

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool



Details with regard to funding
Please complete the table below.

Total amount allocated for 2024/25 £21,360
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025. £21,360

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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.</p>	<p>COHORT TRACKING - Year 5 (23/24) data = 13% Year 6 (24/25) data = 48% Year 5 (24/25) data = 31%</p>
<p>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</p>	<p>Year 5 (24/25) data = 7% Year 6 (24/25) data = 22%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>Year 5 (24/25) data = 20% Year 6 (24/25) data = 32%</p>
<p>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?</p>	<p>Yes</p>

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
Intent	Implementation	Impact	7%	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps:</i>
<p>Pupils to be active for at least 30 minutes per day in addition to weekly PE sessions by:</p> <ul style="list-style-type: none"> Increasing physical activity during school time and beyond the school day. Promoting the benefits of a fit and active lifestyle. 	<ul style="list-style-type: none"> Structured playtimes and lunch times so children have equal access to physical opportunities. Weekly Daily Mile for KS2. Termly beep tests to be completed to encourage endurance and stamina. This will result in continued progress in Daily Miles. Teachers to make use of the progression document to build on children's previous achievements and continue to develop throughout their time at Yew Tree. Work with extra-curricular coordinator to develop the range of clubs on offer which promote healthy & active lifestyles and signpost to any external organisations which will be accessible to our children. 	<p>Daily Mile Stopwatch - £1510</p>	<p>Autumn As a result of introducing the daily mile stopwatch, children are more engaged and proactive during the daily mile this in turn links to our healthy schools initiative. Observations have shown this of classes participating in the daily mile. Throughout pupil voice, children knew why we do the daily mile. Furthermore, our timetable shows that the children engage in physical activity other than P.E lessons through breaktimes and clubs. As a result of the healthy schools leader, physical activity is promoted through the travel tracker to encourage children to walk to school. Due to a thought out timetable, all children at Yew Tree are offered a minimum of 35 minutes per day with just break and lunchtimes without having P.E. Play pods have been utilised and developed so that children have a variety of activities to undertake to encourage physical activity during break and lunchtimes.</p> <p>Spring After a meeting with the sports leaders, they are aware of their roles as a sports leaders and as a result break times and lunchtimes are more active. Also, after CPDs, the stopwatch is being used for</p>	<p>Autumn Monitor the use of the daily mile stopwatch at break and lunchtimes and not just the daily mile.</p> <p>Work with staff to engage the children are involved in structured activities that promote movement and physical activity.</p> <p>Make sure the children clearly understand that break, lunch and walking to school is physical activity.</p> <p>Spring Explore the opportunity of creating a daily mile leader board for year groups to compete against.</p> <p>Continue to monitor the use of the stop watch on the playground and different ways it can be used.</p> <p>Liaise with the healthy school lead to check travel tracker results.</p>

			<p>alternative things other than the daily mile which challenges the children to be active. Through observations at break and lunchtimes, children are running and skipping constantly and as a result of this bleep test scores have improved. A health related question has been introduced in all power of 3s in P.E lessons which in turn keeps children thinking about a healthy active lifestyle. A variety of clubs are now being offered to children at school and as a result a wider range of children are now interested in them.</p> <p>Summer Continuing on from the spring term, the children are still very active at break and lunchtime following on from Miss Sherwood and Mr Whittington's CPD regarding activities. Through observations at break and lunchtimes, children are constantly running, skipping and climbing using all of the different equipment that is available to them. From years 3 to 6, every child is completing a weekly mile which is in turn improving fitness levels as shown by bleep tests results compared to the Autumn term. After school clubs, including multi sports, judo and football are regularly full and there is a waiting list to join. Furthermore, they are offered to all children from 1 to 6.</p>	<p>Monitor the bleep test results from spring 2.</p> <p>Summer and 2025 Continue to monitor the use of the daily mile stopwatch and give staff some ideas on how it can be used.</p> <p>A weekly mile leader board introduced for children to become competitive to try their best.</p> <p>Continue to monitor the bleep test results (inc. tracking of specific data)</p>
--	--	--	--	---

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement (PESSPA – Physical Education, School Sport and Physical Activity)				Percentage of total allocation:	
Intent	Implementation		Impact	0%	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<ul style="list-style-type: none"> High quality PESSPA provision evident at all times, across the school, with staff demonstrating expertise in the teaching of PESSPA activities. Develop children’s engagement in PESSPA further in activities to develop their knowledge of PE skills. 	<ul style="list-style-type: none"> Utilise support & development from WBA in order to strengthen the quality of PESSPA activities (both within the school day and beyond). Complete pupil interviews and CPD for staff to ensure they are receiving high quality PE lessons. Regular meetings with WBA staff and PE observations to ensure staff working alongside WBA are benefiting from further support. Engage in fixtures and tournaments, developing skilled Yew Tree teams, in order to compete in a range of sports and therefore raise the profile of PESSPA activities ie. Football 		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p><u>Autumn</u> As a result of quality CPD and coaching working alongside WBA staff, the P.E deep dive conducted on the 7th of November, it is clear to see that the teaching of PESSPA activities is very good through observations. Furthermore, the impact of this is demonstrated by pupil interviews which were positive. Due to the fact that almost all children were able to demonstrate clear knowledge of skills that they have learnt during their P.E sessions e.g. push pass, slap pass, reverse stick control within hockey (y4). Also, in Ks1, children were able to state the skills that they have been learning in P.E e.g. overarm and underarm throwing. They also demonstrated why they used different pieces of equipment. Through staff interviews, the profile of PESSPA is being raised due to working alongside WBA staff who offer excellent support and knowledge towards P.E lessons. During a lesson observation conducted by Glen (head of WBA), the results of PESSPA were clear to see and very positive. “It was clear to see a great relationship between teacher and coach and children.” “All children has smiles on their faces and looked like they were enjoying themselves.” As a result of entering the Sandwell football league, children are</p>	<p>Sustainability and suggested next steps:</p> <p><u>Autumn</u> Observe P.E lessons further to follow up on any actions from the deep dive. Explore opportunities for children to able to compete in out of school competitions other than football and signpost them to opportunities outside of school. <u>Spring</u> Monitor the progress in pupil voice and being particular with skills that have been learnt within lesson. Monitor the P.E planning following the suggestions from the deep dive conducted. Continue to liaise with WBA staff and staff at Yew Tree about the progression of P.E lessons. <u>Summer and 2025</u> Carefully construct a timetable that meets the needs of staff for the certain strands of P.E. Continue to monitor the</p>

		<p>regularly involved in competitive sports against other schools. This has enriched our fixtures offering and the girls won their local tournament.</p> <p>Spring As a result of quality CPD and coaching working alongside WBA staff, the P.E deep dive conducted on the 26th February, it is clear to see that the teaching of PESSPA activities is very good through observations and questioning. WBA staff are consistently adding and adapting staff planning to make lessons engaging and giving staff new ideas to take forward. Through the WBA mid year report, 97% of children agree that they learn new skills in P.E thus showing that the link between teachers, coaches and children is having a positive impact through PESSPA. As a result of entering the boys and girls into the Sandwell football league, it shows that girls and boys are given equal opportunities through sport and the girls are top of their league.</p> <p>Summer As a result of quality P.E provision offered by the WBA coaches, each teaching member of staff in the school has had the opportunity to work with one of the coaches for a term. This has led to excellent ideas being passed on and a range of activities that the children have been able to access. This, in turn, has enabled staff to be much more confident in teaching P.E and adapting the P.E hub planning themselves without feeling less confident. Upon regularly conversations with the WBA staff, they feel that staff are becoming more confident teaching and leading P.E by themselves from their expertise. A survey has been conducted by</p>	<p>planning of P.E.</p> <p>Continue to meet with the WBA staff.</p>
--	--	--	---

			myself to understanding where the needs are in the different strands of P.E, so careful timetabling can happen during the subsequent term. Upon entering the Sandwell schools' football league, the girls' team have won all of their matches and have become the best team in Sandwell. Furthermore, this has qualified them into a best of West Midlands competition in January.	
--	--	--	--	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	53%
<p><i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<ul style="list-style-type: none"> High quality teaching consistently evident from class teachers. Greater staff awareness of high quality PE provision, and how this links to the wider Sport Premium agenda. 	<ul style="list-style-type: none"> Ensure continued skills and knowledge progression, throughout all year groups, by promoting the use of PEHub for planning. WBA to support new staff/staff wanting more support/guidance/moved into a different year group. 	<p>£10,700 WBA</p> <p>PE Hub - £450</p>	<p>Autumn</p> <p>As a result of working with WBA staff, staff have an increased confidence at trying new ideas, knowledge and skills in P.E. Furthermore, this was a positive impact from the P.E deep dive conducted on the 7th of November. Through regular teacher discussions, staff have had very positive experiences in teaching P.E alongside WBA. "Y1, Y5 and Y6 pupils observed- as a result of clear teacher instruction and modelling pupils were engaged and enthusiastic in their lessons." Also, an observation was conducted by Glenn Short on Craig Wilson and noted that the lesson and provision provided by Craig was exemplary. During the lesson observation conducted by Glen Short, it was clear to see that there was high quality teaching in the lesson. "The triangle of relationships were outstanding." As a result of observations in P.E, children are actively involved in P.E lessons and rarely not moving. Staff are providing short and sharp explanations so the children spend as much time physically active as possible. Because of the use of P.E hub, this provides a tool for teachers to use alongside their own knowledge of the P.E curriculum.</p> <p>Spring</p>	<p>Autumn</p> <p>Support staff at adapting P.E hub planning and speak to curriculum leaders.</p> <p>Ensure a variety of staff have access to the WBA staff. Timetable completed for Spring 1.</p> <p>Keep regular contact with staff regarding P.E lessons.</p> <p>Spring</p> <p>Continue to monitor P.E planning and adaptations.</p> <p>Support SLG with the preparation of the P.E progression document.</p> <p>Summer and 2025</p> <p>Continue to monitor the use of P.E hub and weather it is needed in the future.</p> <p>Continue to think about how WBA staff are deployed dependent on the teacher's knowledge of the P.E strands.</p>

			<p>Working alongside the WBA staff has increased teachers' confidence in delivering P.E in school as '100% of teachers feel confident in delivering P.E.' Staff are now working alongside the WBA staff to adapt and make their own changes to the P.E hub planning whilst still sticking to the learning aim. As a result of the WBA provision, staff have developed their own ideas and knowledge of teaching a range of different activities in P.E. Through teacher interviews and questioning, all staff have relished the opportunity of being with a WBA coach and have really found this beneficial towards their continual development. This in turn has impacted on the quality of lessons that are being delivered to the children at Yew Tree.</p> <p>Summer</p> <p>Staff have P.E hub planning as a starting point for their lessons. With support from the WBA staff, staff are now adapting this planning to meet with the lesson aim. From a continued monitoring of planning, staff are consistently adapting P.E hub planning and are more confident of doing this. WBA staff have supported all teaching staff in the school which has enabled staff to feel more confident when delivering P.E and even adapting planning where necessary. Staff have highlighted the progression document to show that the children have been taught each skill. This has also allowed staff to go back to skills that the children are less confident with.</p>	
--	--	--	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation	Impact	17%	
<p><i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i></p>	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<ul style="list-style-type: none"> Extend the breadth of offer for children at Yew Tree in order to expose them to as wide a range of sports as possible. Promote opportunities to develop swimming in Y5 and Y6. Ensure high level equipment is available and accessible for all year groups. 	<ul style="list-style-type: none"> Staff are to highlight and annotate the long term plan. Promote a broader experience of a range of sports by inviting professional athletes in. Orienteering to be used in PE lessons for OAA across all year groups. Use of high-quality equipment to be available for all teachers to access. Swimming provision introduced in Y2 to encourage younger children to build on their confidence in swimming. Swimming catch up available for all Y6 pupils to build on progress from Y5. As a result, the percentage of children that can swim 25m will increase from last year. 	<p>Maverick deposit for swimming pool paid last year = £2,400.</p> <p>Remaining amount = £2,400</p> <p>Swimming certificates (Swim England) - £108</p> <p>High Quality Equipment (Gymnastic mats for 2 sessions to run and rubber spots for early years use) - £1,084.69</p>	<p>Autumn</p> <p>As a result of the new intense swimming scheme, a larger percentage of children are now able to swim 25m compared to the previous year. This has had a really positive impact on the children and parents alike. “I wanted to take a moment to express my appreciation for the two-week crash course in swimming. It has been an excellent decision for the children. Jayden started swimming lessons to learn this essential life skill! He has been attending his weekly lessons and has already progressed to a higher level. I am thrilled to share that within the first week, he was swimming without armbands it has really helped grow his confidence.”</p> <p>Furthermore, we are providing Year 6 with an intense swimming course for catch up in the Summer related to previous results in Year 5. In addition, we have received a summary from the swimming staff at Smethwick swimming centre. “The use of intensive swimming lessons over 2 weeks per class has proven to be effective and worthwhile. Their confidence levels grew faster than they would if they came weekly and even by the end of the first week there was noticeable improvement. Overall, i would say it has been very successful for yew tree and the children really enjoyed themselves.”</p>	<p>Autumn</p> <p>Review of the y6 swimming catch up scheme in the Summer.</p> <p>Review how the OAA curriculum is going.</p> <p>Spring</p> <p>A continued review of the OAA curriculum when all year groups have covered it.</p> <p>Review the yr6 intensive swimming course that is undertaken in the summer term.</p> <p>Summer and 2025</p> <p>Monitor the Y6 swimming data from the 1 week intensive course.</p> <p>In 2025/26, monitor the impact of the pop up swimming pool for year 2.</p> <p>Continue to monitor the range of clubs that are offered to the children.</p>

			<p>Pupils have access to high quality equipment regularly and new mats have been purchased for to gymnastics sessions can run at once. This in turn, makes children more physically active as there are more mats to use and less children not being active. Furthermore, this all shows that a broader range of sporting activities are offered to the children at Yew Tree in line with after school clubs and a detailed P.E provision.</p> <p><u>Spring</u> As a result of the layered P.E curriculum, children are offered a range of different sports within the strands of P.E. This allows children to try a range of invasion, racket, striking and fielding and athletics sports. Furthermore, all children are offered a range of different sporting activities via after school clubs in which these clubs are full to capacity with a waiting list. Orienteering is put into the curriculum in all year groups and swimming is offered in year 5 and 6 this year.</p> <p><u>Summer</u> As a result of our layered curriculum at Yew Tree, children are always offered an extensive range of sports and activities alongside after school clubs. Children in year 5 and 6 were offered swimming lessons in intensive courses. Furthermore, this has had a positive impact on our year 5 and 6 children where the percentage of 25m swimmers has increased. Children are now more confident with OAA as this is offered throughout all year groups and skills are built year upon year.</p>	
--	--	--	--	--

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Intent	Implementation		Impact	13%
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p> <ul style="list-style-type: none"> • Provide children with increased opportunities to take part in competitions and fixtures (SGO). • Continue to celebrate sports success across the school to develop a pride in competitive sport. • Have more intra-sport competitions other than Sports Day. 	<p>Make sure your actions to achieve are linked to your intentions:</p> <ul style="list-style-type: none"> • Work alongside SGO to get the 'School Games Mark and compete in a range of competitions and fixtures across different year groups. • Utilise the bleep test to strengthen progression in children's fitness levels (and promote children's desire to improve on their own best). • Celebrate sporting success, from outside opportunities, via Chance to shine book. • Celebrate extra-curricular sport across school in weekly Congrats assemblies. 	<p>Funding allocated:</p> <p>Sandwell Football Fixtures - £25.00</p> <p>Sports Day sticker/engraving - £100</p> <p>Transport/Staffing costs - £2,695</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Autumn As a result of the children being entered in the boys and girls Sandwell football leagues, children are regularly competing against other schools. In addition to this, Year 6 children have the opportunity to compete in a tag rugby tournament in March. Furthermore, the girls won the local football tournament and have now been entered into the West Midlands regional tournament.</p> <p>Spring Because of the year 5 and 6 boys and girls entered into both the Sandwell league and the local schools' tournament, we offer equal opportunities to boys and girls at Yew Tree in regards to football. Furthermore, the girls won their local tournament and have competed against the best schools in the west midlands in the regional tournament where they competed excellently. In addition to this, the girls team have not lost a game in the Sandwell league and are pushing towards the play offs. Also, the boys are competing competitively against the other schools in the area.</p> <p>Summer As a result of sports day, children have</p>	<p>Sustainability and suggested next steps:</p> <p>Autumn Ensure that more children are offered competitive sports provision. Explore the opportunity to offer intra-school competitions via sports day, daily mile and bleep test.</p> <p>Spring To explore the opportunities with the SGO for summer term competitive sports against other schools.</p> <p>To continue to monitor the success of the boys and girls football teams competitively.</p> <p>Summer and 2025 To try to organise competitive sports other than football.</p> <p>To continue with the boys and girls football teams.</p>

			<p>had the opportunity to compete against each other. This has had a positive impact and has given the children a sense of competitiveness. Each Friday, lots of sporting success is celebrated during congratulations assembly and a range of different activities that are being taken up outside of school (particularly satori). Also, both boys and girls' football teams have respectively completed all of their fixtures and competed well against other school within the area. To add to this, they also both had the opportunity to enter the local tournament run by WBA.</p>	
--	--	--	---	--

Breakdown of Actual Costs:
Maverick swimming pool £2,400 (£2898, Swimming baths)
WBA = £10,700
Trasport/Staffing costs - £2,695 (£4,210)
Daily Mile Stopwatch - £1510
PE Hub - £450
Sandwell Football Fixtures - £25.00
Swimming certificates (Swim England) - £50 (£108)
Sports Day sticker/engraving - £100
High Quality Equipment (Gymnastic mats for 2 sessions to run) - £700 (£1,084.69)
Swimming Travel for Y6 - £3345
£24,330.69 spent.
- £2,970.69 (spent more than funding)
Total - £21, 360