, the Daily Mile, involves the daily</p> | | <p>£0</p> | | <p>Regular participation in the Daily</p> | | <p>To conduct a comprehensive evaluation of the program. This evaluation should include</p> | |

| | | | | |
|---|--|--|---|--|
| <p>vigorous intensity.</p> | <p>completion of a mile by Key Stage 2 (KS2) classes. For Key Stage 1 (KS1), a shorter route is introduced three times a week to accommodate the younger age group. To ensure ongoing engagement and awareness, regular Daily Mile Assemblies are scheduled, occurring at least once per half term. These assemblies serve the dual purpose of monitoring the initiative's progress and actively promoting participation in the Daily Mile. Additionally, the school is actively participating in the London Mini-Marathon for schools, contributing to the broader objective of raising awareness about the benefits of running and the Daily Mile within the school community.</p> | | <p>Mile promotes physical health, contributing to improved cardiovascular fitness, stamina, and overall well-being for both KS1 and KS2 students. By incorporating a daily mile into the routine of KS2 classes and adapting for KS1, the initiative helps instill a habit of regular physical activity from an early age, fostering a lifelong commitment to a healthy lifestyle. Introducing a shorter route for KS1 acknowledges the age-specific needs of younger students, ensuring inclusivity and participation across different age groups. The scheduling of regular Daily Mile Assemblies reflects a commitment to monitoring the initiative's progress. This creates a system of accountability and provides a platform for recognizing and celebrating individual and collective achievements. Participation in the London Mini-Marathon for schools not only provides a unique external challenge but also serves as a means of community engagement. It raises awareness about the benefits of running and the Daily Mile, involving students, parents, and the broader community in promoting physical activity.</p> | <p>gathering feedback from students, teachers, and parents to assess the initiative's impact on physical fitness, overall well-being, and the school community. Analyzing participation rates, identifying any barriers to engagement, and exploring potential improvements through surveys or focus groups can provide valuable insights.</p> |
| <p>Ensure that both Key Stage 1 (KS1) and Key Stage 2 (KS2) students participate in a total of 3 hours of well-organized and effectively delivered Physical Education (PE) lessons throughout the school.</p> | <p>Implementing this initiative through the PEHub scheme involves coordinating and facilitating a structured plan to guarantee the participation of both Key Stage 1 (KS1) and Key Stage 2 (KS2)</p> | <p>£575 PEHub Subscription £4000 Yoga Specialist</p> | <p>Implementing the initiative through the PEHub scheme yields substantial and positive effects. Three hours of well-organized PE lessons for both KS1</p> | <p>To evaluate existing PE facilities and equipment to ensure they can accommodate the increased hours and</p> |

| | | | | |
|--|--|--|---|--|
| | <p>students in a collective 3 hours of meticulously organized and proficiently delivered Physical Education (PE) lessons across the entire school. The PE Hub scheme serves as the framework to ensure the seamless execution of this targeted approach to physical education.</p> | <p>£4000 Dance Specialist £4610 Kung-Fu Specialist</p> | <p>and KS2 students significantly enhances overall physical fitness among the student body. These structured PE sessions, tailored to different age groups, foster holistic development, address motor skills, coordination, teamwork, and overall well-being. The increased dedication to PE aligns with research indicating a positive correlation between physical activity and cognitive function, potentially boosting concentration and academic performance. Beyond immediate benefits, the initiative aims to establish enduring healthy habits, encouraging a lifestyle of physical activity from an early age. The collective approach to physical education throughout the school fosters unity, teamwork, and a shared commitment to a healthy lifestyle, contributing to positive school culture. The PEHub scheme ensures efficient execution, aligns with educational frameworks, and allows for monitoring and assessment, enabling the school to track outcomes, identify improvements, and celebrate successes in promoting the well-being of both students and the broader school community.</p> | <p>diverse activities. Identify any necessary upgrades or modifications and secure the resources needed for a varied and engaging program.</p> |
|--|--|--|---|--|

Key indicator 2: The profile of PESSPA (Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

| Intent | Implementation | | Impact | Next Steps |
|---|---|--------------|--|--|
| <p>The whole school to focus on the impact that PESSPA can have on mental well-being alongside physical health. Teachers to continue to articulate the link between PE lessons and physical wellbeing. Opportunities to be maximised for children to learn outdoors and for mindfulness to be taught both explicitly and as embedded in other curriculum areas.</p> | <p>Implement a holistic approach by emphasizing the impact of PESSPA on mental well-being and physical health. Ensure teachers consistently highlight the connection between PE lessons and overall well-being. Maximize outdoor learning opportunities for children and integrate mindfulness explicitly and within other curriculum areas to promote mental health awareness throughout the school.</p> | <p>£ 600</p> | <p>Implementing a holistic approach that emphasizes the connection between PESSPA and mental well-being is poised to have a significant positive impact. This initiative ensures a comprehensive understanding of the link between physical activity and mental health, potentially improving emotional well-being and reducing stress among students. Consistent teacher emphasis on the connection between PE lessons and overall well-being promotes collective awareness and support. Maximizing outdoor learning opportunities contributes to physical activity and exposure to nature, potentially enhancing mood and concentration. Explicit integration of mindfulness in various curriculum areas equips students with tools for stress management and focused learning. This holistic approach fosters a positive school culture, supports lifelong health habits, and engages the broader community in promoting mental health awareness.</p> | <p>Involve students in the process by seeking their input on the initiative and incorporating their feedback into ongoing adjustments. This fosters a sense of ownership and ensures that the program aligns with the needs and preferences of the student body.</p> |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| Intent | Implementation | | Impact | Next Steps |
|---|---|-----------------------------------|---|--|
| <p>Confident delivery of PE lessons: PE Lead to support teachers using PE Hub to determine the skill they are teaching and the activities they will be completing.</p> <p>PE lead to attend CPD and share/feedback to all staff</p> <p>PE Lead and SIP to monitor quality of staff provision and to provide feedback to ensure sport is taught well across the school</p> | <p>All teachers to complete the assessment on PE Hub as directed by the PE lead. PE lead to complete learning walks and formal observations.</p> <p>The PE Lead is tasked with ensuring that teachers adhere to the correct and consistent utilization of planning and information provided by PE Hub. This includes overseeing the implementation of PE Hub resources in lesson planning and instructional delivery. The PE Lead will provide guidance, support, and training as needed to ensure that educators effectively integrate PE Hub materials into their teaching practices. Regular monitoring and assessment will be conducted to guarantee compliance and identify areas for improvement. This initiative aims to enhance the overall quality and uniformity of physical education instruction throughout the school by leveraging the resources offered by PE Hub.</p> | <p>£575</p> <p>£350</p> <p>£0</p> | <p>Teachers will be supported to produce lessons that are at least good in all sessions.</p> <p>Development of knowledge/skills related to primary PE</p> <p>Staff to all have opportunity to watch PE leader demonstrate a lesson using the plans from PE Hub.</p> | <p>As a result of being supported in learning new skills staff can ensure the consistently good teaching of physical development in all areas of the school and pupils get a rich physical curriculum.</p> <p>Use CPD to inform practice/incorporate in school</p> <p>Staff will retain specialist knowledge and skills and apply this to the lessons they are teaching.</p> |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | | Impact | Next Steps |
|---|---|---------------------|---|--|
| <p>Provide opportunities for pupils to take part in a diverse range of school sport.</p> <p>Pupils have the opportunity to play interschool sports competitions (Football and Basketball)</p> | <p>School Partnership with Yoga Dance and Kung Fu Specialists</p> <p>PE leader to create foundations and network with other PE leads to create a local sports league in close geographical proximity.</p> | <p>£0</p> <p>£0</p> | <p>Pupils will have participated in a range of different physical activities throughout the year and they can verbalise the diet of sport and physical activity they have participated in.</p> <p>Providing students the opportunity to participate in interschool football competitions yields a multifaceted impact. It enhances physical health, fostering cardiovascular fitness and overall well-being. Through skill development, students gain teamwork, coordination, and sportsmanship. Socially, they build positive relationships and a sense of belonging. Participation instills discipline, time management, and resilience, contributing to personal growth. The experience promotes healthy competition, school pride, and community engagement. Moreover, it serves as a motivational factor for active lifestyles and has the potential to positively influence academic performance. Overall, interschool sports competitions, particularly in football, contribute significantly to holistic student development.</p> | <p>Analysis of participation levels in competitive schoolsports.</p> <p>Build stronger relationships with a larger range of leisure services, sports organisations and local clubs to continue to offer a broad range of alternative sports.</p> |

Key indicator 5: Increased participation in competitive sport

| Intent | Implementation | | Impact | Next Steps |
|---|---|--------------|--|---|
| <p>Children to have increased access to competitive sport through the creation of school teams.</p> | <p>Collect data on how many children play in competitive sport outside of school.</p> | <p>£1000</p> | <p>Establishing school teams for competitive sports enhances children's physical fitness, skill development, and social abilities. This initiative fosters teamwork, school spirit, and a positive, inclusive culture. Children benefit from character-building experiences, learning resilience and sportsmanship. The engagement of the broader school community amplifies the impact, creating a supportive environment for young athletes. Overall, this approach not only promotes a healthy and active lifestyle but also instills valuable life skills, contributing to well-rounded personal development among the participating children.</p> | <p>To encourage parental involvement by organizing informational sessions, showcasing events, and fostering a supportive environment for the school teams. Explore opportunities for parents to contribute as volunteers or supporters.</p> |
| <p>Facilitate increased access to competitive sports by establishing school teams. Develop structured programs that allow children to participate in organized competitions, promoting teamwork, skill development, and a sense of sportsmanship. Collaborate with local sports organizations to enhance opportunities for competitive engagement, fostering a positive and inclusive sports culture within the school community.</p> | | | | |
| | | | | |

| | |
|-----------------|---------------|
| Signed off by | |
| Head Teacher: | Malcolm Shaw |
| Date: | |
| Subject Leader: | Hashim Khan |
| Date: | 24.09.2025 |
| Governor: | Balevir Grant |
| Date: | |

