Gig Mill Primary School

Sports Premium Funding document

Mr D. Jones

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
School games mark Gold Start up of sports leaders – playground leaders Zones of activity on KS1 and lunchtime support running activities Increased extra-curricular offer.	**Total allocated:** £20,950 **Confirmed allocated/spent:** £15,219.59 **Estimated remaining: £5,730.41**

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way?	Yes

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2024-25	**Total fund allocated: £20,950**			
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the pupil's level of physical activity a day in school - through both lunch-time and extra-curricular provision.	Lunchtime activities provided from lunchtime staff to encourage games – new goals purchased for field and playground Staff CPD around brain breaks and where to access resources Range of after school clubs to suit a variety of children who are least active/PP/SEND. Heights and Weights (school nurse) Parent survey	£554.33 £0 £32 per week x 38 £1216	Pupil voice indicates the impact of increasing physical activity throughout the school day - Year 4 pupil stated "I love playing new games at lunchtime now. The staff help us get started and it's more fun than just standing around." Due to the increased engagement there has also been a decrease in first aid incidents during lunchtimes from February to July Observations from KS1 lunchtime staff show a marked improvement in the quality and inclusivity of play. Children are more active, cooperative, and engaged in structured games, with fewer incidents of disengagement or conflict. Through staff voice - staff have noted that pupils who were previously reluctant to join in are now participating regularly and fewer behavioural challenges are arising.	Continue staff development, sharing best practices and resources through regular CPD sessions and peer support. Embed physical activity into daily routines, ensuring brain breaks and active play are part of classroom and playground culture. Monitor and adapt after-school provision, using attendance data and pupil voice to ensure clubs remain inclusive and appealing, particularly for PP, SEND, and less active pupils. Strengthen partnerships with parents and the school nurse team to support healthy lifestyles beyond school hours. Explore pupil leadership opportunities, such as training play leaders or sports ambassadors, to encourage peer-led activity and ownership.

			Registers from after-school clubs demonstrate a significant rise in attendance, particularly among pupils identified as least active, Pupil Premium (PP), and those with SEND. Over the term, club participation has increased by 340% from 180 children through the year to 794, with targeted pupils making up 23% of this growth. This reflects the success of offering a diverse range of clubs tailored to different interests and needs.	
To create Sports Leaders as promoters of physical activity on the playground. Provide training for the children before taking up their roles.	Coaching with Dan C on a Thursday lunchtime to support staff with CPD. Meet termly with PE lead to discuss impact. Sports leaders to run activities	£16 per week x 38 £608 £0 £250 2 half day cover for training	Training & Support: Pupils received two training sessions to develop leadership, communication, and activity facilitation skills. Ongoing coaching was provided by Dan C during Thursday lunchtimes, supporting both Sports Leaders and staff through CPD. Then continued by DJ. Implementation: Sports Leaders ran weekly playground activities throughout the academic year after Christmas, encouraging inclusive participation and active play. Monitoring & Evaluation: Termly meetings with the PE Lead were held to assess the impact of the program. Feedback from pupils and staff indicated increased engagement in physical activity through pupil interviews, improved behaviour during break	Capacity Building: By providing initial training and ongoing coaching, pupils and staff have developed the skills and confidence to independently run and support playground activities. Staff CPD: Continued professional development through coaching with Dan C has equipped staff with strategies to maintain and expand the program especially in KS1, even in the absence of external support. Pupil Development: The leadership model encourages a cycle of peer mentoring, where experienced Sports Leaders can support and train new recruits, reducing the need for repeated external training. Next Steps: Establish a Peer Mentoring System: Older or more experienced Sports Leaders can mentor new pupils, fostering leadership continuity and reducing training costs. Explore Additional Funding: Seek local partnerships or grants to support expansion or enhancement of the program. Widen Participation: Encourage broader pupil

			times, and enhanced leadership skills among the Sports Leaders.	involvement by rotating roles or offering short-term leadership opportunities to more students.
		£		
Improved outcomes for children reaching the end of Key Stage expectation in swimming.	Top up sessions for children in year 5 and 6 who have not yet reached 25m.	£3,500 for three sessions a week For Summer Term.		Awaiting clarification from S. Griffiths and A. Payne
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to raise the profile of sport and physical activity across the school. Aims: • To promote healthy lifestyle choices • To inspire achievement in sport at any level • To ensure all children are proficient in the fundamentals of sport • To provide opportunities for children to develop skills so they can play a variety of sports • To provide the children with self-esteem, confidence and self-belief To continue to participate in primary sports tournaments	Signposting children towards local clubs and swimming opportunities/offers. (on newsletter, parent mail, flyers) • Invite athlete/Olympian guest speakers in school. • Celebrate successes in assemblies and the newsletter through certificates and displays. Parent survey to identify pupil activity levels and clubs/activities they would like to attend. Sports leaders and House Captains to organise inter-house	£0	Promotion of Healthy Lifestyles: Regular signposting to local clubs, swimming opportunities, and special offers via newsletters, ParentMail, and flyers has increased awareness and participation in community-based physical activities. With 67% of 320 responses stating they attend an out of school club. Skill Development and Proficiency: Our PE curriculum ensures all children develop core skills across a variety of sports. Observations and staff voice show improved coordination, teamwork, and understanding of game rules across year groups. As noted in	Curriculum Integration: Physical activity will remain a core part of our curriculum, with regular reviews to ensure progression and inclusivity across all year groups. Staff Development: Ongoing CPD opportunities for staff will ensure high-quality delivery of PE and extracurricular activities, fostering a culture of confidence and enthusiasm. Community Links: Strengthening partnerships with local sports clubs and leisure providers will create a sustainable pathway for pupils to continue their sporting journeys beyond school. Parental Engagement: Continued use of surveys and communication platforms will keep parents informed and involved, ensuring our offer reflects the needs and interests of our families. Celebration and Visibility: Maintaining regular recognition of pupil achievements in sport will reinforce its value and encourage sustained

including offering a range of sporting opportunities	sporting competitions to take place throughout the year and these are to be celebrated during assemblies and on display around school. To be mapped out across year for events to take place each term.		pupil voice where all children could articulate the skills learnt – progress from previous year where feedback was sport specific as opposed to skill specific, children in KS2 could also make links between skills they could use in multiple disciplines which was not found previously during pupil voice. Celebrating Success: Assemblies and newsletters regularly feature pupil achievements in sport, supported by certificates and visual displays. This recognition boosts self-esteem, confidence, and a sense of belonging, especially among pupils who may not excel academically as identified through informal conversations with pupils around school. Parental Engagement: A recent parent survey provided valuable insights into pupil activity levels and preferences for clubs and activities. This data is being used to tailor future offerings and ensure inclusivity and relevance to our school community. With 320 responses in total and only 4% of responses suggest that their child is not regularly active for more than 30 minutes at home. Overall Impact: These initiatives	participation. Next Steps: Analyse Parent Survey Results to identify gaps in provision and tailor extracurricular offerings accordingly. Develop a Sports Ambassador Program to empower pupils to lead and promote physical activity among their peers. Introduce Termly Inter-House Competitions to increase participation and foster school spirit. Expand After-School Club Variety based on pupil interest, including non-traditional sports to engage a wider range of children. Monitor and Evaluate Impact through pupil voice and participation data to inform future planning.

			have significantly enhanced the visibility and value of sport within our school culture with 6 children attending a cross country event in years 5 and 6, 12 children attending an athletics event in year 3 and 4 and 22 children attending a dance show across KS1 and KS2. Pupils are more active, confident, and engaged, and families are better informed and involved. We continue to build on this momentum to ensure every child has the opportunity to thrive through sport and physical activity.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To continue to develop staff confidence, knowledge and skills through effective CPD, progressive curriculum, team teaching and staff meetings.	This planning should be adapted to suit the needs of the children in their class. Staff meeting/INSET about STEP principle Attend Trust meeting regarding SEND in PE. To undertake lesson observations/team-teaching across the school. To implement 'spot checks' during PE lessons ensuring learning is progressive through the implementation of the scheme. VC Coaching CPD PE sessions 1 day per week for 38 weeks Awaiting updated figures Due to notice being handed in for Summer Term, S.Griffiths and A. Payne	Completed after school therefore no cost involved. £ 230 per day cover cost x2 £460 £5976	Evidence of Implementation: CPD and Staff Meetings: Staff meetings and INSET sessions have focused on key pedagogical frameworks, such as the STEP principle (Space, Task, Equipment, People), equipping staff with adaptable strategies to differentiate and scaffold PE lessons effectively. Trust Collaboration: Attendance at Trust-wide SEND in PE meetings has provided valuable insights into inclusive practices, which have been disseminated to staff and embedded into lesson delivery. Which has resulted in an increased level of confidence amongst staff (see previous data) when delivering PE. Team Teaching and Observations: Cross-school lesson observations and team-teaching opportunities have fostered a culture of shared practice, enabling staff to reflect on and refine their teaching approaches collaboratively. Observed – K.Jones Autumn 1 – support then in place for positioning when modelling, clearly explaining task, active time of children, CPD on how to group children while still being active. Which mean that children were	Ongoing CPD: A rolling program of CPD will need to be maintained, with regular updates aligned to staff needs, curriculum developments, and Trust-wide priorities. Peer Support and Mentoring: Team teaching and peer observations will continue to be a core part of professional development, fostering a collaborative culture and enabling new staff to benefit from experienced colleagues. Curriculum Review: The PE curriculum will be reviewed annually to ensure it remains progressive, inclusive, and responsive to pupil needs, with adjustments informed by lesson observations and spot check findings. Monitoring and Feedback Loops: Spot checks and informal drop-ins will be sustained to monitor consistency and progression, with feedback used to inform future training and support. Next Steps: Develop a CPD Calendar: Create a PE Staff Handbook: Develop a concise handbook outlining the STEP principle,

			active for longer periods of time in each session. Team taught throughout the year with D.Jones to support high quality delivery, links to sports and ensuring warm-ups link to lesson plus biology. M.Bottoms – although proficient PE teacher, team taught with D.Jones as year group partner to facilitate skill development within athletics. S.Hale Autumn 1 – Behaviour management strategies, discussed with ECT mentor and used S.Davies to model teaching PE with her class. Which meant that PE sessions quality was improved and children could acquire skills more readily. T.Clarke – Autumn 2 Observed leading PE lesson, support then in place linked to warm-ups, making them active but linked to further learning. Which meant that children could make reference in pupil voice to body parts that were important to warm up for different sports. Year 6 staff – CPD with S.Davies around high quality delivery of athletics teaching. Resulting year 6 staff developing confidence when delivering and improved ability to adapt the Get Set 4 PE planning to meet the needs of the children. M.Baines – Summer 2 team taught with S.Davies resulting in high quality Athletics delivery across year 3. Monitoring and Evaluation: Spot checks during PE lessons have been introduced to ensure fidelity to the scheme of work and to monitor	curriculum expectations, assessment strategies, and inclusive practices to support consistency across the school. Pupil Voice and Feedback: continue to use pupil voice surveys to gather feedback on PE experiences, helping to shape future planning and ensure lessons are engaging and inclusive. SEND in PE Action Plan: Following Trust meetings, develop and implement a targeted action plan to further support pupils with SEND in PE, including differentiated resources. Celebrate and Share Best Practice: Establish regular opportunities to share successful strategies and celebrate staff achievements in PE delivery during staff meetings or newsletters and wider across the Trust.

			progression in pupil learning. Feedback from these checks informs ongoing support and curriculum adjustments. Impact on Practice and Outcomes: Observations indicate improved lesson structure, clearer learning objectives, and more consistent use of progressive skill development. Pupils demonstrate greater engagement and active time alongside skill acquisition, as evidenced by teacher feedback and 100% of children interviewed voiced that they enjoyed PE and took part in every activity.	
Leader to carryout curriculum survey to establish where staff feel less confident within PE and Sport	Regular audits to staff to determine appropriate CPD throughout the year in alignment with teaching of the curriculum.	£ 180 per half day cover cost x2 £360	Staff report increased confidence in adapting PE lessons to meet the needs of all learners, particularly those with SEND. 95.83% of staff reported an improvement in their confidence to deliver PE due to the Get Set 4 PE program. 95.83% also reported an improvement in their delivery of PE lessons.	
To continue to inform all staff of updates on the PE curriculum and personal CPD. Including new equipment and resources purchased such as the sloping board to support gymnastics roles.	Subject leader (conferences, CPD and Active Black Country Events) New equipment purchased to support high quality teaching.	£230 per teacher per day £555.60 £753.99	S.Davies and K.Jones attended the conference to inform and prepare for next year. As a school we did not attend external CPD this year. This has resulted in gymnastics lessons be delivered to a higher standard before and enabled staff to scaffold support for more children within gymnastics allowing for	

			children to be successful in the forward roll as an example.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended **impact on pupils:**	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To improve variety of sports on offer at Gig Mill Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. To ensure that sporting clubs are offered to all children and are varied.	External providers brought in to deliver a wide range of opportunities. Funding for PP/SEND/Target children to make clubs more accessible. Liaise with local sports clubs, gather flyers/newsletters & distribute to parents	No cost Previously accounted for No cost	Curriculum Enrichment: A wider variety of sports and physical activities have been embedded into the PE curriculum, including non-traditional sports such as yoga, golf, and team-building games. Inclusive Access: Targeted funding has been allocated to support participation from Pupil Premium (PP), Special Educational Needs and Disabilities (SEND), and other target groups. External Partnerships: Specialist coaches and external providers have been engaged to deliver high-quality, varied sporting experiences. This has enhanced the expertise available and introduced pupils to new sports. This has increased participation from 180 children across the year to 794. Autumn 1: 210 children Autumn 2: 186 children Spring 1: 142 children Spring 2: 130 children	Impact: Staff demonstrate increased confidence and competence in delivering inclusive and progressive PE lessons, as evidenced through lesson observations, feedback, and self-assessments. The implementation of the STEP principle has enhanced differentiation and accessibility, particularly for pupils with SEND. Pupils show improved engagement, skill progression, and enjoyment in PE, supported by consistent use of the scheme of work and formative assessment. Collaborative practices such as team teaching and peer observations have fostered a culture of shared learning and continuous improvement. Sustainability: A structured CPD program, aligned with school and Trust

Commented [MDJ1]: Could attribute some money here

			Summer Term: 126 children Community Engagement: Stronger links have been established with local sports clubs. Flyers, newsletters, and promotional materials are regularly shared with families to encourage out-of-school participation. Impact: Increased Participation: Club registers and pupil voice surveys show a significant increase in the number of children engaging in extracurricular sports, particularly among previously underrepresented groups with an average of 12% children from the PP/FSM register and 7.6% on average were SEND. Improved Engagement and Enjoyment: Feedback from pupils indicates higher levels of enjoyment and enthusiasm for PE and sports, with many expressing interest in trying new activities. Enhanced Skills and Confidence: Pupils demonstrate improved skill knowledge, teamwork, and confidence through participation in a broader range of sports. With 100% of children interviewed able to share the skills they had learnt opposed to the sport as they did previously	priorities, ensures ongoing professional growth. Regular spot checks and curriculum reviews maintain high standards and ensure progression across year groups. Continued collaboration with the Trust and internal sharing of best practices support consistency and innovation. The development of resources such as a PE staff handbook and SEND action plan will provide lasting support for staff and ensure inclusive practice remains a priority.

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended **impact on pupils**:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To ensure pupils have opportunity to engage in competitive sporting opportunities Celebrate To continue to participate in primary sports tournaments	Attend and compete in fixtures and tournaments organised. Cross-Country competition Participate in Trust competitions Participate in Intra school sports competitions (half-termly). Sports Day Engage in community clubs to see what they offer to work alongside the school. School minibus used to Transport pupils to sporting events Trust Athletics event	Staff - £220 Transport - £180 Staff - £500 Half day cover to organize Half day cover to lead £250 x 2 for leader to facilitate. Staff - £250 1 day cover for sports lead £250 to cover leader to organise and run.	Evidence of Implementation: Primary Sports Tournaments: Pupils attended and competed in local fixtures, including cross-country competitions and Trust-wide athletics events, promoting school representation and sportsmanship. Trust Competitions: Active participation in multi-school Trust competitions enhances collaboration and healthy rivalry among schools. Annual Sports Day: A whole-school celebration of physical achievement and participation, encouraging inclusivity and community spirit. Impact: Increased pupil engagement in physical activity and competitive sport. With all children across school experiencing competitive sport compared with a small group chosen for external competition previously.	Sustainability: Staff Development: Continued investment in staff CPD ensures that teachers and support staff are confident in delivering high-quality PE and leading competitive events, reducing reliance on external providers. Pupil Leadership: Development of sports leaders and ambassadors empowers pupils to take ownership of intra-school competitions and promote participation across year groups. Curriculum Integration: Embedding competition into the PE curriculum ensures it remains a core part of school life, not an add-on. Next Steps: Expand Participation: Increase the number and variety of pupils involved in competitive sport, with a focus on engaging less active groups. Track Impact: Implement a system to monitor pupil participation and progression in competitive sport to inform planning and celebrate success. Enhance Intra-School Offer:

				Introduce themed or seasonal competitions to maintain enthusiasm and broaden the range of sports offered. Parental Engagement: Involve parents more actively in supporting and celebrating sporting events, including through volunteering and attendance. Sustain Club Links: Formalise partnerships with local clubs to offer taster sessions and signposting for pupils and families.