



**Mount Pleasant Primary School**

**Evidencing the impact of the Primary PE and  
Sports Premium 2024-25  
Evaluation July 2025**

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021

Commissioned by



Department  
for Education

Created by



YOUTH  
SPORT  
TRUST

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2024/25	£21,500
How much (if any) do you intend to carry over from this total fund into 2024/25.	£0
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025	£21,220 Actual spend - £21,260

## 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. <b>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</b>	To be completed in July 2025
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2020. Please see note above	59%
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	17%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	12%
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	No

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## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25		Total fund allocated:	Date Updated: November 2024	
<b>Key indicator 1:</b> 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: £12,420 60%
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:
To engage least active children with focused play and lunch time activities	Deploy Lunch time Sports Coach to target least active during lunch times in KS2.	£5,850	Least active engaged with physical activity every lunch time. We have at least 120 <b>pupils who take part in the activities with the HTAFC foundation/ Project Sport and SPIN. Least active intervention groups take place on Tuesday afternoons KS1 and Friday afternoons KS2. Active starters are encouraged in classrooms and resources have been provided e.g., videos/documents etc. Also, the use of the climbing equipment and track are keeping most children active in the adventure playground at break and lunchtime. We also have a variety of new playground games that the adults are confident using. Continued use of the gold package games in Year 2 have increased the number of children engaging in</b>	Set up individual challenges, so children can motivate and engage themselves with physical activities.
	Deploy Sports Coach to work with least active for an extra PE session weekly. Teachers target least active children during PE lessons.	£2,500 (part of SPIN package)		Least active are now active and enjoy physical activities and understand its importance.
	Update resources for play and lunch times (based on pupil voice), so children are excited and use them.			
	Deploy Sports coach from Huddersfield Town to raise motivation and promote girls and football and sports in general. One lunchtime, target UKS2 girls and an after school girls and sports club.	£3,500		Girls in particular are confident in taking part in sports related activities, including football.
	Purchase Beyond the Physical Resources to ensure PE teaching focuses on developing children's	£570		Beyond the Physical scheme is embedded.

	fundamental skills.		<p>activities that they can do physically but also need an element of problem solving.</p> <p>Year 5 are taking part in The Joy of Movement project, and this has introduced healthy eating choices they can make at home along with mini activities to raise their heart rates which can be done with family members or solo.</p> <p>Pupil voice</p> <p>"We love running around and playing on the equipment"</p> <p>"We love running and playing with the ball whilst playing in the MUGA"</p> <p>They are motivated with choice of resources and activities on offer.</p> <p>Pupil voice indicates that the children enjoy using the resources provided and they engage positively with the outside agencies.</p> <p>The adventure playground equipment has had a positive impact on children's wellbeing.</p> <p>Children know the importance of physical exercise.</p> <p>A summary of recent PE pupil voice across all key stages indicated that pupils understand the importance of being active in and out of school and its impact on general health along with mental well-being.</p> <p><i>When you are active it's easier to concentrate afterwards because you have released energy that relaxes you and makes you feel focused"</i></p>	
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		<p><i>"You should eat healthy food because it gives you energy for PE! Movement and being physically healthy is good for you" KS2</i></p> <p><i>"We love PE because we do exercise and fun games to get our bodies healthy and that's important" KS1</i></p> <p><i>"I like it, I love it, draw a happy face" EYFS.</i></p> <p>Least active are engaged with resources.</p> <p>Yes, the least active are actively engaged with the equipment we have provided. Through monitoring have seen children using the racetrack, climbing, playing catch, using the slides etc. At lunchtimes children are engaged with the new playtime equipment.</p> <p>Least active and girls are given opportunities to work with HTFC coach and are motivated and engaged.</p> <p>Our after school (girls) football clubs have been very successful. All key stages have taken part, and many of those children are least active children. Some have had the opportunity to visit HTFC, and a few girls have mentioned joining local clubs at Newsome and other areas. During lunchtime many children are engaged in the MUGA, and the children have developed a great relationship with HTFC although this may not continue, we have such a love for football now so we will continue to run a club.</p> <p>Future clubs will include The Joy of</p>	
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			<p>Movement and Monster kickabout. The targeted least active interventions are working well as we are seeing an increase in participation in actual PE lessons afterwards.</p> <p>All children have access to and engage with the new PE scheme – developing their fundamental skills. Beyond the Physical has given teachers a sense of enjoyment when teaching and this has filtered down to the children who are taking ownership of their Physical literacy by developing games/challenges etc. within their PE lessons. Movement skills which are fundamental are embedded and I have witnessed children repeating some of the games with friends in the playground.</p> <p>Staff voice – The subject of enjoying teaching PE has risen from a 2 to a 5 overall.</p> <p>Staff voice</p> <p>“Children are achieving more in lessons”</p> <p>“It’s much easier to follow, with clear explanations and fab videos to support CPD”</p> <p>Pupil voice indicates that the children find BTP fun and engaging, they feel safe, they enjoy watching the videos sometimes so they can ‘set up’ on their own. They describe the lessons as fun and energetic.</p>	
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To engage Reception children in daily physical activity.	Purchase bikes for Reception pupils.		<p>All Reception children have access to bikes on a daily basis. All children are supported to ride the bikes and develop their motor skills.</p> <p>The children in reception take part in balance ability for a week and those sessions produce a report of children that can progress to pedals. The follow up sessions split the year groups into pedal session groups and those that need to revisit balancing in addition they have access to bikes and scooters daily which they use in their outdoor space.</p> <p>This develops their confidence, gross and fine motor skills whilst also embedding the safety aspects of cycling.</p> <p>I enjoy trying to use the pedals” “I was scared at first because it felt like I would fall off and now I have confidence” “The man who did it was very nice”</p>	All children are confident in using the bikes.
To raise attainment in swimming to meet requirements of the national curriculum.	<p>Additional swimming session to allow for smaller numbers of children.</p> <p>Purchase new in school site swimming pool, led by Swimschool.</p> <p>This will enable pupils to have intense daily lessons.</p> <p>Children who did not pass in their first year will have a second opportunity to take intense swimming lessons.</p>	Costed through school budget	<p>Children leave Year 6 able to:</p> <ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</li> <li>Perform a safe self-rescue in different water-based situations</li> </ul> <p>The baseline for children who could</p>	Children do not learn how to swim prior to school lessons, and therefore require longer time to become familiar with being in a pool.



			<p>swim 25 meters within the first 2 weeks of their swimming session was 1%. By the end, 59% achieved this standard which is significant. Range of strokes- 17% Self-rescue – 13%</p> <p>The pop up swimming pool was not available for any catch ups, but is due to start in the new year.</p>	
Use the new racetrack and equipment with challenges to promote physical fitness.	Children have access to a high quality play equipment, such as trim trail, race track to develop their fitness levels.	Costed through the school budget	<p>All children from Y2-6 have access to this area either at playtime or lunchtime.</p> <p>All children are timetabled to use the new track during breaktime and lunch also children utilise it during least active interventions or as a warmup for PE.</p> <p>The new racetrack in the MUGA is also regularly used by the children during lunchtimes and in PE as I have seen through monitoring.</p> <p>One child indicated that he wanted to see how many laps he could do on the racetrack to see if he could beat his friend.</p> <p>I have also witnessed younger children racing each other and celebrating in podium style!</p> <p>Children increase their physical activities and enjoy the challenges.</p> <p>As above.</p> <p>You can see an increase as there aren't many children sitting down at break or lunch at least 97% of the children are doing something active.</p>	This will be a high-quality implementation with 10-year guarantee. Challenges will be changed yearly to keep motivation and excitement. All children will be able to access this area through careful timetabling of play and lunch times. As well as during the school day and as an after-school club

Ensure appropriate resources are available for the teaching of PE.	Audit resources and replenish	£2000	<p>All planned PE sessions are fully resourced leading to greater participation and activity in lessons.</p> <p>Continued monitoring and producing inventories ensures that there is an abundance of resources now both indoor and outdoor.</p> <p>This has given all children the opportunity to utilise a variety of equipment so they can effectively challenge themselves based on the shape, size, texture etc. of the equipment they are using.</p> <p>Equipment audit by PE coordinator linked to club planning shows all activities are well resourced.</p> <p>Regular audits and inventories ensure that enough equipment (a variety of shapes, sizes etc.) is readily available for all children to use. Separate bags have been set-up for nurture groups, after school clubs and outside sports agencies.</p>	<p>Continued monitoring of PE resources for wear and tear and devise purchasing plan to ensure all sports offered during the day and through after school clubs are adequately resourced.</p> <p>Continue to widen range of resources so a wider variety of choice is available for children.</p>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				£1000 6%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>To actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.</p>	<p>Sports leaders are recruited and trained to be Play Leaders through the Sports Coach.</p> <p>Play Leaders promote active play and are positive role models for the younger children.</p>	<p>Part of SPIN package.</p>	<p>Children complete Play Leaders training.</p> <p>Sports/play leaders have a meeting every 2 weeks with the SPIN co-ordinator so they can give their ideas on what activities etc. should be set up in the playground and what min competitions we can run e.g. speed bounce they are then trained on how to run it. More recently they were all trained on Boccia and how to lead a tournament. They all received certificates for leading.</p> <p>They are knowledgeable about how to organise small games and activities that can be used during lunchtimes, breaks and outside school hours.</p> <p>As above – training happens every 2 weeks.</p> <p>Increased opportunities for children to lead their own games at playtime and lunchtime.</p> <p>Via monitoring we can see that children are confident in leading, running their own games and activities.</p>	<p>All taught games are embedded, and children are able to set up their own games and activities and are active.</p>
<p>Embed physical activity into the school day through encouraging active travel to and from school and active break times lunchtimes.</p>	<p>Resources purchased for play and lunch times to encourage active play.</p> <p>Children are taught about importance of physical activity.</p> <p>All staff promote active play.</p>	<p>Costed in above</p>	<p>Visible range of outdoor activities to encourage active play.</p> <p>We have a vast range of activities Climbing, running track, pirate ships, slides, grassed area, stage, basketball, cricket, hoops, beanbags, dice games, hoopla, racing track,</p>	<p>As above</p>

	<p>EYFS – every child has access to outdoors daily, and timetabled sessions in the Woodland to promote active play through use of climbing frame and large space.</p> <p>Encourage families to walk to school, or at least park the car further away from the school to ensure walking to and from school.</p>		<p>ball games, skipping, problem solving games, team games etc.</p> <p>This is all readily available at breaktimes and lunchtimes.</p> <p>Children understand importance of physical activities to health and mental well-being.</p> <p>As mentioned previously children understand the correlation between physical activity and mental health.</p> <p>Pupil voice –</p> <p>‘When I do lots of physical activity like running, skipping, climbing on the pirate ship, I feel good afterwards it helps my brain feel relaxed and then I can do my work’</p> <p>‘When I am feeling nervous, I can go for a run, and it helps me’</p>	
<p>Celebrate school achievements through social media and across the school community.</p>	<p>Dedicate a school display board to PE and sports.</p> <p>Dedicate time to share sports teams’ achievements at assemblies. This will encourage others to aspire to be involved.</p> <p>Raise profile through regular events and information being shared on parent Newsletter and social media.</p>	<p>Release time to update displays through cover supervisors</p>	<p>The profile of sport is raised across school.</p> <p>Sport is celebrated through school we promote football, cricket, basketball, boccia, cycling etc.</p> <p>Sports Day is successful every year and we have had sports men/women coming into school to talk with pupils. HTFC are heavily involved with pupils, and they have had the opportunity to visit the grounds on a couple of occasions.</p> <p>Children are inspired to take part in new activities.</p> <p>Pupil voice indicates that children are inspired by each other to take</p>	<p>This becomes a regular feature of school communication.</p>

			<p>part in new activities. BtP introduces them to new variations of activities also and as a school we encourage children to try new things.</p> <p>Increased awareness of school's sporting achievements in pupils and parents</p> <p>Our accolades (trophies) are in the main foyer of our school achievements are also documented in school newsletters and online e.g. via Class Dojo.</p>	
Improve signposting of community links by regularly sharing updates with local clubs on School Ping and also regular PE updates in the newsletter.	Regularly share information and updates regarding local sports events and activities on School Ping and on the Parents' Notice board.		<p>Parental feedback indicates they are aware of local offers especially in the holidays.</p> <p>Parents are given plenty of information on local activities in various ways – School Ping, newsletters and our bulletin board. Many parents I have spoken to have involved themselves with what's on offer. A very popular one was the football try out up at Moor End.</p>	As above
To further raise the profile of PE and Sport within the school and the local community, creating an improved sense of enthusiasm of participation and pride in the school amongst pupils.	<p>PSHE Week July 2025- children participate in a wide range of activities and enjoy sessions in new sports activities.</p> <p>Raise the profile of sport by engaging with coaching staff and linking to career aspirations within sport / exercise (Aspirations Week May 2025)</p>	<p>£1000</p> <p>Admin time to organise the event.</p>	<p>Children understand the importance of healthy lifestyles and importance of mental wellbeing. Children are able to say what they need to do to be healthy. A summary of recent PE pupil voice feedback indicated that pupils understand the importance of a healthy lifestyle and its impact on general health along with mental well-being.</p> <p>Quotes from pupils include: Q. Is your food intake important for your health?</p>	PSHE and Aspirations Week are regular and embedded features within the school.

			<p>'I eat vegetables because they make you healthy, but they don't taste nice'.</p> <p>'I eat oranges, apples and I drink water to keep healthy'</p> <p>'You should eat a balanced diet to stay healthy eating lots of sugary things gives you a headache'</p> <p>Q. Do you enjoy competitions?</p> <p>"I understand that it is good to celebrate other people success, it is good for your mental health'</p> <p>'I enjoy taking part in tournaments with my friends and sometimes I meet new people'</p> <p>Children are more skilled at being able to talk about which healthy activities they enjoy taking part in and the impact of these to their health.</p> <p>Aspirations are raised in the sports careers.</p> <p>'When the people from Project Sport come in and Caitlin, it makes me think I could go into schools and work with children' Year 5 child.</p> <p>'I really want to play basketball and find a team if we have any clubs can it be a basketball club' Year 5 child.</p>	
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Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£5,240 28%
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:
To maintain and raise the standards of pupil attainment and progress in PE by increasing teacher confidence, knowledge, and skills through professional development.	<p>PE Leads to monitor the quality of PE curriculum from Beyond the Physical, to ensure it continues being high quality, progressive.</p> <p>Staff use Beyond the Physical to upskill their PE teaching and confidence.</p> <p>Engage PE Coach through SPIN Partnership to work with teachers across the school to develop teacher confidence and competence levels.</p> <p>PE Lead receive regular training and time.</p> <p>Professional development in subject leadership for PE subject leader, through termly whole day sessions with SPIN.</p> <p>PE leads seek teacher and pupil's views of PE in school.</p>	<p>Costed through school core budget</p> <p>£4,240 (Part of SPIN membership)</p> <p>X3 training sessions and release time for subject leaders.</p> <p>£1000</p>	<p>Curriculum plans show clear progression and well sequenced teaching sequences.</p> <p>Our LTP focuses on fundamental movement skills and these progress for Nursery up to KS2. In KS2 they also have access to modified versions of traditional 'sports' so that all can be successful in a lesson.</p> <p>Beyond the Physical has LTP's for each year group on our personalised website. Some year groups are showing flexibility and formative assessment to introduce team games in Summer as the units are interchangeable.</p> <p>As a result of good leadership and more confident and knowledgeable staff, pupils in all year groups made good or better progress in PE.</p> <p>The additional training we have had including bespoke training from BtP and SPIN on the importance of repetition, fundamental skills, fundamental movement skills etc. has given staff the confidence to teach</p>	PE Lead continue to share CPD and implement strategies from level 4 qualification and from their own training through staff meetings.

			<p>the children and have fun in the lessons so they children gain enjoyment from physical activity.</p> <p>ECTs and all staff have gained valuable knowledge from team teaching with Tanya and this has had a 'knock on' effect in their other PE lessons.</p> <p>Staff voice (feedback):          "The training made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating the MUGA like an outdoor classroom has made it manageable and now I don't feel bad about not getting through it all, the BTP planning has broken it down into manageable chunks and the videos have really supported my 'vision' on what a successful PE lesson looks like"</p>	
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				£0 0%

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:
Continue to offer a range of sports and physical after school clubs to encourage more pupils to take up sport and physical activities	Enrichment Lead reintroduces after school clubs, which also promotes sports and physical activities. Purchase after school club from HTFC to target girls and football.	Enrichment coordinator release time.  Cover for staff – through the	Good participation numbers in after-school clubs <b>We have had several after school clubs (yoga, football, cycling, ping-pong, running) with a high intake of children. Over 100 children have</b>	Skills, talents and achievements have been celebrated which in turn have raised children's self-confidence and positivity towards sports and physical activity.

		<p>school staffing budget.</p> <p>Costing already stated above</p>	<p>taken part in after school clubs and this number will continue to increase.</p> <p>Pupil Voice will show an increased enjoyment in after school clubs.</p> <p>Q – Have you attended a school sport after school club since September?</p> <p>Yes, we have lots to choose from and we get to compete against other schools and cheer our school on.</p> <p>Do you think we have many clubs to choose from?</p> <p>‘Yes we have lots and I liked the PingPong club that was really fun and energetic’ ‘I wish we had a basketball club too’</p> <p>‘I enjoy staying at school and going to football club’</p>	<p>Regularly share results from intra and inter-school competitions on the school’s Twitter page.</p>
<p>Offer additional physical activities, such as bicycle club.</p>	<p>Use Bicycles, helmets etc purchased last year to teach children how to ride a bike.</p> <p>This will take place on the school grounds; once children have become proficient, they will undertake outside, road bicycle proficiency course through Bikeability.</p>	<p>Release time for trained staff to take children in weekly lessons,</p>	<p>Trained staff.</p> <p>Children unable to ride a bicycle before can now do so, ensuring that bike ability sessions can focus more on road proficiency.</p> <p>Children are more active and enjoy riding bicycles.</p> <p>Children and parents appreciate the health benefits associated with bikes.</p> <p>As stated above balance ability is offered to reception and bike ability is offered to KS2 children. This enables the children that cannot ride to learn how to balance and the ones who can develop those skills with pedals in Year 1. This then filters into Year 2 if they still aren’t confident riders.</p> <p>In KS2 children have access to bikes.</p>	<p>Staff are fully trained to continue offering this club in the future.</p> <p>Initial large cost of bikes will only need supplementing once bikes need replacing.</p> <p>Children encouraged to bring own bikes to school.</p>

			<p>From parent conversations it is evident that when they are purchasing bikes, they understand the health benefits and the safety aspects that they need to think about. E.g. buying a helmet, high vis clothing etc.</p> <p>We have several children that ride to school or use a scooter.</p>	
<p>Teach children about health and well-being through activities regarding diet, exercise and how to be 'mentally' healthy.</p>	<p>As part of PSHE and PE sessions, children are taught about healthy lifestyles and the positive impact of these.</p> <p>PSHE week has a number of health and wellbeing activities to celebrate healthy lifestyles, including healthy cooking, scoot-fit sessions, sports interschool tournaments, and competitions.</p>	<p>PSHE and PE leads released for subject leadership time.</p>	<p>Children are able to say what they need to do to be healthy.</p> <p>Pupil voice – KS2 children</p> <p>'We need to exercise, move regularly, drink water and eat well to stay healthy'</p> <p>'We should go for walks even if it's in our garden so we can get fresh air'</p> <p>'We can play games with our family but stay calm if we are losing so it's better for our team and our mind'</p> <p>'We stay healthy by doing squats, push ups, eating vegetables, protein. carbohydrates &amp; dairy plus we should drink water and have just a tiny bit of sugar to balance our health &amp; we need milk for calcium' Year 3 child.</p> <p>PSHE week this year will have several health and wellbeing activities to celebrate healthy lifestyles, including a mobile farm, sports activities and competitions, bouncy castle.</p>	

Continue to develop the School Garden as another element of physical activity.	Garden lead ensures all year groups have a bedding plot to grow vegetables and fruit. Throughout the year, children look after their plot, water and then harvest. Children are taught that gardening is another form of being active.	Garden resources from school budget	<p>Children report enjoyment of these sessions, mental wellbeing and healthy lifestyles developed</p> <p>Children are accessing the garden regularly particularly in KS1 and EYFS. Monitoring indicates that the children are aware of the healthy outcome of planting your own fruits and vegetables, they enjoy it and being out in the fresh air makes it even more enjoyable. They say being outdoors, planting makes them feel calm so that suggests they are aware of wellbeing/ mental health outcome.</p> <p>Nurture children utilise the garden also and take care of the year group plots.</p> <p>The cooking competition led by the DT co-ordinator encourages children to pick fruits, vegetables etc. from the fruit garden.</p> <p>During our Summer fayre, parents also visit the garden area.</p>	Children enter competitions for the food they grow. Parents take an active involvement in the School Garden.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£1000      6%
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:
To increase the number of intra-school and inter-school opportunities for pupils.	<p>PE leads to coordinate at least 8 intra-school tournaments through SPIN.</p> <p>PE leads organise inter-school tournaments between classes throughout the year.</p>	<p>£1000</p> <p>Staffing costs</p>	<p>Children possess the necessary competitive skills (e.g. resilience, determination, empathy)</p> <p>We have maintained the Gold award from School Games for 2024-2025. The children that take part in the tournaments etc show great resilience and determination – this has been noted by SPIN members of staff. They also show great sportsmanship even if the ‘lose’ by shaking hands with the other teams or congratulating them.</p> <p>When the Boccia tournament took place, we had children with moderate learning difficulties attend and our children were very supportive and showed empathy towards them.</p> <p>We discuss and embed these personality traits/skills regularly in class, during PE etc.</p> <p>Beyond the Physical has the characteristics of PE embedded and all member of staff have a copy of it. We discuss these characteristics and how they show up in PE etc. Here are</p>	<p>Apply for school Games Mark in 2024 – 2025.</p> <p>Achieved Bronze and Silver previously.</p> <p>Awarded Gold award</p> <p>Maintain Gold Award</p>



			a few of them - Be Passionate Be Resilient Be Respectful Be Creative Be Motivated Be Connected Be Thoughtful	
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Signed off by	
Head Teacher:	Naeem Nazir
Date:	November 2024
Subject Leader:	Stacie Samuels
Date:	November 2024
Governor:	Tim Archer
Date:	November 2024