

## PE and Sport Premium Grant Spending Plan 2024-25

**Allocation: £17,760**

Senior Leader Responsible for Sports Premium: Sarah Brownhall (Head of School)

Sports Premium Leaders: Jess Downes and Lucy Buckley

### Key achievements to date until July 2024

- Derby County Community Trust Education Champions
- Derbyshire School Sport and Physical Activity – Active and Healthy School Awards
- School Games Mark Gold 2018/19 2021/22 2022/23 2023/24
- Virtual School Games Mark 2019/20
- School used as a case study for Key Indicator 1 in OFSTED Good Practice Examples
- SB and CO'R spoke at both the Derby and Nottingham PE conference about PE and parental engagement.
- Over the past 18 years the Bishop Lonsdale Netball team have only finished 1<sup>st</sup> or 2<sup>nd</sup> in the Derby West League. The team have attended the County Finals 7 times and the East Midlands Regional Finals 5 times. In 2016/7 Bishop Lonsdale were runners-up and 2018/19 won the tournament.
- In the Big Pedal small school competition in 2022/23 Bishop Lonsdale came 1<sup>st</sup> in Derby City, 9<sup>th</sup> in the Midlands and 66<sup>th</sup> in the UK.
- Staff qualifications: SB achieved Level 5 and Level 6, GM and BR achieved Level 3 Supporting the Delivery of PE and School Sport.

### Areas for further improvement and baseline evidence of need:

- Increase the number of girls engaging in sport and physical activity.
- Continue to increase and maintain the number of children engaged in physical activity.
- Continue to further enhance the range of sports/available for children e.g. archery

### Meeting national curriculum requirements for swimming and water safety.

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

72%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?]

62%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

21%

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 Plan WM 5800, Enhance 5500, Cycling 700, AM? Level 5 1300 Transport, PE Scheme 500, Brendan 3600

### Key:

Green – Action completed Yellow – Action due to be completed in 2024-25 Red – Not achieved

Purple – Parental Engagement Turquoise – Virtual Event Blue – Community Link

<p>To access a range of core activities structured around the three areas of Physical Education, School Sport and Physical Activity</p>	<p>Attend DCSSP Welcome meeting</p> <p>Affiliate to Derby City School Sport Partnership (DCSSP) Enhanced package this includes a DCCT coach ½ a day per week.</p> <p>Attend DCSSP conference day</p>	<p>£5000 for the Enhanced package</p>	<p>Access to more competitions, festivals, training and cross-curricular programs for all stakeholders.</p>	<p>SB to evaluate the package impact (July 2025)</p>	<p>The enhanced package was used effectively throughout the year. Continued support from the same DCCT coach proved valuable in sustaining strong relationships and ensuring a consistent approach. Overall, festivals and competitions were well delivered, although opportunities to attend additional events were sometimes limited by transport costs.</p> <p>A small number of staff training opportunities could not be accessed due to ongoing changes to the staff meeting schedule at BL.</p> <p>Considerations moving forward: Investigate fundraising options to help offset transport expenses.</p> <p>SB to remain involved in the steering group and continue sharing feedback on the quality and standards of netball competitions and gymnastics.</p>
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### Key indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task	Evidence of impact/legacy (school, staff, pupils)
To support targeted children with their mental health.	SEMH wild minds sessions with targeted children to help them with strategies to cope with mental health and external stresses.	£5000	Children to have learnt strategies to enable them when coping with mental health and external stresses.	Pupil voice SEMH check ins	Weekly sessions were delivered for targeted groups of pupils, across the school. These sessions provided structured opportunities for pupils to express themselves confidently. This also had a positive impact on attendance and punctuality for some children.
To encourage children and families to have a healthier diet	X2 Munch and Crunch Cook and Eat sessions for Year 3 and 4.  Munch and Crunch session for KS1 children.	Enhanced Package	Children and families will have an increased understanding of the importance of physical activity and healthy eating for their health and wellbeing.  Improve parent's knowledge and	Pupil voice  Monitor what children are eating at lunchtime.  Monitoring of floor	Year 3 and 4 participated in a Munch and Crunch session, during which pupils prepared and enjoyed healthy wraps. Members of the Eco Council also took part in a Munch and Crunch session as part of a wellbeing trip hosted by DCCT.

	<p>After School parent and child workshop</p> <p>Basic food packs available in the 'Bishop Lonsdale Shop'</p>		<p>confidence to support their children books. to move and eat well.</p> <p>Cross link with Pupil Premium</p> <p>Healthy meals available for families at home if needed.</p>		<p><b>Next steps:</b> <b>Provide Munch and Crunch session for KS1 and after school parent and child workshop.</b></p> <p>Monitor uptake of the packs. Parent voice.</p> <p>Basic food packs were available in the Bishop Lonsdale shop throughout the whole school year. These were regularly replenished, showing there is a need for this in the school community. Informal parent voice tells us these packs were gratefully received.</p> <p><b>Next steps:</b> <b>Continue to provide basic food packs throughout the year.</b></p>
To increase and maintain the number of children and adults engaged in regular physical activity across the school.	<p>All classes to take part in the daily mile x2/3 weekly.</p> <p>Children to take part in physical activities such as Go Noodle or similar alternative.</p> <p>Children to take part in activities set up by Mini Leaders at lunchtimes.</p>	Staff meeting time	<p>Increased number of lessons across the curriculum containing physical activity.</p> <p>Increased number of children active at wet play and lunchtime.</p> <p>Improved stamina when running the daily mile.</p>	<p>SB, LB and JD to monitor engagement of children in physical activity.</p> <p>Feedback from staff.</p>	<p>Throughout the Autumn term there were regular opportunities for physical activity across the school. Many classes participated consistently in initiatives such as the Daily Mile, with particularly strong engagement across KS2. In KS1, children regularly took part in GoNoodle activities to support movement-based brain breaks and promote focus. EYFS also continued to use GoNoodle and similar programs as part of their daily routines.</p> <p>The weekly rotation of Mini Leaders ensured activities were delivered equitably across the school and provided leadership opportunities for children. 44 mini leaders were trained and delivered activities. A new mini leader shed and new resources were purchased. The new role of executive mini leader included the responsibilities of monitoring the use of resources.</p> <p><a href="https://www.bishoplonsdale.derby.sch.uk/web/mini_leaders/693847">https://www.bishoplonsdale.derby.sch.uk/web/mini_leaders/693847</a></p> <p>Despite these positive approaches, some pupils continue to experience difficulties with stamina and fitness.</p>
					<p><b>Next steps</b></p>

					<b>Apply to participate in the DCCT Active School program again next year.</b>
	<b>School Website – dedicated pages for parents on how to eat healthy and stay active at home.</b>	Release time for LB and JD	Parents will be well informed on how to eat healthily and stay active at home.	Feedback from parents using questionnaires.	A wellbeing section continues to be maintained on the school website, with dedicated areas promoting healthy eating and physical activity. This resource supports the wider school approach to wellbeing and provides accessible information for pupils and families.  <b>Next steps:</b> <b>Ensuring the wellbeing section is updated on a regular basis.</b> <b>Explore new DCCT programs and resources.</b>
To ensure children and parents are informed about the importance of good hygiene including oral health hygiene.	<b>Whole school assembly on Oral Hygiene.</b>  <b>Class workshops.</b>  <b>All children to receive information leaflet, toothbrush, toothpaste and timer.</b>	DCCT	Parents and children will be well informed on oral health and how to maintain good oral hygiene.	Feedback from children and parents.	While the interactive class workshops were not held during the current reporting period, all children received comprehensive hygiene packs at the start of the year. These packs included a toothbrush, toothpaste, and an informational leaflet designed to promote consistent oral health practices at home. These crucial resources were generously supplied through our ongoing partnership with the Derby Food 4 Thought Alliance, demonstrating their continued commitment to our children's wellbeing.
	<b>Basic hygiene packs and teeth cleaning packs available at the Bishop Lonsdale Shop.</b>	Cross link with Pupil Premium			To ensure continuous access, supplementary hygiene packs remain readily available to families at the reception. As with the food packs these were regularly replenished, showing there is a need for this in the school community.  <b>Next steps:</b> <b>Continue to provide these packs throughout the year.</b>
	<b>Handwashing workshop for EYFS and KS1 children.</b>	Nuffield Health Team	Children will understand the importance of hand washing and how to maintain good hygiene.		The handwashing workshops were successfully conducted. These sessions provided targeted, practical instruction to promote robust hygiene practices across the school.
To improve fitness levels of target	<b>AM sports to deliver 'Box Fit and Breakfast'</b>	£240 for half term.	To improve attendance and	Monitor attendance	Participation in this enrichment club was

<p>children.</p> <p>To improve attendance and punctuality of target children <b>see KI2.</b></p>	<p><b>sessions before school.</b></p>	<p>Cereal donated from Food 4 Thought Alliance.</p>	<p>lateness.</p> <p>Ensure target children are taking part in exercise.</p> <p>Ensure target children are having breakfast.</p>	<p>data.</p>	<p>strategically determined using specific criteria to maximize impact and engagement. The selection pool focused on children identified through several key metrics: Attendance data, Pupil Premium Status, Health Needs and Engagement Metrics.</p> <p>Children attending this club were all ready to learn at the start of the school day.</p> <p><b>Next steps:</b> <b>Deliver club again next year.</b></p>
<p>To develop knowledge and understanding of physical development and healthy eating.</p> <p>To improve core strength and fine motor skills in EYFS.</p>	<p><b>Initial assessment of pupils followed by daily physical literacy sessions for targeted children in Year 3 and 4.</b></p>	<p>Enhanced Package – Bolt on £500</p>	<p>Improved core stability and gross motor skills to improve daily activities and movement during physical activity.</p> <p>Increased confidence towards taking part in physical activity.</p>	<p>Staff to monitor target children during daily activities e.g. sitting, writing and physical activity.</p> <p>Monitor post assessment of targeted children by DCCT and intervention staff (SH).</p>	<p>10 children participated in the physical literacy intervention, which was delivered by a trained member of staff.</p> <p>The program has received good results in enhancing gross motor skills. A notable improvement in core stability and gross motor skills, directly supporting children's daily activities and improving the quality of movement during physical education. As well as an increase in children's self-assurance and willingness to participate in physical activity.</p> <p><b>Next steps:</b> <b>Due to key physical development milestones, the program is to be continued in the next academic year.</b></p>

<p>To engage vulnerable groups in extra physical activity.</p>	<p>DCCT lunchtime physical activity club for targeted children.  Engagement in competitive sport for KS2 SEND children.</p>	<p>Enhanced package</p>	<p>Targeted children have access to organised physical activity for sustained period. Engage in competitive sports.</p>	<p>Staff to monitor target children during PE lessons and the daily mile.</p>	<p>The initiative successfully addressed the goal of engaging vulnerable groups by implementing a Year 4 Tag- Rugby club expanding provision to include competitive sports for KS2 children. 25 children attended the club.</p> <p>However, there has been few opportunities for SEND engagement in competitive sport due to limited opportunities.</p> <p><b>Next Steps:</b> <b>Ensure suitable activities for SEND children and express to DCCT appropriateness and accessibility of participation.</b></p>
<p>To improve children's balance and coordination. To ensure all children will be able to ride a bike with confidence and safely by the time they leave primary school.</p>	<p>Cycle Derby to deliver a 'Cycle Fortnight' during Autumn 1.  Balanceability – Nursery and Reception Learn to Ride – Year 1 and Year 2 Bikeability – Pre Level 1 – Year 3 Bikeability Level 1 – Year 4 Bikeability Level 2 – Year 5, Year 6 Bikeability Level 3 – Group of Year 6 children.</p>	<p></p>	<p>Children and families have bikes that are road worthy.  All children will experience riding a bike.  An increased number of children will be able to ride a bike confidently and safely. UKS2 children will have a good understanding of road safety.</p>	<p>Record how many families take up the opportunity to have their bikes fixed.  Evaluate the programs.  Monitor and record how many children can ride a bike.</p>	<p>During the dedicated cycle fortnight, all children across the school participated in age-appropriate cycling lessons. This focused effort culminated in significant achievement in the KS2 level: Bikeability Success: 92% of Year 6 children successfully attained their Level 2 Bikeability qualification and a group of children were identified and recommended to progress to the Level 3 Bikeability training, which focuses on advanced road safety and journey planning.</p> <p><b>Next steps:</b> <b>To ensure it is rebooked for the next academic year.</b></p>
	<p>Cycle Cross – Year 5 and 6 Velodrome Trip – Year 6 children  Enter Cyclo Cross competitions throughout the year.</p>	<p>£65.00</p>	<p>UKS2 children will experience different styles of riding.</p>	<p>Record participation.</p>	<p>Continuing from the previous academic year, Cycle Derby delivered a Cyclo Cross program to all Year 5 and Year 6 children. The external instructors highly commended the children for their positive attitudes and good behavior throughout.</p> <p>Another school, which does not have access to a field, also had cyclo-cross training at our school.</p> <p>We also competed in a cyclo-cross</p>

					competition with other schools within the DCCT Affiliation.
To increase the number of families walking/riding/ scooting to and from school.	Take part in the 'Big Walk and Wheel'.	Cost of fruit and juice £100	An increased number of children will walk/ride/scoot to and from school.	Record number of families taking part in these events.	<p>BL actively promoted environmentally conscious travel and physical activity through participation in two key national events this year. The whole school was strongly encouraged to take part in 'Bike to School' Week, emphasizing healthy and sustainable commuting habits. The school once again demonstrated its commitment to active travel by fully participating in the 'Big Walk and Wheel' fortnight, successfully engaging the school in reducing carbon emissions related to school journeys.</p> <p><b>Next steps:</b>  <b>To continue to encourage children to walk, cycle or scooter to school throughout the year. To take part in next year's Big Walk and Wheel.</b></p>
To increase the number of intra school sports and activity programs.	<p>School Sports council and Mini Leaders to lead on mini leader activities, lunch time physical activity and inter house events.</p> <p>School Sports council plan and deliver inter house timetable:            Spring 2: Kurling            Summer 1: Rounders            Summer 2: Tug of War</p>	Free	<p>All children access competitive sport against children their own age within school.</p> <p>All children have the opportunity to represent their house, work collaboratively and develop team spirit.</p> <p>All children will be able to make suggestions about physical activity via the Sports Council.</p>	Record participation and collect views of children on the competitions.	<p>The Sports council received comprehensive training led by Mrs. Rose (Teaching Assistant) and DCCT. Members were proactive throughout the academic year, effectively organizing and supervising a range of inter-house sporting events and competitions.</p> <p>The highly successful Mini Leaders program continued its eighteenth consecutive year, training KS2 children as peer mentors. These leaders played a vital role in delivering structured physical activities and games for Key Stage one and Reception cohorts. They also led diverse activity sessions – including football, hula-hooping, and dance – for Key Stage Two children, significantly contributing to the breadth and quality of the school's provision.</p> <p><b>Next steps:</b>  <b>Continue to train Mini-leaders to lead a variety of activities, bringing new ones where possible</b></p>

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement					
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task	Evidence of impact/legacy (school, staff, pupils)
To strengthen the school's Christian ethos through collaborative teamwork.	<p>To continue showcasing the school sports values on the sports board in the hallway and near to the altar in the hall.</p> <p>Teachers re-introduce sports values and their importance in class worship time.</p> <p>Make sure sports values are revisited during PE lessons and after children participate in competitions and events both inside and outside of school.</p>	Free	Children to exhibit Christian, Sport and British values during inter- and intra- school competitions.	Observe children taking part in PE lessons and competitions in inter- and intra-competitions.	<p>This year, the school continued to reinforce the importance of core sporting values, which are foundational to our approach to physical education and competition.</p> <p>The values, initially introduced through a specific whole-school worship led by the Head of School, remain visibly displayed in the main hall and the designated Sports Corner. They serve as a consistent point of reference for staff and children.</p> <p>Children are regularly reminded of these established values during all Inter-House competition, external festivals, and official sports events, ensuring they are actively applied in practice.</p> <p>The successful embedding of these values is evidenced by ongoing positive feedback received throughout the current academic year. Numerous staff members from external schools have commented on the exemplary behavior, sportsmanship and values demonstrated by Bishop Lonsdale Children.</p> <p><b>Next steps:</b> <b>Continue to ensure sporting values are embedded in all curricular and extra-curricular activities.</b></p>
Ensure children have a strong understanding of what racism is and how to address it.	<p>DCCT will conduct a whole-school anti-racism assembly aimed at KS2.</p> <p>DCCT to run anti-racism workshops in all KS2 classes.</p>	Enhanced Package	Children should be able to discuss what racism is and how it can be prevented and addressed.	Keep reporting and monitoring incidents of racism.	<p>Children demonstrated attentive listening and strong participation throughout the whole-school assembly and subsequent workshops', engaging effectively by both asking and answering questions thoughtfully.</p> <p>The school actively promoted an anti-bullying culture through visible</p>

	The entire school will participate in Anti-Bullying Week.				initiatives, including widespread class participation in anti-bullying week to raise awareness and foster inclusion.
Ensure each child has a Forest School experience over the course of the academic year.	<p>Wild Minds to create a progressive curriculum.</p> <p>LB to create a forest school policy and handbook.</p> <p>SJ to attend staff training to support a forest school lead when handling outdoor equipment.</p> <p>Wild Minds to deliver forest school sessions throughout the year.</p>	£3800	<p>Each class will take part in Forest School for a half term.</p> <p>Progressive curriculum will be set up and prepared for full use in the following year.</p>	<p>Lesson observations and monitoring of the progressive curriculum.</p>	<p>The establishment of a progressive curriculum, the creation of essential policy and operational documents and the investment in staff training ensure that the school is well-positioned to deliver high-quality, continuous outdoor education in the subsequent academic year.</p> <p><b>Next steps:</b> <b>Monitor the effectiveness of the progressive curriculum throughout the year.</b></p>
To establish outdoor learning within the wider curriculum.	<p>Floor books to be established in every classroom and used to track learning outside of the classroom.</p> <p>LB to attend Outdoor Leadership training Level 3.</p> <p>LB to create Outdoor Learning Policy.</p> <p>LB and Wild minds to investigate learning space/spaces suitable for outdoor learning.</p> <p>LB to lead staff training on outdoor learning aims and expectations.</p> <p>Wild Minds to hold two staff meetings providing a starting point for whole school use of outdoor learning.</p>	£200	<p>Staff feel more confident when delivering and planning curriculum-based activities outside.</p> <p>LB and Wild minds to provide guidance, facilitating the start of outdoor learning.</p>	<p>Lesson observations and planning scrutiny will be conducted to ensure effective teaching and learning.</p> <p>Monitor floor books.</p>	<p>The school successfully achieved full implementation of its Forest School program, ensuring every child benefitted from the experience and establishing robust policies for long-term quality and safety. Foundational work for integrating Outdoor learning was completed, including policy creation and dedicated staff training (Level 3). In Physical Education, The DCCT Lunchtime Club successfully engaged targeted vulnerable pupils.</p> <p><b>Next steps:</b> The primary focus for the next academic cycle must be to complete the necessary whole-school staff training to embed outdoor learning across the curriculum, and to establish competitive sporting opportunities for the KS2 SEND cohort to fully meet inclusion aims.</p>

<p>To motivate children who struggle with Maths and enhance progress while raising attainment in the subject.</p>	<p>Introduce 10-week Match Day Maths intervention program for targeted Year 5 children.</p>	<p>Enhanced package.</p>	<p>Children are more engaged in Math lessons as a result of boosted confidence.</p>	<p>Conduct lesson observations focusing on the engagement of children from the program and analysis of end of year data.</p>	<p>After swapping the programs according to the need of the individuals, Year 4 and 5 took part in the Magazine Team instead of Match Day Maths. Due to its success, it ran for 2 half-terms instead of one in both Year 4 and Year 5.</p> <p><b>Next steps:</b></p> <p><b>To liaise with staff to decide which programs will provide the most impact on the children's learning.</b></p>
<p>To spark literacy engagement in children who love football but struggle with reading motivation.</p>	<p>Introduce 10-week Reading Stars intervention program for targeted Year 5/6 children.</p> <p>Introduce 10-week Reading Stars program for targeted Year 2 children.</p>	<p>Enhanced package.</p>	<p>Children are more engaged in Reading Lessons as a result of boosted confidence.</p>	<p>Conduct lesson observations focusing on the engagement of children from the program and analysis of end of year data.</p>	<p>Eight pupils from Year 6 took part in the Reading Stars program this year. As in previous years, the group was chosen based on their limited engagement with reading both at home and in school, with vulnerable learners also prioritized. The children responded well to the sessions. Year 2 children worked well and engaged with the program. The World Book Day assembly and accompanying workshops were enjoyed by both staff and pupils and added positively to the schools reading culture.</p> <p><b>Next steps:</b></p> <p><b>To track the targeted children more closely to see the full impact of all maths and literacy interventions</b></p>
<p>To challenge high-ability writers and help them further enhance their writing skills.</p>	<p>Introduce 6-week Magazine Team intervention for targeted Year 4/5 children.</p>	<p>Enhanced package.</p>	<p>Children are more engaged and confident in writing lessons.</p>	<p>Conduct lesson observations focusing on the engagement of children from the program and analysis of end of year data.</p>	<p>Due to the strong levels of engagement and the positive outcomes observed, the program was extended to run across two half-terms rather than one. This extended provision was implemented in both Year 4 and Year 5, allowing pupils additional time to develop their skills, deepen their understanding, and benefit more fully from the structured</p>

					<p>support offered.</p> <p><b>Next steps:</b></p> <p><b>Regular tracking of children to ensure the program is having impact.</b></p>
To boost pupils' engagement with STEM subjects.	To introduce a 6-week program of Rambots for Year 6.	Enhanced package – Bolt on £300	Pupils will develop stronger problem-solving skills and gain a deeper understanding of geometry and coding.	SL to monitor and feedback to SLT.	<p>As this initiative was an additional add-on rather than part of the enhanced package, it could now be included within the allocated provision for this year. Consequently, funding had to be prioritized in other areas, resulting in this element not being continued at this time.</p> <p><b>Next steps:</b></p> <p><b>Reconsider for next year after finalising main areas of support.</b></p>
To boost resilience, self-esteem and teamwork.	To introduce 6-week program of Resilient Rammie for classroom-based activities for Year 4.	Enhanced package	Pupils demonstrate resilience, self-esteem and teamwork across all areas of the curriculum.	LB to monitor the impact of the program.	<p>The Resilient Rammie program made a valuable contribution to the school's PSE provision. The Year 4 teacher reported that the resources and themes explored were particularly helpful, providing a consistent reference point for discussions around resilience throughout the year. The programs structured approach supported ongoing classroom conversations and reinforced key messages that aligned well with our wider PSHE curriculum.</p> <p><b>Next steps:</b></p> <p><b>Continue with Resilient Rammie in identified classes.</b></p>
To develop core strength and fundamental skills in UKS2 SEND children, while enhancing their speaking and listening abilities.	DCCT to deliver Multisport lunchtime sessions to UKS2 SEND children.  Inclusion manager to advise DCCT sports coach on specific requirements.	Enhanced Package	Improved strength and fundamental skills that can be transferred to other areas of the curriculum.	CB to monitor the impact the program has on the children during lesson time.	DCCT staff dedicated a significant amount of time in UPSK2 delivering a tag rugby club across the majority of the academic year. While the sessions successfully supported the development of core and fundamental movement skills, the provision was primarily targeted at a group of Year 5 boys, including several pupils with SEND, who had been finding lunchtime behavior challenging. The club provided a structured and positive

					outlet, helping these pupils to build teamwork, communication and speaking and listening skills within a supportive environment. As a result, the sessions contributed not only to physical development but also to improved social interaction and behaviour. <b>Next steps:</b> <b>Club to be delivered next year to targeted children.</b>
To enhance the communication and listening skills of pupil premium children in Year 1.	DCCT to deliver multisport lunchtime sessions to targeted PP Year 1 children.	Enhanced package.	Children to be able to demonstrate improved listening, understanding and speaking skills in class.	Monitor lunchtime incidents and TABS involving targeted children.	The key priority for DCCT involvement this year centred on the Year 5 tag rugby program. As a result, staffing and resources were intentionally directed towards maintaining a consistent and purposeful provision that supported pupil's physical development, teamwork and behaviour. <b>Next steps:</b> <b>Ensure that Y1 children are able to access the multisport club next year.</b>
To elect and establish a sports council.	To select team captains who will lead the sports council.  To select one child from each class with a strong interest in sport and physical activity to represent their year group.  School council to organise inter-house events.	Free	Children will have a greater say in the sports and physical activities offered at school, including interhouse competitions and extra-curricular clubs.	JD to liaise with SB about sports council.	See Key Indicator One. <b>Next steps:</b> <b>Continue to build on the work that has been started this year.</b>
To involve parents in their children's PE, sport, physical activity, healthy eating and mental well-being.	Promote events using X, formally known as Twitter.  Share photos of children participating in healthy eating, sport, PE and	Free	Parents have a clear understanding of the PE, sport, physical activity and mental well-being programs being offered at school.  Increased engagement on school social media.	Monitor engagement on school social media.	Our social media engagement continues to grow, without X (previously known as Twitter) account now boasting 364 followers. We consistently utilize this channel to showcase the impactful expenditure of our Sports Premium.

	<p>physical activities on X.</p> <p>Dedicated pages on the school website linked to healthy eating, healthy bodies and healthy minds.</p>				<p><b>Next steps:</b> Update the school website to include links to healthy eating, healthy bodies and healthy minds.</p>
To establish connections with local community clubs.	<p>To participate in Crown Green Bowling at Rykneld Bowling Club.</p>	Free	Stronger connections made with members of the local community.	Track interest levels and participation outside of school.	<p>Year 6 participated in a five-week Crown Green Bowling program, which provided them with the opportunity to experience a sport that was new to the majority of pupils. Engagement throughout the sessions was consistently high, and the pupils represented the school exceptionally well with their behaviour and attitude. Their conduct and enthusiasm were noted by the club, who have since extended an invitation for us to return in the future. Staff members supporting the sessions also found the experience enjoyable and valued the chance to engage in a different physical activity alongside the pupils.</p> <p><b>Next steps:</b> Continue to engage with the local community through attending Rykneld Bowling Club.</p>
To fully establish Forest School provision.	<p>Forest School provision to continue to be delivered by Wild Minds and Brendan McDowell.</p> <p>Maintenance and cleaning of Forest school equipment.</p>	£4000	Forest school area and equipment to be suitable for use supporting appropriate sessions.	Monitor the continuous provision of Forest School and appropriate use and cleaning of equipment.	<p>The Forest school provision is now delivered by Wild Minds, who have established a comprehensive program outlining the progression of skills and knowledge across all year groups. Their curriculum map ensures clear continuity and development, allowing pupils to build on prior learning as they move through the school. Each year group now benefits from a full half-term of Forest School sessions, providing regular, high-quality outdoor learning experiences that support both curriculum enrichment and pupil's personal development.</p> <p><b>Next steps:</b> Continue to have Wild Minds</p>

					<b>delivering Forest School sessions.</b>
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>					
Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task	Evidence of impact/legacy (school, staff, pupils)
To implement a new PE scheme across the school.	<p>Purchase Get Set for PE.</p> <p>Alter Curriculum Long Term Plan with new units and share with staff.</p>	£500 + VAT	<p>Progressive PE curriculum delivered throughout the school.</p> <p>Staff to be confident in delivering lessons based on the new scheme.</p>	<p>LB and JD to monitor the scheme through lesson observations.</p> <p>Staff feedback.</p>	<p>The Get Set for PE scheme has now been fully implemented across the school, with long-term planning distributed to all teaching staff to support consistent delivery. Initial feedback from both staff and pupils has been highly positive. Teachers have reported that the scheme's clear structure and naturally embedded scaffolding make lessons easier to access and adapt, while pupils have responded well to the engaging, progressive activities.</p> <p><b>Next steps:</b></p> <p><b>Monitor and assess the quality of provision using the new scheme.</b></p>
To ensure PE leads have a good understanding of the PE curriculum throughout the school.	<p>Update statement of intent, progression grids and key vocabulary written and share with staff and on website.</p> <p>Attend DDAT PE Network meetings throughout the year.</p>	<p>Subject lead release time</p> <p>DDAT training package.</p>	<p>Increased confidence for PE leads when monitoring the PE curriculum.</p>	<p>DG to check PE curriculum on the website.</p> <p>SL ensure PE is deep dive ready.</p>	<p>Both PE leads have actively engaged in the DDAT PE network meetings throughout the year, ensuring that the school remains aligned with trust-wide priorities and current best practice. Following the introduction of the new PE scheme, all associated documentation, including curriculum overviews, progression maps, and assessment materials have been reviewed, updated and shared with relevant members of the trust. This work forms part of the school's wider preparation for Ofsted, ensuring that all information is accurate, consistent and reflective of the improved provision now in place.</p> <p><b>Next steps:</b></p> <p><b>Ensure all teachers are closely following the progression grids throughout the year.</b></p>
To increase confidence, knowledge	DCCT to deliver teacher	Enhanced	Teachers confident in delivering	Feedback from staff	We significantly enhanced our PE

and skills of staff in the teaching of the PE curriculum.	support for year groups throughout the year.	package	areas of previous weakness.	<p>LB and JD to observe lessons to monitor appropriate use of DCCT and AM Sports for training.</p> <p>Record training that staff have attended.</p>	<p>curriculum through a sustained partnership with DCCT and AM Sport, who provided high-quality in-class teaching support across the entire school year. This collaboration was particularly valuable in introducing new sports, such as handball, by delivering essential continuing professional development to our staff. To ensure the long-term embedding of these skills, our Year 3 teacher completed further specialized training to seamlessly integrate handball into our invasion games planning and provision.</p> <p><b>Next steps:</b> <b>Ascertain areas of training need for individual teachers.</b></p>
	AM Sports to deliver Teacher support	AM Sports Payment	Improvement of teachers delivery of curriculum PE lessons.		
	Staff to attend any other training by DCCT throughout the year.	Enhanced Package			
	Y4 teacher to deliver Balance Bikeability sessions to EYFS.		Teachers to confidently deliver sessions to EYFS to improve skills and teaching techniques.		
	Y5 teacher to attend swimming training.		Teacher to increase confidence in delivering swimming sessions.		<p>The current academic year's enhanced partnership with DCCT did not include swimming training or instruction.</p> <p><b>Next steps:</b> <b>This essential service area must be addressed, and we plan to source an external provider to deliver comprehensive swimming provision in the next academic year.</b></p>
	Staff to attend training to deliver handball.		Introduction of handball as an alternative invasion sport. Staff to feel confident delivering this as part of the PE curriculum.		<p>Y3 teacher to attend training on handball in 25/26. Y3 will be a priority to have support in PE from DCCT coach.</p> <p><b>Next steps:</b> <b>Member of staff to share training with other staff.</b></p>
To receive training to improve core strength and fine motor skills.	Staff training led by DCCT.	Enhanced package	Daily physical literacy sessions delivered to targeted children.		The Physical Literacy program has been executed with notable success

	JD and SH to attend physical literacy training.		Children will have better core strength which will have an impact on their gross and fine motor skills.		this year, establishing a routine and consistent delivery model throughout the academic period. This was led by the Year 4 Class Teaching Assistant, highlighting the effective deployment of internal staff expertise. <b>Next steps:</b> <b>Continue to target children who would benefit from Physical Literacy.</b>
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#### Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task	Evidence of impact/legacy (school, staff, pupils)
Ensure Year group has a 6 week Forest School experience over the course of the academic year.	<p>Wild Minds to create a progressive curriculum.</p> <p>LB to create a forest school policy and handbook.</p> <p>BM and Wild minds to deliver forest school sessions throughout the year.</p>		<p>Each year group will take part in Forest School for at least one half term of the year.</p> <p>Progressive curriculum will be set up and prepared for full use in the following year.</p>	Lesson observations, pupil voice and monitoring of the progressive curriculum.	See Key Indicator 2.
To introduce new sports and physical activities in school.	<p>Introduce handball as an alternative invasion sport.</p>		Handball to be embedded within the PE curriculum.	Feedback from staff. Pupil voice.	<p>Handball is ready to be introduced within the invasion games unit in September. This included securing teaching support and CPD from DCCT and additional staff training and well as the purchase of all necessary equipment.</p> <p><b>Next steps:</b> <b>Continue to deliver handball in the curriculum with a view of it becoming sport for intra-house competition.</b></p>
To expose new/different children to existing sports in school.	<p>Introductory staff meeting to the sport.</p>				
To increase the number of children experiencing a range of sports and physical activities.	<p>Purchase handball equipment.</p> <p>Staff to attend training on how to deliver handball.</p>				<p><b>Carry out pupil voice to hear children's opinions on the sport.</b></p>

	<p>Team Rubicon to deliver Skateboarding and Scooting sessions to KS2. Skateboarding – Year 5 and 6</p> <p>Scooting – Year 3 and 4</p>	£360	<p>Children will take part in a physical activity they have not done before.</p> <p>Children will develop new skills when riding a scooter/skateboard.</p> <p>Children will have opportunities to practice perseverance.</p>	<p>Feedback from staff and children.</p>	<p>The skateboarding and scooting workshop was exceptionally well-received, earning positive feedback from both staff and children. Beyond introducing participants to the sport of skateboarding, the session was highly effective in fostering key social skills, including communication and co-operation, while maintaining a high level of engagement and enjoyment.</p> <p><b>Next steps:</b> <b>Book again for next year.</b></p>
	<p>Take part in Crown Green Bowling at Rykneld Bowling Green.</p>	Free	<p>Participation in a sport they have not done before.</p> <p>Develop good links with members of the community.</p>	<p>Monitor interest levels and take up outside of school.</p>	<p>See Key Indicator 2.</p>
	<p>School to contribute to PGL payments to ensure all children can access the trip and take part in activities such as tunnelling and abseiling.</p>	Pupil Premium Link	<p>Year 6 children will attend the PGL residential and experience new activities.</p>	<p>Monitor number of children attending the trip.</p>	<p>Year 6 participated in the annual PGL residential trip, demonstrating exemplary behavior and high levels of engagement. The experience was highly successful in building children's confidence and facilitating participation in a range of challenging and new activities, many of which were first-time experiences for the children.</p> <p><b>Next steps:</b> <b>Re-book for next year</b></p>
	<p>Enter more festivals for all ages and targeted groups of children.</p>	<p>Enhanced package</p> <p>Transport costs</p>	<p>More children taking part in sport and physical activity across school.</p>	<p>Monitor number of children taking part in activities.</p> <p>Monitor participation level of children from vulnerable groups.</p>	<p>Although our children engaged in various sports festivals, we noted a decrease in the availability of whole-class events offered by DCCT.</p> <p><b>Next steps:</b> <b>Future planning may need to address the need for greater inclusive, whole-cohort participation opportunities.</b></p>
	Offer before and after school clubs:	Enhanced Package/Free/	Increased participation in a variety of sports.	Record participation of children attending clubs.	We maintained a diverse and comprehensive extracurricular activity

	<p><b>School staff:</b></p> <p>Netball Girls Football Shooting Stars Hockey Dance Benchball Cricket Gardening</p> <p><b>AM Sports:</b></p> <p>Gymnastics Boxing Football</p> <p><b>DCCT:</b></p> <p>Tag Rugby Multi Sports club Fitness is Fun Fundamentals Club Girls Football Alternative Sports</p>	AM Sports payment.	A range of sports clubs delivered.	Pupil voice	<p>program throughout the year, delivered through a combination of dedicated staff volunteering their time and external providers, including Derby County and AM Sports. The broad selection of clubs successfully catered to varied pupils' interest, encompassing team sports (e.g. Netball, Football and Tag Rugby). Individual disciplines (e.g. Gymnastics, Boxing and Dance) and specialized activities (e.g. Fitness is Fun, Gardening and Alternative Sports).</p> <p><b>Next steps:</b></p> <p><b>Continue to offer a broad range of clubs that any child can access for free.</b></p>
	Introduce a new competitive Hockey club in school.		LB and JD to establish a hockey club.	LB and JD to monitor participation.	<p>LB completed Quick Sticks Hockey training within the academic year. This CPD ensures the necessary expertise is in place for the future effective delivery and management of the school's hockey club.</p> <p><b>Next steps:</b></p> <p><b>Introduce hockey club in the new year.</b></p>
	<p>Cycle Derby to deliver a 'Cycle Fortnight' during Autumn 1.</p> <p>Balanceability – Nursery and Reception</p> <p>Learn to Ride – Year 1 and Year 2</p> <p>Bikeability – Pre Level 1 – Year 3</p> <p>Bikeability Level 1 – Year 4</p> <p>Bikeability Level 2 – Year 5, Year 6</p> <p>Bikeability Level 3 –</p>	Free £750	<p>Children and families have bikes that are road worthy.</p> <p>All children will experience riding a bike.</p> <p>An increased number of children will be able to ride a bike confidently and safely.</p> <p>UKS2 children will have a good understanding of road safety.</p>	<p>Record how many families take up the opportunity to have their bikes fixed.</p> <p>Evaluate the programs.</p> <p>Monitor and record how many children can ride a bike.</p>	See Key Indicator 1.

	Group of Year 6 children				
	Cycle Cross – Year 5 and 6 Velodrome Trip – Year 6 children  Enter Cyclo Cross competitions throughout the year.	£65.00  Free (As part of Safe Haven Schools)	UKS2 children will experience different styles of riding.		Cycle Derby successfully utilized the school field to host a cyclo cross track, providing a unique opportunity for Year 5 and 6 children to participate and apply skills developed during the earlier 'cycle fortnight'. Furthermore, a team of six students represented the school in a Cycle Derby Cyclo Cross tournament, demonstrating exceptional determination and teamwork throughout the competition.
To motivate and engage children in making a positive impact on their community.	Year 6 to participate in the 6-week programme Champions for Change.  LB and JD to work with Year 6 and select sports leaders to help run hosted inter-school festivals.	Enhanced package – Bolt on £210  Free	DCCT to work with children on social action projects to improve their school or community.  Upskilled and confident sports leaders.	Staff and children to evaluate and feedback on the project.  Staff and children to evaluate and feedback on the festivals run.	In place of the 'Champion for Change' programme, Wild Minds successfully implemented a similar Legacy project with the Year 6 cohort. Additionally, Year 6 children demonstrated exceptional leadership by assisting LB in hosting the DDAT Fundamental Skills Festival where they professionally managed and delivered athletics activities for visiting Year 1 and Year 2 classes from across the Trust.  <b>Next steps:</b> <b>Look into hosting another DDAT Fundamental Skills Festival allowing Y6 pupils to manage and deliver the activities.</b>

#### Key indicator 5: Increased participation in competitive sport

Objective	Key actions	Allocated funding	Anticipated outcomes	Monitoring task	Evidence of impact/legacy (school, staff, pupils)
To educate and encourage children to take part in competitive sports outside of school.	To continue to advertise out-of-school sports clubs and holiday camp activities.	Free	Parents and children will be well-informed regarding out-of-school sporting opportunities.	Monitor engagement of sport taken place outside of school using parent questionnaire.	We actively promoted external holiday and after-school activities provided by key partners, including DCCT and Cycle Derby, using a multi-channel approach encompassing X (formally known as Twitter), Parent Hub and the school newsletter.

					<p>Additionally, the DCCT was promoted via Twitter who use donations to provide match tickets to families who face financial barriers to attending events. Several families within our school community benefited directly from this scheme, expressing significant gratitude for the opportunity.</p> <p>We continue to foster a strong link with out-of-school sports achievements. Parents are actively encouraged to share photos and updates via X regarding their child's external competitive success in sports such as swimming, football and gymnastics.</p> <p><b>Next steps:</b> <b>Continue to foster the links with outside sports clubs for children of all ages and abilities.</b></p>
To set a personal challenge target in order to raise funds.	DCCT and Sports Council to plan and deliver a sponsored event to raise money for a school project.		<p>Children will demonstrate perseverance, resilience and leadership skills.</p> <p>Raise funds for school.</p>	<p>Children to record personal challenges.</p> <p>Record funds raised for school.</p>	<p>Due to necessary adjustments in staffing and internal funding priorities during the current academic year, the planned sponsored event in collaboration with DCCT was regrettably unable to proceed.</p> <p><b>Next steps:</b> <b>Look into doing this next year if staffing allows.</b></p>
To increase number of entered competitions.	<p>Entry to DCCT Super Schools Competitions.</p> <p>Entry into DCCT Super Schools SEND competitions.</p>	Enhanced package.	<p>Increased number of children participating in competitive opportunities.</p> <p>Increased confidence of SEND children in other areas of sport linked to further opportunities.</p>	<p>Monitoring participation in events.</p> <p>Close monitoring of vulnerable groups taking part in events.</p>	<p>The current year saw a marked increase in opportunities for competitive sport events. The school successfully entered teams into various competitions, including Tag Rugby, athletics, Netball and Football, ensuring broader pupil participation in inter-school fixtures.</p> <p><b>Next steps:</b></p>

					<b>Continue to enter as many competitions as possible.</b>
<b>Supporting documents:</b> <b>Pupil Premium Strategy 2024-25</b> <b>PE Subject Leader Action Plan</b> <b>School SEF/SDP 2024/25</b>					