

8012East Park Primary Sports Premium Action Plan and Budget Tracking

Details with regards to funding

Total amount allocated for 2024/2025	£21360
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2024/25	£21300
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025.	£21300

Review of last years spend and key achievements (2023/24)

Action	Key Indicator	Impact	Next Steps
To increase pupil engagement in physical activity. To engage all children in active play daily. To develop good physical habits and for KS1/ EYFS to develop gross motor skills.	Key indicator 1: Increase Engagement in Regular Physical Activity	The school offered multiple extracurricular activities (football, gymnastics, Zumba, dodgeball), which is in line with the premium's objective of ensuring 30 minutes of daily physical activity. Lunchtime and after-school clubs run by staff and external coaches provide additional opportunities. Year 4 residential trip exposed children to outdoor sports (e.g., rock climbing or canoeing). Use of yoga in EYFS and sensory circuits have helped to support self-regulation for SEND pupils. Investment in sensory movement equipment (wobble boards, stretchy bands) has further helped pupils to self-regulate.	Expand after-school and lunchtime sports clubs with varied activities (e.g., dance, fitness challenges, non-traditional sports). Collate attendance records from new sports clubs and taster sessions. Introduce a daily 'Active Breaks' programme (e.g., short bursts of movement during lessons). Recruit and train new Play Leaders (KS2 pupils) to lead structured activities for younger children. Purchase new sports equipment to support varied physical activity during break times.
To ensure all children across school (KS1-KS2) have access to quality and expert sports coaching	Key Indicator 2: Raise the Profile of PE & School Sport Across the School		Host a termly school-wide sports event, such as a Mini-Olympics or inter-house competitions. Use external coaches and guest athletes to inspire pupils. Integrate physical activity into curriculum subjects, e.g., active maths or literacy.

across the week. To enable children to develop good sporting habits which they can continue to develop as child-initiated activities in free-time.			
Ensure all staff feel confident and equipped to deliver high-quality PE.	Key Indicator 3: Improve Staff Confidence & Skills in Teaching PE	CPD sessions were held for teachers and lunch staff to improve confidence in delivering PE and lunchtime activities. Staff were supported with gymnastics coaching and training in whole-class games. Positive feedback from teachers and pupils. Planning reviewed and updated lessons adapted, catering for specific requirements.	Train more in-house staff to deliver high-quality PE without external providers, ensuring sustainability. Provide targeted PE CPD sessions (e.g., gymnastics, dance, invasion games). Organise peer coaching & lesson observations for staff to share best practices. Develop a PE teaching resource bank with model lessons and videos. Train Play Leaders to confidently lead structured activities.
Introduce pupils to new sports and activities to spark lifelong participation.	Key Indicator 4: Broaden Pupils' Experience of Different Sports	More children involved in activities at lunchtime and experience sports clubs.	Introduce competitions in athletics, gymnastics, or multi-sports festivals for both greater depth children to participate, but also competitions for 'sport for all'. Expand extracurricular clubs to include lifelong sports/fitness (e.g., yoga, cross-country). Organise an annual 'Try a New Sport' Week with guest coaches. Increase participation in outdoor adventure activities through residential and trips. Introduce Yoga & Mindfulness PE sessions to support emotional regulation. Provide sensory circuits and movement breaks for SEND pupils.

Provide opportunities for all pupils to experience competition.	Key Indicator 5: Increase Participation in Competitive Sport	Increased numbers access sports through clubs. Year 6 football team played a number of matches within a local league. Girls participated in a trust-level football tournament. Children sharing their sporting success from outside school.	Expand intra-school and intra-trust competitions (e.g., inter-house leagues, sports days). Join more local/multi-school leagues beyond football (e.g., netball, athletics). Offer additional coaching for pupils wanting to compete in school teams. Ensure all Y6 non-swimmers receive booster sessions to meet national requirements.
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Swimming

Percentage of East Park current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres:	76%
Percentage of East Park current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]:	70%
Percentage of East Park current Year 6 cohort perform safe self-rescue in different water-based situations?	68%
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?	No.

Key Priorities and Planning 24/25

Action	Implementation	Key indicators to meet	Intended impact and how sustainability will be achieved	Cost linked to the action	Outcome
Provide targeted PE CPD sessions (gymnastics, dance, invasion games).	- Organise peer coaching & lesson observations. - Provide targeted CPD sessions through team-teaching with ACE coaches. - CPD for subject leader. - Leader to participate in both Trust level, and	Key Indicator 1: Increased Confidence, Knowledge and Skills of Staff in Teaching PE and Sport. Key Indicator 3: Increased confidence, knowledge and skills of	- Improve staff confidence in delivering high-quality PE lessons monitored through PE staff confidence questionnaires. - Improved quality of PE provision across all year groups monitored by PE lead through learning	£5225.00 ACE coaching team teaching alongside staff	In 2024/25, targeted PE support was delivered in Year 2 and Year 6 through sustained access to specialist coaches. This supported both staff development and pupil engagement. Year 2 achieved an overall attendance of 94.8%, a slight increase from 92.3% in 2023/24, indicating improved engagement.

	local authority level PE network meetings. • Develop a PE teaching resource bank with model lessons and videos. • Adopt high quality PE scheme - Get Set 4 PE. – a fully mapped to the National Curriculum for PE, ensuring progression from EYFS to KS2 which covers all fundamental movement skills, including invasion games, gymnastics, dance, swimming and outdoor learning. • Develop and introduce PE assessment tools to help teachers track pupil progress and identify gaps in learning.	all staff in teaching PE and sport	walks, pupils voice and analysis of assessment data. • Improved percentage of pupils achieving age expectations in PE. • Improved percentage of pupils achieving greater depth in PE. • Get Set 4 PE to provide detailed lesson plans with progressive activities, making it accessible for non-specialist teachers. • Develop an assessment tool to help track pupil progress in different areas of PE.	£2000 Get Set 4 PE £100 internal CPD led by PE lead £140 external CPD for PE lead (connectEd) £86 PE teacher attend cross-trust best practice CPD	• Year 6 attendance rose to 94.45%, compared to 92.5% in 2023/24, with persistent absence also decreasing slightly. • The improvement in attendance suggests a positive impact on pupil motivation, which aligns with improved staff delivery and confidence in PE. PE lesson observations and staff feedback from both year groups indicated: • Greater confidence in teaching core skills (particularly invasion games and gymnastics). • Teachers demonstrated improved lesson pacing, use of inclusive equipment and more structured delivery, supported by model lessons and in-session mentoring. • Coaching support directly led to more consistent pupil participation, especially among Pupil Premium pupils, who were well-represented in both enrichment and extracurricular activities. Team-teaching with Aces coaches has significantly improved the quality and consistency of PE delivery across all year groups. Staff reported increased confidence in teaching core areas such as invasion games and gymnastics. Pupils benefited from more structured, engaging lessons, leading to improved skill progression and greater participation. The approach ensures long-term sustainability by embedding expertise within the teaching team.
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					The adoption of the Get Set 4 PE scheme has provided teachers with high-quality, progressive lesson plans aligned to the national curriculum. This resource ensures consistency in planning and delivery, especially for non-specialist staff, while integrated assessment tools support tracking pupil progress. Staff feedback confirms improved lesson structure, inclusivity and outcomes.
Ensure all pupils achieve at least 30 minutes of daily physical activity.	• Expand before-school, after-school and lunchtime sports clubs with a wider variety of activities. • Recruit and train Play Leaders (KS2 pupils) to lead structured activities. • Purchase new sports equipment to support varied physical activity during break times.	Key Indicator 2: The Engagement of All Pupils in Regular Physical Activity	• Increased fitness levels and improved focus in lessons. • Pupils leading and organizing physical activity independently. • Train more in-house staff to deliver high-quality PE without external providers, ensuring sustainability.	£5052 external coaches delivering clubs before and after school (morning clubs for targeted pupils) £3,713 Training Play Leaders and purchasing resources and replacing damaged equipment.	Over 49.8% of pupils (337 out of 676) accessed extracurricular physical activity in Autumn Term, with an increase to 58% by Summer 2025. 62% of attendees were Pupil Premium pupils, exceeding school-wide representation (53.2%), showing strong engagement of disadvantaged children. KS2 participation is strongest (69%), with plans to boost EYFS and KS1 involvement through additional lunchtime and targeted morning sessions next year. ACE coaching delivered well-attended lunchtime and after-school clubs alongside Soccer 2000, boosting overall physical activity levels and offering enrichment beyond the curriculum. Participation rose to 58% by the end of the year, with strong engagement from Pupil Premium pupils (62%). These clubs provided accessible, inclusive opportunities to develop fitness, teamwork, and enjoyment of sport. Investment in structured lunchtime activity and active break resources has supported pupils in

					achieving 30 minutes of daily physical activity. Trained Play Leaders now lead engaging games during break times, promoting peer leadership, cooperation, and self-regulation. Equipment purchases have enhanced the variety and quality of independent and structured physical activity throughout the school day.
Raise awareness of the importance of PE and sport across the school.	• Host termly school-wide sports event. • Use external coaches and guest athletes to inspire pupils. • Integrate physical activity into curriculum subjects (e.g., active maths or literacy). • Celebrate Sports Achievement showcasing pupil success in newsletters and achievement assemblies.	Key Indicator 3: The Profile of PE and Sport is Raised Across the School as a Tool for Whole-School Improvement	• Pupil voice to demonstrate that Pupils view PE and sport as an integral part of school life. Pre- and post-event surveys asking pupils about their enjoyment and interest in new activities. • Increased enthusiasm and participation in PE across all year groups. • Pupils to share sporting success through 'Pursue your Passions' and celebrations on weekly newsletter.	£2,000	Autumn Term: 337 pupils attended clubs (49.8%); of these, 210 were PP pupils (62%). Summer Term data show 380 children (56%) engaged in clubs, with continued overrepresentation of PP pupils—indicating equitable access. Music, mindfulness, and active arts sessions account for over 12% of total participation, demonstrating a broadened interpretation of physical engagement and well-being. PE and sport are now firmly embedded within the culture of the school, with pupil voice indicating that the majority of children see physical activity as an enjoyable and essential part of their school day. Termly school-wide sports events, including inter-house competitions, have significantly boosted enthusiasm, with post-event surveys showing a 90% enjoyment rate. External coaches have helped inspire pupils across all phases, and the 'Pursue your Passions' initiative has increased visibility of both in- and out-of-school sporting success. As a result, participation rates in both curriculum PE and

					extracurricular clubs have risen across all year groups.
Provide pupils with opportunities to try new sports and activities.	- Expand extracurricular clubs to include less traditional sports (e.g., archery, fencing, badminton). - Organise an annual 'Try a New Sport' Week. - Continue Yoga in EYFS & introduce mindfulness movement sessions for KS1/KS2. - Organise Bikeability for EYFS. - Invest in inclusive sports gear (e.g., boccia balls, seated volleyball nets, adapted bikes).	Key Indicator 4: Broader Experience of a Range of Sports and Activities Offered to All Pupils	- Pupils exposed to a wider variety of physical activities. - Pupil voice demonstrates enhanced physical and mental well-being through mindfulness activities. - Specialised equipment allows children with SEND to participate in PE.	£2,000 £1114 on targeted SEND club.	84 pupils accessed a range of sports-based clubs, including less traditional activities such as mindfulness movement, yoga, and multi-sport sessions. Club uptake across these offerings was strong. Pupil Premium (PP) participation exceeded 50% in most cases, confirming that sports enrichment initiatives are effectively engaging target pupils and supporting wider access to physical activity. This trend is consistent with traditional sports clubs such as football and dodgeball, which also maintained high PP participation (ranging from 46% to 58% over the 3 terms), demonstrating broad appeal and inclusive access across all forms of physical activity.
Provide opportunities for all pupils to experience competitive sport.	- Expand intra-school competitions (e.g., inter-house leagues, sports days). - Expand Trust school competitions. - Join more local/multi-school leagues beyond football (e.g., netball, athletics). - Ensure all Y6 non-swimmers receive booster sessions to	Key Indicator 5: Increased Participation in Competitive Sport	- Increased number of pupils taking part in competitive sport. - Pupil voice and learning walks demonstrate improved teamwork, resilience and sportsmanship among pupils. - More Y6 pupils meeting the national	£250 cross-trust competitions £80 travel cost £300 internal competitions	Opportunities for pupils to engage in competitive sport have significantly expanded, both within and beyond the school. Intra-school events, such as inter-house tournaments and a well-attended sports day, have fostered teamwork and school spirit across all year groups. Participation in Trust-wide competitions and the introduction of new sports (e.g., netball, athletics) beyond football have enabled a broader range of pupils to compete.

	meet national requirements. • Sign up for WASPs. • Offer coaching for pupils showing promise in specific sports.		swimming competency requirements. • Pupils who show promise invited to free morning coaching sessions. • Collate attendance records from new sports clubs and taster sessions.		Targeted coaching sessions have been provided to pupils demonstrating potential, with several invited to free morning training. Pupil voice and learning walks reflect increased resilience, sportsmanship, and enthusiasm for competitive activities. Year 6 non-swimmers received booster sessions, with swimming competency rising from 68% to 76%, meeting national expectations. The school has also joined the WASPs programme, further extending inter-school opportunities. Attendance registers and pupil feedback confirm a sustained increase in competitive sports participation.
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