

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 2025/26 £21,360
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Total amount of funding for 2026/26. To be spent and reported on by 31st July 2025. £21,360

Swimming Data

Please report on your Swimming Data below.

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	All children are able to perform some of life saving and self rescue.
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.	Year 5 26 out of 90 – 28.89% Year 6 53 out of 90 – 58.89%
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	Year 5 13 out of 90 – 14.45% Year 6 45 out of 90 – 50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	53 out of 90 – 58.89%
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

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:
				0%
Intent	Implementation		Impact	
<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>
Pupils to be active for at least 30 minutes per day in addition to weekly PE sessions by: - Increasing physical activity during school time and beyond the school day. - Promoting the benefits of a fit and active lifestyle. - Promote healthy and active lifestyles to try and tackle obesity levels. - Signposting parents to a healthy active lifestyle regularly with extra activities out of school.	- Structured playtimes and lunch times using the games that have been shown in CPD so children have equal access to physical opportunities. - Weekly Daily Mile for KS2 for 15 minutes. - Use of a KS2 daily mile leaderboard. - Four bleep tests completed throughout the year. This will encourage weekly mile improvements. - 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.		Autumn All children at Yew Tree are active for at least 30 minutes a day if not more. Children are encouraged to actively travel to school by walking, park and stride or any other physical way of travelling. This is shown from the results of the travel tracker system. In addition to this, all children at Yew Tree have at least 35 minutes of play times and lunchtimes outside where activities are structured with support of staff and equipment being readily available. All children in Ks2 complete a weekly mile for at least 15 minutes and a leaderboard has been implemented for an competition incentive for the children. Furthermore, a variety of physical activity clubs are offered to all children. These include: judo and multi-sports weekly. Spring All children to continue to be active for at least 30 minutes a day if not more than that due to various different activities. Children are still encouraged to actively to travel to school in which our school was 6th overall in the Midlands. Furthermore, the children have break time and	Autumn - Continue maintaining at least 30 minutes of physical a day. -Keep promoting active travel. -Promote the daily mile leader board and keep doing the daily mile. -Check the Bleep test results and their validity. Spring - Continue to undertake at least 30 minutes of physical activity a day. - Check bleep test results in the Summer term. - Promote daily mile leader board and share the leader board with children. Summer - Keep monitoring the amount of physical activity the children do daily through play time and lunch time. Also, through P.E lessons and active travel. - Promote the daily mile.

	Staff to update the progression document regularly within P.E lessons to understand the children's skills progression in P.E.		lunchtime outside which is more than the 30 minutes daily. In addition to this, the children from years 3 to 6 take part in a weekly mile. Also, the children are offered a wide range of after school clubs that they are able to access. Summer All children are certainly active for 30 minutes daily and beyond that due to rigorous timetabling. In relation to the healthy school's lead, the children at Yew Tree are encouraged to actively travel to school in a variety of ways. This could be walking / wheeling, scooting, cycling and parking and striding. In addition to the active travel that is promoted, Yew Tree Primary School is in the top 10 of schools in the Midlands consistently. Furthermore, children have been offered a range of sports clubs out of school ranging from boxing, judo, football and multi sports. Children have some structured time if they want it at break and lunchtimes with high quality equipment.	
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>	<i>Sustainability and suggested next steps:</i>
• High quality PESSPA provision offered to all children by confident and skilled staff that is evident at all times. • High quality sports / physical clubs offered after school. • PESSPA being celebrated throughout school raising the profile of PESSPA activities.	• Utilise the support from WBA in order to strengthen the quality of PESSPA activities by deploying them with weaker strands of P.E. • Complete staff interviews and questionnaires on their confidence when teaching P.E. • Complete staff questionnaires to recognise that weaker strands are being strengthened due to support. • 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, rugby, athletic and tennis.		Autumn At Yew Tree, the staff are very confident when teaching P.E and this has shown through discussions with the WBA staff and questionnaires at the start of the year this therefore supports children to have the best learning experiences during P.E. WBA staff are deployed in relation to where the staff feel that their strands are weakest to support further. Planning is always adapted with differentiation opportunities to meet the needs of all children in the class. Furthermore, WBA staff are adapting and amending staff planning to positively impact the lessons taught. Spring In the spring term, the staff at Yew Tree have become increasingly confident at teaching P.E. Staff do not have the support from WBA anymore and have independently adapted planning to meet the needs of all children within lessons. This is having a positive impact on the children and are constantly active when in P.E lessons. Summer In the summer term, all children at Yew Tree have taken part in a fabulously fit focus week. This has replaced non-core lessons for the week and children have focussed on being active at all times and how to keep healthy. In addition to this, teachers at Yew Tree have been increasingly confident when planning and	Autumn - Continue to support staff by utilising the WBA coaches effectively. - WBA to continue with their before and after questionnaire based on staff's strengths and areas for development. - Conduct pupil interviews on the recall of knowledge in P.E. Spring - Continue to check staff planning now that we do not have the support from WBA coaches. - Conduct pupil interviews on the recall of knowledge in P.E. - Continue to offer high quality physical after school clubs and monitor this in line with the clubs lead. Summer - Monitor the use of high quality sports clubs in Autumn term with the clubs lead. - Continue to check planning in line with the subject review document. - Direct staff to the exemplification materials on the one drive.

			teaching P.E due to their past experiences in working with professional coaches. Furthermore, a group of Year 5 and 6 children have took part in an inter-school athletics tournament to further enhance our competitive prowess in a range of different sports other than football.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	72%
<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>
- High quality teaching of P.E consistently evident from class teachers. - All teachers to be aware of high quality P.E teaching and to use this in their lessons.	- Staff to use the new progression document to ensure children are being taught the skills. - Use P.E hub to support planning. - WBA to support staff's less confident strands within P.E to increase confidence.	WBA - £14,904 PE Hub - £491.40	Autumn WBA staff are deployed in relation to staff questionnaires that were completed on their weaker strands when teaching P.E. This in turn gives staff extra support and a variety of different ideas when teaching P.E to support their confidence within that strand which gives the best experiences for the children. Staff are becoming increasingly confident in using and adapting P.E hub planning to meet the needs of all children within each lesson. All staff are using the new progression document to assess against children in lessons and this is acted upon.	Autumn - Continue to check the progression document and highlighted strands. - Think about the use of P.E hub and the WBA staff. Spring - Continue to think about the use of P.E hub and how it can be used effectively. - Check staffs' progression documents of the skills that have been covered in the Spring term. - Think about how evaluation can be developed within P.E.

			Spring Previously, all staff had had the support with WBA staff. This is the first term where staff have not had that support and it has shown that staff are teaching and planning high quality P.E lessons with the use of previous support from WBA. Staff's planning show high quality lessons which meet the needs of all children and differentiation is used effectively in a variety of ways. Summer With subject monitoring, the staff are planning differentiated appropriate lessons which are sequenced excellently in P.E. In addition to this, the staff at Yew Tree have built on their prior knowledge and with working with professional coaches to strengthen their planning and P.E teaching. This in turn has shown through lesson observations where all children have progressed in a single lesson.	Summer - Check progression document in line with the highlighting system. - Continue to monitor the use of PE hub and maybe coming away from it the following year.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				26%
Intent	Implementation		Impact	
<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>

- Continue to offer children at Yew Tree a wide range of sports and activities linked in with the curriculum - Promote opportunities to develop swimming in Y2 and Y5. - Ensure high level equipment is available and accessible for all year groups to complete different sports and activities.	- Staff are to highlight subject progression document to ensure a range of sports and skills are covered. - 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. - A range of after school sports clubs offered to all children at Yew Tree.	Maverick deposit for swimming pool = £5400 Swimming certificates (Swim England) - £50	Autumn At Yew Tree, the curriculum is layered so that the children are engaging in a variety of sports. In invasion games, the children play hockey, football and rugby. In racket sports, the children play tennis and badminton. The children also do dance and gymnastics. In striking and fielding, the children engage in cricket and rounders and in addition to this the children from Y1 to 6 take part in outdoor adventurous activities. Children in year 5 and 6 also access high quality swimming provision. The children have access to high quality equipment which is checked and updated regularly enhancing the P.E provision. Furthermore, the children are also offered the chance to take part in a range of sports through the after school clubs provision. Spring Throughout YN to Y6, the children are engaged in a range of different sports due to the layering of the curriculum. The children have access to a variety of invasion, net and wall, gymnastics, dance, OAA, swimming and striking and fielding games. In addition to this, the children are offered a full range of different sports clubs that are not in the curriculum. These include: multi-sports, dodgeball and judo. Summer With the implementation of a layered curriculum, the children are subjected to a range of different sports and activities	Autumn - Continue to allow the children to take part in a variety of sports. - Remind staff of the importance of the high quality of equipment we have and how it can be used successfully. - Monitor the summer term Y6 swimming results. Spring - Continue to follow the curriculum effectively and support staff with lesson planning. - Monitor Y6 swimming results for the Summer term. Summer - Continue using the intense swimming course as results have been the best they have been for Y6. - Monitor the swimming data. - Continue to monitor the use of the subject review document with the layered curriculum, so children get access to a range of sports.
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			throughout their time at Yew Tree. In addition to this, Yew Tree children are offered a range of clubs that are not in the curriculum such as judo, dodgeball and multi sports. Children have also been offered swimming in year 5 and 6 to extend their skills and try to achieve 25m and self-based rescue.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
- Provide children with increased opportunities to take part in competitions and fixtures (SGO) other than football. - Continue to compete in the boys and girls Sandwell football leagues. - Continue to celebrate sports success across the school to develop a pride in competitive sport. - Try to host more intra-sport competitions other than Sports Day.	- Work alongside SGO to get the 'School Games Mark and compete in a range of competitions and fixtures across different year groups other than football. - Utilise the bleep test to strengthen progression in children's fitness levels (and promote children's desire to improve on their own best). - Utilise children's daily mile leader board to compete against others in the school. - Celebrate sporting success, from outside opportunities, via Chance to shine book. - Celebrate extra-curricular sport across school in weekly Congrats assemblies.	Sandwell Football Fixtures - £50 Sports Day sticker/engraving - £100 Misc including travel to and from competitions - £364.60	<u>Autumn</u> In this autumn term, the boys' and girls' football teams have competed in some of their league fixtures. The boys have won two matches and lost one match which puts them at the top of the league table. Furthermore, the boys have also competed in the local premier league stars tournament which they won against 15 other schools. The girls have played one league match and won which makes them unbeaten in two years so far. <u>Spring</u> In the Spring term, the football fixtures are underway again. The boys' team and the girls' team both have at least three games to play in the league. The boys have improved significantly from last year and have had some very promising results. The girls are still unbeaten in two years in the Sandwell League. In every star of the week assembly, the children that take part in sports outside of school are celebrated in the assembly. <u>Summer</u> In the summer term, the football leagues have finished against other school in the Sandwell borough. The boys' and girls' football teams have both finished top of their respective leagues and have	<u>Autumn</u> - Continue to take part in the football fixtures beginning in Spring 2. - Keep checking the availability of other sporting competitions in the area to enter. <u>Spring</u> - Finish off all league fixtures for the boys' and girls' football leagues. - Continue to look for opportunities outside of football where children can compete against other schools. - Think about intra-school competitions. <u>Summer</u> - Keep trying to access different competitions outside of school using school games other than football. - Explore intra school competitions.

Breakdown of Actual Costs:				
WBA Coaches - £12,834 P.E Hub subscription - £491.40 Maverick deposit for swimming pool - £5400 Swimming certificates (Swim England) - £50 Sandwell Football Fixtures - £50 Transport including Y6 swimming - £6,739 Staffing - £278 Total amount - £21, 360 Total amount used - £25,842.40 - £4,482.40				
			qualified for the finals. Furthermore, children from year 5 and 6 have competed against other schools in the Sandwell borough in an athletics competition.	