

Salisbury Primary School

Sports Premium Action Plan 2024 - 2025

Total carried forward from 2023/2024	£554.00
Total amount allocated for 2024/25	£18,680.00

Key indicator 1: The engagement of <u>all pupils in regular physical activity</u> – Chief Medical Officers guidelines recommend that <u>primary school pupils undertake at least 30 minutes of physical activity a day in school</u>			Percentage of total allocation:
			40%
Intent	Implementation and Funding	Impact	Sustainability and suggested next steps
To build on prior success and further engage all pupils in daily physical activity, meeting the Chief Medical Officers' recommendations. The goal is to foster a physically active school culture by providing varied, accessible and inclusive opportunities for physical activity throughout the day. By embedding structured and informal activities during lunchtimes, breaks and after-school sessions, students of all ages and abilities can improve their physical health, well-being and readiness to learn.	Implementation: Varied qualified sports coaches (Inspire/Kixx) to deliver structured sports activities and games during lunchtimes and after-school, tailored to encourage wide participation. Lunchtime activities tailored to curriculum development. Actively seek input from students who are less active to understand barriers and adjust offerings to make activities more inclusive. Create an activity rota and integrate pupil voice by gathering feedback on preferred activities, ensuring options reflect diverse student interests. Source/purchase a diverse range of sporting equipment suitable for a variety of sports and inclusive games that cater to different skill levels, interests and physical needs which can be student-led and supervised by staff during break times. Recognise student participation and sporting achievements through	Regular structured lunchtime and after-school activities delivered by qualified coaches (Inspire/Kixx) have resulted in higher engagement in physical activity across all year groups. Pupil voice has reported improved confidence and enjoyment of PE and sports activities. By involving less active pupils in activity planning and implementing a range of inclusive equipment, barriers to participation have been reduced. Monitoring has shown more participation in lunchtime activities, including girls and pupils with SEND.	Sustainability Continually review pupil feedback to ensure that activities remain relevant and engaging. The sporting equipment which has been purchased is durable and adaptable for different year groups and abilities, ensuring continued use. Next steps Establish a play leader programme to allow pupils to lead and

	extra-curricular sessions, lunchtime coaching and competition awards. Plan for alternative indoor physical activities in case of adverse weather, ensuring continuity in daily physical activity. Students are provided the chance and are encouraged to walk, jog, or run the daily mile either on the playground, AstroTurf or on the field. Build on the success of girls' participation and ensure continued engagement by offering a diverse range of activities that appeal to their interests and preferences. <u>Funding</u> • Allocate a portion of the Sport Premium for hiring external coaches to cover lunchtime activities, ensuring quality and engagement • Allocate funds for the purchase and maintenance of equipment, ensuring it is varied and in good condition as well as adaptive equipment to enhance P.E. provision • Staffing time to complete student voice, create certificates		promote daily physical activities during lunch-times (<i>already in place with Streetly ready for 2025-2026</i>) Provide training for teachers on facilitating inclusive, active play and promoting physical activity in P.E. Develop targeted interventions for pupils who are persistently less active.
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Key indicator 2: The profile of Physical Education, School Sport and Physical Activity being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			20%
Intent	Implementation and Funding	Impact	Sustainability and suggested next steps
Increase the visibility, profile and importance of Physical Education, School Sport and Physical Activity throughout the school. By expanding opportunities for pupils to develop their skills and confidence, we aim to foster lifelong habits of healthy choices, raise pupil motivation and engagement, and promote physical activity as a vital tool for improving overall school culture, well-being and academic performance.	Implementation: Offer structured, skill-focused after-school clubs and lunchtime activities that align with curriculum skills and build upon pupil interests, encouraging participation and skill refinement. Organise and facilitate athlete workshops and visits with a focus on improving physical activity and inspiring pupils Provide additional support for pupils who require extra instruction in swimming, with a focus on increasing the percentage who meet national curriculum expectations. Conduct parent-student workshops and assemblies focused on the importance of healthy eating and physical activity, emphasising these as core components of well-being. Create/enhance a system to recognise and celebrate achievements in physical education, clubs and competitions, for example 'Athlete of the Week' following on from competitions/after-school club blocks. Train and mentor a group of pupils to serve as lunch-time sports leaders who will help promote physical activity, organise activities and support their peers during activities. Introduce new activities/ sports to enable pupils an opportunity to	PE and physical activity have become more prominent across the school through structured, skill-focused after-school clubs and lunchtime activities which have been facilitated on a weekly and daily basis throughout the entire academic year. The athlete workshops and visit helped to foster a sense of inspiration in pupils, raising motivation and excitement around physical activity – money raised was also spent on equipment. Structured multi-sport clubs and lunchtime activities (linked to curriculum) have helped pupils refine their skills, particularly for those who may lack opportunities outside of school. Refining the swimming instruction has led to an increase in the percentage of pupils meeting national curriculum expectations,	Sustainability: In academic year 2025-2026, trained sports leaders will begin to promote and facilitate activities alongside coaches. Continuation of athlete of the week. Next steps: Continue to track and support pupils' swimming progress, ensuring those below national expectations receive targeted support early. Begin to look at community partnership opportunities with local sports clubs e.g. Darlaston Boxing, Walsall FC to offer taster sessions and signpost pupils to out-of-school opportunities (already done for Darlaston

	access experiences beyond the curriculum, enhancing pupils resilience, independence and confidence Funding: • Allocate funds to provide a variety of after-school clubs • Assign a portion of the budget for swimming coaches • Staffing time to train and mentor lunch-time sports leaders	contributing to improved water safety and confidence. Incorporating the 'Athlete of the Week' award in praise assemblies has motivated pupils to participate in PE and sports and also raise its profile making it a key moment in weekly assemblies. New sports and wider enrichment activities have given pupils experiences beyond the standard curriculum, helping them build resilience, independence and confidence, while also discovering sports such as archery, golf, judo and boxing.	Leisure Centre). Collect regular data on participation, confidence and enjoyment in PE and school sport to ensure all groups (including girls, SEND and disadvantaged pupils) are engaged and benefitting from provision.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			15%
Intent	Implementation and Funding	Impact	Sustainability and suggested next steps
To enhance the teaching and delivery of Physical Education across the school by increasing the confidence, knowledge and skills of all staff. This will be achieved through a structured program of professional development, the integration of support opportunities and fostering a collaborative teaching environment. The ultimate goal is to ensure that staff are well-equipped to deliver high-quality, inclusive PE lessons that engage all pupils, ensuring consistent, effective teaching across the school.	Implementation: Provide targeted, ongoing professional development to enhance staff skills in PE, ensuring that all teachers are proficient in using the Striver platform and are equipped to plan and deliver high-quality lessons. This includes external courses, workshops, and coaching. Develop a peer observation and feedback system, where staff can observe each other's lessons, following on from collaborative planning during PPA, supporting teachers in sharing best practices and learning from each other's experiences. Provide additional support and training for Early Career Teachers (ECTs) joining the school, specifically in teaching PE, ensuring they quickly gain the necessary skills to teach PE effectively and confidently. Review and update PE assessment tools to ensure they are aligned with national expectations and support ongoing progress monitoring. Provide training for staff on how to use these tools effectively.	Staff now use the Striver platform to support lesson planning and progression, resulting in more consistent, high-quality lessons across the school. Lessons are more inclusive and better differentiated as a result of more equipment options. Staff with a passion or background in sport have led extracurricular clubs, increasing pupil engagement and allowing staff to share their enthusiasm and expertise beyond the classroom. Joint PPA planning sessions have supported a culture of shared best practice.	Sustainability Now that staff are confident using Striver, it can remain a consistent planning and teaching tool that ensures quality and consistency across year groups, even as staff change. Identify and develop future leaders in PE to ensure continuity in subject leadership and maintain momentum if staffing changes occur. Next steps: Provide targeted, ongoing professional development to enhance staff skills in PE. Ensure all teachers are confident using the Striver platform and equipped to plan and deliver high-quality lessons. This should include external courses,

	Identify staff with sports qualifications, interests and expertise and encourage them to lead extra-curricular activities such as sports clubs or lunchtime sessions. Ensure that the PE lead, alongside SLT, regularly monitors the quality of PE lessons across the school through observations, feedback sessions, and lesson reviews. This will ensure that teaching standards remain high and consistent. Funding: • Allocate funds for CPD sessions (Streetly) • Assign time for lesson observations and feedback meetings		workshops with Streetly and in-school coaching by PE lead and Streetly. Offer more advanced CPD focused on specific areas of PE (e.g. gymnastics apparatus, dance and inclusive provision/physical activity) to develop subject mastery across all staff. Enhance Striver provision by refining the units offered to be more challenging. Develop a system where skilled staff mentor or team-teach with others during PE sessions to build confidence and share expertise.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			20%
Intent	Implementation and Funding	Impact	Sustainability and suggested next steps
To provide all pupils with access to a wide variety of sporting activities throughout the school year, fostering curiosity and enthusiasm for physical activity. Through diverse curricular, lunchtime and extracurricular offerings, we aim to inspire all pupils to find sports they enjoy, encourage lifelong participation and promote inclusivity by ensuring that activities are accessible to all pupils, including those with special educational needs and disabilities (SEND), girls and boys.	Implementation Continue collaborating with the Streetly Schools Partnership, Inspire Group and more recently Kixx to attend to the range of experiences and opportunities across the school addressing the needs of all pupils. Host sports taster day sessions to introduce pupils to less traditional sports (e.g. archery, fencing, dance or ultimate frisbee). Integrate physical activities/develop orienteering with outdoor learning and other curriculum areas. For example, use outdoor spaces for PE sessions that connect with topics in science or geography. Continue expanding PE and playtime resources to ensure all pupils can engage in purposeful physical activities, with a focus on adaptive equipment for SEND pupils. Establish a monitoring system to track participation in all sports and physical activities, identifying trends in engagement and targeting groups for additional support (e.g. girls/pupils with low	Pupils have demonstrated high levels of engagement during taster days and themed sessions as well as wider sporting offering such as golf, boxing and archery. Orienteering has been integrated with topics such as geography and maths, making physical activity more purposeful and cross-curricular. Collaborations with Streetly, Inspire and Kixx have enriched provision, supporting staff in building their confidence and helped to start to establish a sporting culture that values diversity, participation and skill development for all.	Sustainability Ongoing collaboration with providers like Streetly and Inspire ensures access to varied expertise and broad sporting opportunities, which are now part of your school's annual calendar. Exposure to less traditional sports (e.g. archery, golf, boxing, cultural dance) has sparked interest and excitement across pupils, reducing disengagement in those who may not connect or usually take part in mainstream sports. Investment in adaptive resources has enabled more SEND pupils to access and enjoy

	participant). Funding • Allocate funds for Streetly membership fees • Arrange funds for external coaching through Kixx and Inspire • Assign funding for outdoor equipment • Allocate funding for adaptive sports equipment and resources suitable for various skill levels.		physical activity, reducing barriers to participation. Cross-curricular integration of PE (e.g. orienteering with geography and maths in NPSCC number day) has helped embed physical activity across the wider curriculum, supporting sustainability by involving more staff and subjects. Next steps: Track the engagement of pupils and identify groups who need further encouragement and support to take part in the range of activities offered/change the offering Build on initial orienteering and outdoor links by incorporating a more structured OAA strand in upper KS2 through the use of residential.
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			Set out a yearly planner including sport enrichment days, trips, visiting athletes/coaches and competitions so sport remains at the front of school life.
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			5%
Intent	Implementation and Funding	Impact	Sustainability and suggested next steps
To encourage all pupils to participate in a variety of competitive sports, fostering a school culture that values teamwork, resilience, and sportsmanship. By implementing a robust house system and engaging with local partnerships, we aim to provide students with multiple avenues to experience the benefits of competitive sports, regardless of their skill level.	Implementation: Encourage pupil participation in school competitions and tournaments as part of the Streetly Schools Partnership and Smile. Engage with local sports leagues and community events to offer students additional competitive experiences (Sandwell leisure trust).	Through the collaboration with the Streetly Schools Partnership and Kixx, a broader range of pupils have engaged in competitive opportunities this year, including intra- and inter-school events.	Sustainability The strengthened house system, which is now embedded, and regular calendar of tournaments/competitions mean competitive sport is no longer seen as a one-off event but a valued part of school life.
	Arrange and equip students with a dedicated school kit for competitions to develop a sense of pride and school team spirit.	Pupils have demonstrated improved teamwork, resilience and sportsmanship through regular participation in structured competitions.	Investment in a dedicated school kit ensures future cohorts continue to access high-quality competitive experiences
	Organise school-wide house team events, such as inter-house tournaments and themed sports days, to build camaraderie and provide competitive experiences. Host events that cover a range of sports to encourage participation across interests and abilities.	The introduction of a school kit for competitions has boosted pupil morale. Pupils report feeling proud to represent their school during sporting events.	Next steps Increase the number and variety of school competitions and partnerships to offer students a broader
	With the help of Kixx, develop a series of intra-school tournaments that allow pupils from different year groups to compete. Coordinate with other school in the King's Federation to create an inter-school league, giving pupils more opportunities for friendly and structured competition.	Sports achievements are now regularly celebrated in assemblies Competitive sports have provided the opportunity for students to develop skills such as teamwork, leadership, resilience and sportsmanship, which are valuable for personal and	

	Establish school sports clubs and formal teams for sports like football, netball, athletics and other popular activities. Encourage staff to facilitate/coach these teams or partner with external coaches to enhance skill development. Celebrate sports achievements during assemblies, on Dojo (consent permitting) and on a school display to recognise and motivate pupils. Highlight individual accomplishments, team wins and outstanding sportsmanship as per other KI's. <u>Funding</u> • Allocate funds for travel expenses and resources needed for competitions (e.g. School Kit) • Minimum funding for house team awards to recognise achievements.	academic growth. Pupil's who usually give up have adopted growth-mindsets and have overcome challenges.	range of competitive sports experiences. Plan and implement a calendar of events and activities that involve all house teams throughout the school year. Schedule intra-school competitions for different sports regularly, ensuring all students have opportunities to compete.
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Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025. Please see note above	57.7% (27/45)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	
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?	

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	

Date:	
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