

# **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





### **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.	To be completed in July 2025
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 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%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	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















### **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	l: November 2024	]		
Key indicator 1: The engagement of	<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 c	lay in school		£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 achieveare 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.  Deploy Sports Coach to work with least active for an extra PE session weekly.	£5,850 £2,500	Least active engaged with physical activity every lunch time.  We have at least 120 pupils who take part in the activities with the HTAFC foundation/ Project Sport and SPIN. Least active intervention	Set up individual challenges, so children can motivate and engage themselves with physical activities.		
	Teachers target least active children during PE lessons.  Update resources for play and lunch times (based on pupil voice), so children are excited and use them.	(part of SPIN package)	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	Least active are now active and enjoy physical activities and understand its importance.		
	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.  Purchase Beyond the Physical	£3,500	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	Beyond the Physical scheme is		
	Resources to ensure PE teaching focuses on developing children's	£570	games in Year 2 have increased the number of children engaging in	embedded.		













fundamental skills. activities that they can do physically but also need an element of problem solving. 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. Pupil voice "We love running around and playing on the equipment" "We love running and playing with the ball whilst playing in the MUGA" They are motivated with choice of resources and activities on offer. Pupil voice indicates that the children enjoy using the resources provided and they engage positively with the outside agencies. The adventure playground equipment has had a positive impact on children's wellbeing. Children know the importance of physical exercise. 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. When you are active it's easier to concentrate afterwards because you have released energy that relaxes













you and makes you feel focused"

"You should eat healthy food because it gives you energy for PE! Movement and being physically healthy is good for you" KS2 "We love PE because we do exercise and fun games to get our bodies healthy and that's important" KS1 "I like it, I love it, draw a happy face" EYFS. Least active are engaged with resources. 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. Least active and girls are given opportunities to work with HTFC coach and are motivated and engaged. 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. Future clubs will include The Joy of













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. 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. Staff voice – The subject of enjoying teaching PE has risen from a 2 to a 5 overall. Staff voice "Children are achieving more in lessons" "It's much easier to follow, with clear explanations and fab videos to support CPD" 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.











To engage Reception children in daily physical activity.	Purchase bikes for Reception pupils.			All children are confident in using the bikes.
			"The man who did it was very nice"	
	=	Costed through school budget	<ul> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> </ul>	therefore require longer time to become familiar with being in a pool.













			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%  The pop up swimming pool was not available for any catch ups, but is due to start in the new year.	
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	All children from Y2-6 have access to this area either at playtime or lunchtime. 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. The new racetrack in the MUGA is also regularly used by the children during lunchtimes and in PE as I have seen through monitoring. 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. I have also witnessed younger children racing each other and celebrating in podium style! Children increase their physical activities and enjoy the challenges. As above. 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.	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	Continued monitoring and	all sports offered during the day and through after school clubs are adequately resourced.  Continue to widen range of resources so a wider variety of choice is available for children.
<b>Key indicator 2:</b> The profile of PESSPA	A being raised across the school as a to	ool for whole sch	ool improvement	Percentage of total allocation:
			T	£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 achieveare 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:











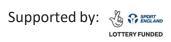


To actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.	Coach.  Play Leaders promote active play and are positive role models for the younger children.	Part of SPIN package.	Children complete Play Leaders training.  Sports/play leaders have a meeting every 2 weeks with the SPIN coordinator 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.  They are knowledgeable about how to organise small games and activities that can be used during lunchtimes, breaks and outside school hours.  As above – training happens every 2 weeks.  Increased opportunities for children to lead their own games at playtime and lunchtime.  Via monitoring we can see that children are confident in leading, running their own games and activities.	
Embed physical activity into the school day through encouraging active travel to and from school and active break times lunchtimes.	Resources purchased for play and lunch times to encourage active play.  Children are taught about importance of physical activity.  All staff promote active play.	Costed in above	Visible range of outdoor activities to encourage active play. 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,	,













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











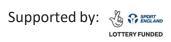


			part in new activities. BtP introduces them to new variations of activities also and as a school we encourage children to try new things. Increased awareness of school's sporting achievements in pupils and parents  Our accolades (trophies) are in the main foyer of our school achievements are also documented in school newsletters and online e.g. via Class Dojo.	
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.		Parental feedback indicates they are aware of local offers especially in the holidays.  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.	As above
Sport within the school and the local community, creating an improved sense of enthusiasm of participation and pride in the school amongst pupils.	PSHE Week July 2025- children participate in a wide range of activities and enjoy sessions in new sports activities.  Raise the profile of sport by engaging with coaching staff and linking to career aspirations within sport / exercise (Aspirations Week May 2025)	event.	Children understand the	PSHE and Aspirations Week are regular and embedded features within the school.













'I eat vegetables because they make you healthy, but they don't taste nice'. 'I eat oranges, apples and I drink water to keep healthy' 'You should eat a balanced diet to stay healthy eating lots of sugary things gives you a headache' Q. Do you enjoy competitions? "I understand that it is good to celebrate other people success, it is good for your mental health' 'I enjoy taking part in tournaments with my friends and sometimes I meet new people' 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. Aspirations are raised in the sports careers. '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. 'I really want to play basketball and find a team if we have any clubs can it be a basketball club' Year 5 child.











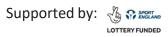


Key indicator 3: Increased confidence	e, knowledge, and skills of all staff in	teaching PE and	sport	Percentage of total allocation
				£5,240 28%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and 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, snowledge, and skills through professional development.	PE Leads to monitor the quality of PE curriculum from Beyond the Physical, to ensure it continues being high quality, progressive.  Staff use Beyond the Physical to upskill their PE teaching and confidence.  Engage PE Coach through SPIN	Costed through school core budget	Curriculum plans show clear progression and well sequenced teaching sequences. 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. Beyond the Physical has LTP's for	PE Lead continue to share CPD and implement strategies from level 4 qualification and from their own training through staff meetings.
	Partnership to work with teachers across the school to develop teacher confidence and competence levels.  PE Lead receive regular training and time.	£4,240 (Part of SPIN membership)	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.  As a result of good leadership and	
	Professional development in subject leadership for PE subject leader, through termly whole day sessions with SPIN.  PE leads seek teacher and pupil's views of PE in school.	X3 training sessions and release time for subject leaders.	more confident and knowledgeable staff, pupils in all year groups made good or better progress in PE.  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	













		"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	
of a range of sports and activities offe	lered to all pupils		Percentage of total allocation:
			£0 0%
Implementation		Impact	
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:
sports and physical activities.  Purchase after school club from HTFC	Enrichment coordinator release time. Cover for staff –	school clubs We have had several after school clubs (yoga, football, cycling, ping-	Skills, talents and achievements have been celebrated which in turn have raised children's self-confidence and positivity towards sports and physic al activity.
	Implementation  Make sure your actions to achieve are linked to your intentions:  Enrichment Lead reintroduces after school clubs, which also promotes sports and physical activities. Purchase after school club from HTFC	Implementation  Implementation  Make sure your actions to achieve are linked to your intentions:  Enrichment Lead reintroduces after school clubs, which also promotes sports and physical activities. Purchase after school club from HTFC  Purchase after school club from HTFC	valuable knowledge from team teaching with Tanya and this has had a 'knock on' effect in their other PE lessons.  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"  Implementation  Impact  Impact  Enrichment Lead reintroduces after school clubs, which also promotes sports and physical activities.  Purchase after school club from HTFC  Valuable knowledge from team teaching with Tanya and this has had a 'knock on' effect in their other PE lesson.  Implementation but reating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but treating made me feel confident enough to not only teach PE but also enjoy it, I normally dread the lessons but reating made it manageable and not only teach PE but also enjoy it, I normally dread the m













	Use Bicycles, helmets etc purchased	school staffing budget. Costing already stated above	taken part in after school clubs and this number will continue to increase. Pupil Voice will show an increased enjoyment in after school clubs. Q – Have you attended a school sport after school club since September? Yes, we have lots to choose from and we get to compete against other schools and cheer our school on.  Do you think we have many clubs to choose from? 'Yes we have lots and I liked the PingPong club that was really fun and energetic' 'I wish we had a basketball club too' 'I enjoy staying at school and going to football club' Trained staff.	the school's Twitter page.
Offer additional physical activities, such as bicycle club.  Created by: Physical Active Partnerships	last year to teach children how to ride a bike.  This will take place on the school grounds; once children have become proficient, they will undertake outside, road bicycle proficiency course through Bikeability.	Release time for trained staff to take children in weekly lessons,	Children unable to ride a bicycle before can now do so, ensuring that bike ability sessions can focus more on road proficiency. Children are more active and enjoy riding bicycles. Children and parents appreciate the health benefits associated with bikes. 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.  In KS2 children have access to bikes.	offering this club in the future. Initial large cost of bikes will only need supplementing once bikes need replacing. Children encouraged to bring own bikes to school.

Teach children about health and well-being through activities regarding diet, excrise and how to be 'mentally' healthy.  As part of PSHE and PE sessions, children are taught about healthy lifestyles and the positive impact of these.  PSHE week has a number of health and well-being through activities regarding diet, excrise and how to be 'mentally' healthy.  She was several children that ride to exchool or use a scooter. We have several children that ride to exchool or use a scooter. We head to say what they need to do to be healthy.  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.  We should go for walks even if it's in our garden so we can get fresh air' owe and to express the stay healthy with the set of the section of the s			T		
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Continue to develop the School Garden Garden lead ensures all year groups Children report enjoyment of these Children enter competitions for Garden resources as another element of physical activity. have a bedding plot to grow sessions, mental wellbeing and the food they grow. from school vegetables and fruit. Throughout the healthy lifestyles developed Parents take an active budget year, children look after their plot, Children are accessing the garden linvolvement in the School water and then harvest. regularly particularly in KS1 and EYFS. Garden. Children are taught that gardening is Monitoring indicates that the children another form of being active. 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. Nurture children utilise the garden also and take care of the year group plots. The cooking competition led by the DT co-ordinator encourages children to pick fruits, vegetables etc. from the fruit garden. During our Summer fayre, parents also visit the garden area.











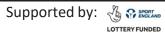


Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				£1000 6%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make 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.	PE leads to coordinate at least 8 intraschool tournaments through SPIN.  PE leads organise inter-school tournaments between classes throughout the year.	£1000 Staffing costs	Children possess the necessary competitive skills (e.g. resilience, determination, empathy) 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.  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.  We discuss and embed these personality traits/skills regularly in class, during PE etc.  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	













	a few of them -	
	Be Passionate	
	Be Resilient	
	Be Respectful	
	Be Creative	
	Be Motivated	
	Be Connected	
	Be Thoughtful	

Signed off by		
Head Teacher:	Naeem Nazir	
Date:	November 2024	
Subject Leader:	Stacie Samuels	
Date:	November 2024	
Governor:	Tim Archer	
Date:	November 2024	











