



**Newburgh**  
Primary School

# **PE and Sports Premium Funding Academic Year 2024/25**

## **Newburgh Primary School**

### **The Sports Premium**

**Academic year 2024 – 2025**

This report outlines how our school has spent the Sports Premium allocation in academic year 2024-25. It also outlines our key principles and reasons for spending the Sports Premium in the way that we do.

#### **Our Principles and Objectives**

The Sports Premium was introduced to fund improvements to the provision of PE and sport, for the benefit of primary-aged pupils so that they could develop healthy lifestyles. It is allocated to schools to work with all pupils.

Schools are free to spend the Sports Premium as they see fit, however our approach and vision is to ensure that all pupils leave 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. We also believe that those from poorer socio-economic backgrounds should not suffer from barriers which hamper their progress and attainment.

Our decisions on how best to use the Sports Premium are based on the findings of high-quality research and publications, as well as Ofsted's own 'best practice' guides. These have supported our decision on expenditure over the best and most effective use of our Sport Premium Funding.

We believe that:

- All of our children should and will benefit from the teaching and learning opportunities that Sport Premium funding provides.
- Appropriate provision is made for all pupils belonging to vulnerable groups, including those who are from socially and economically disadvantaged groups.
- Our Sport Premium funding should be spent in a wide and imaginative variety of ways, so as to benefit the wide variety of interests and needs of our children.
- Our Sport Premium funding should be spent according to 'best value principles' and related to activities which research suggests will make the very best use of the finances available.
- Whilst there are some 'quick wins', there is also a need to take a 'long term view' to stop achievement gaps from widening. Some of our long-term objectives will take more than an academic year to come to fruition.

## Review of last year's spend and key achievements (Academic Year 2023/24)

Start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Swimming data – 97% (65 out of 67 achieving the national curriculum swimming and water safety standard)	High percentage of children in Year 6 are meeting the National Curriculum swimming and water safety standard.	Kick Start funding has shown as having a positive impact in the number of children achieving the national curriculum expectation in swimming.
All children are participating in 30 mins of sporting activities during break and lunch times.	Children have the opportunity to experience different sports and they are fully involved in rotating in sports.	Positive experiences during break and lunchtimes where children are given the opportunity to take part in different sports.
SEND – Providing big moves sessions during the morning.	Supporting some families with the transition from home to school in the morning. Supporting SEND provision throughout the school day.	Improved gross motor skills and readiness to learn. Sensory circuits developed to support children's learning.
Warwickshire athletics	High number of children attended the Central Warwickshire games with children achieving the Warwickshire finals.	

## Details with regard to funding for Academic Year 2024/25

Carry forward from 2023/24 academic year	£0.00
Total grant received for academic year 2024/25	£18,990
Total amount spent for academic year 2024/25	£23,913 (£4,923 overspend)
Amount carried forward to Academic Year 2025/2026	£0

## Swimming Data – July 2025 (Academic Year 2024/2025)

Meeting national curriculum requirements for swimming and water safety. <b>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</b>	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</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 2025.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No - Our local swimming pool dictate that only their swimming teachers can teach swimming to children. Therefore, staff from school attend in a supervisory capacity.

## 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 spend: £23,913	Date Updated: July 2025	
<b>Key indicator 1: The engagement of all 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</b>				<b>Percentage of total allocation:</b>
				<b>66%</b>
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions and explain who does this action impact:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To provide physical activity opportunities for all children through the use of a sports coach.</p> <p>To improve the participation and engagement in sports across the school.</p>	<p>Provides a variety of sports activities for all children to participate in during break and lunch times. Playground/field is zoned into areas where the sport coach offers children to take part and experience different sport activities.</p> <p>Runs a variety of afterschool clubs from Reception through to Year 6.</p> <p>Provides targeted support for SEND children during morning big moves sessions. This is a before school program where children can access school earlier to support their transition into the classroom through sports.</p> <p>Carries out interventions to support children's gross motor skills.</p>	£15,803	<p>All children have had the opportunity to experience and access a broad range of sports.</p> <p>Every break and lunch children are exposed to new sports. Children are actively engaged in physical activity.</p> <p>Children's engagement and enjoyment in sports has improved.</p> <p>Support children in reaching their SEND targets.</p> <p>Supported children's progressions of gross motor skills which has shown an impact in the classroom.</p>	<p>Continue to work with the development of playleaders and supporting opportunities for children in KS1.</p> <p>Develop the sports available to KS1 children during break and lunch times.</p>

	Selected children work 1:1 or in small groups. Sports coach delivers sports which support their gross motor development. Sports coach has developed sports sensory circuits to support SEND needs			
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
				<b>4%</b>
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions and explain who does this action impact:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To provide more opportunities for extra-curriculum sports.</p> <p>To provide more opportunities for different sports across the school.</p> <p>To increase engagement across the school.</p>	<p>Leamington Lions providing after school football for girls in KS1 and KS2.</p> <p>Organised sports day where children have the opportunity to take part in different races and activities.</p> <p>Inter-house competitions at the end of each half-term.</p> <p>Play leaders supporting play in KS1 playground.</p>	£980	<p>Girls football interest has increased throughout the school. We now have two clubs running during the week because of the increased interest throughout the year.</p> <p>Children have the opportunity to take in races and activities as individuals and as teams. Some parts were competitive some were for fun.</p> <p>Using the sport children have been focusing on during the half-term, run inter-house competitions to gain points for their houses.</p>	<p>Creating opportunities for fixtures to take place using our field and inviting local schools to attend for matches.</p> <p>Increase opportunities for personal best tracking.</p> <p>Use play and sports leaders to develop more sporting opportunities in KS1 at lunchtimes.</p> <p>Out of school training for play/sports leaders.</p>

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>	<b>Percentage of total allocation:</b>
	<b>3%</b>

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your Intentions and explain who does this action impact:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Create Development – Jasmine PE planning and resources. Improve and develop teacher confidence.  This is a fully planned scheme which provides planned lessons with progression and written lesson plans as well as interactive teaching resources.	Using a fully planned and well-resourced scheme has supported the teacher's development and enjoyment for teaching PE.  One of their weekly PE lessons follow the Real PE scheme.	£695	The scheme has allowed children to develop fundamental movement skills.  Children's enjoyment levels are increasing when taking part in PE lessons.  Teachers are feeling more confident when teaching PE.	Assessment on Insights to track progress  Subject monitoring time. CPD through staff meetings.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				<b>23%</b>
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your Intentions and explain who does this action impact:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
New sports equipment and the refurbishment of equipment to allow children the opportunity to try	New equipment allowed a variety of different sports to be taught and a range of sports to be delivered during break and	£4,385	Enough equipment for all children in the lessons. Opportunities for children to experience different sports in	Annual audit of resources  Children are now swimming from Year 3. We hope this

<p>different sports and high-quality PE lessons to take place.</p> <p>Sports hall athletics delivered to KS2, allowing them the opportunity to take part in indoor sports.</p> <p>Catch-up swimming to ensure all pupils can swim 25m by the end of KS2.</p> <p>To increase the opportunities for after-school sports clubs.</p> <p>Children have the opportunity to attend a wide range of sports clubs throughout the year.</p>	<p>lunchtimes. Supported high quality teaching. Hall refurbishments has allowed access to more PE equipment to be used.</p> <p>Half day of teaching sports hall athletics to Year 5 and 6 delivered by specialist teachers.</p> <p>Kick Start 25 scheme completed at Warwick School for any pupils who had not met the requirement of swimming 25m by the end of Year 6.</p> <p>Throughout the year, children have the opportunity to attend various different sports clubs. Clubs change half-termly allowing children to access new sports.</p>	<p>£225</p> <p>£858</p> <p>Costed as above with sports coach.</p>	<p>lessons and during break and lunches.</p> <p>Children experience indoor athletics finding enjoyment. Children are selected for an indoor compete athletics competition in Spring.</p> <p>Pupils receive a week of intense swimming lessons with qualified swimming instructors to boost swimming ability.</p> <p>Wider participation of children accessing sports clubs.</p> <p>PP children accessing sports clubs – 45%</p> <p>Percentage of our children who access sporting clubs -</p>	<p>will ensure children have met the requirement by the end of Year 5 so that only children who have not met the requirement will swim in Year 6.</p> <p>Increase participation of disadvantaged families.</p> <p>Pupil voice to see which clubs children would enjoy attending.</p> <p>Focused sports clubs to encourage different groups of children to participate in sports – working with families.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your Intentions and explain who does this action impact:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>To provide coach travel to ensure children have the opportunity to attend sporting fixtures and events.</p> <p>To increase our engagement for participation in competitions in a range of sports.</p> <p>Rowing / Hockey / Cross country Archery / Tennis</p> <p>Attended events ran through Warwick school.</p> <p>Year 5 and 6 Indoor Athletics competition.</p> <p>Participation in Central Warwickshire athletics. Selected children attended the Warwickshire final athletics.</p> <p>Leamington Athletics Academy Cross Country Fee</p> <p>One child selected to attend the cross-country nationals to represent Warwickshire.</p>	<p>Through providing transport we were able to access and participate in a variety of sporting fixtures and events.</p> <p>Entered competitions throughout all three terms.</p> <p>These competitions were mixed between engage and compete to support all learners.</p> <p>These activities raised the profile of a variety of sports and raised the self-esteem of those children taking part.</p> <p>Children in Year 5 and 6 have the opportunity to attend cross country athletic races on three Saturdays a year Children taking part in these events have the opportunity to attend race practice.</p>	<p>£760</p> <p>£120</p> <p>£88.00</p>	<p>Pupils have increased confidence and joy for sports by taking part in different events.</p> <p>Competitive competition in a range of sports.</p> <p>Competition experience with children outside of their school.</p> <p>Competition experience.</p> <p>Children have the opportunity to race against others and beat personal bests. Children have the opportunity to attend practice sessions held by the academy to support running.</p>	<p>Work with local secondary schools to use mini bus hire to reduce coach costs.</p>

## Key Achievements Academic Year 2024/25 – July 2025

Complete this template at the end of the academic year to showcase the key achievements the school has made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Swimming data – 90%</p> <p>All children are participating in 30 mins of sporting activities during break and lunch times.</p> <p>Development of play leaders.</p> <p>SEND – Providing big moves sessions and sensory circuits during the morning.</p> <p>Warwickshire athletics</p>	<p>Very high percentage of children in Year 6 meeting the National Curriculum.</p> <p>Children have the opportunity to experience different sports throughout the week during break and lunchtimes. Children rotate around different activities.</p> <p>Children in KS1 are supported in play through play leaders.</p> <p>Raise of self-esteem for Year 5 and 6 pupils and their engagement in participating in sports through modelling to younger children.</p> <p>Less EBSA which has supported attendance rates.</p> <p>Supporting 15 families with the transition from home to school in the morning.</p> <p>High number of children attend the Central Warwickshire games with children achieving the Warwickshire finals. This year 9 children were selected to represent North Warwickshire at the finals.</p>	<p>Without the Kick Start funding only 80% of children would have met the KS2 national curriculum expectation for swimming.</p> <p>Would like to continue to develop this over the coming year.</p> <p>Improved gross motor skills.</p> <p>Improved readiness to learn through supporting children accessing sensory circuits.</p>

<b>Head Teacher:</b>	Mrs K Turner
<b>Subject Leader:</b>	Miss L Solway
<b>Date:</b>	30/6/25