

Holy Trinity CofE PE and Sport Premium Reflection and Plan 2024-25



HOLY TRINITY COFE PRIMARY SCHOOL

TOGETHER WE MAKE A DIFFERENCE



Review of last year

We recommend that you start by reflecting on the impact of current provision and reviewing your previous spend.

What went well?	How do you know?	What didn't go well?	How do you know?
<p>Pupils have practised and participated in a wide range of activities this year both in school with PE and after-school clubs and out of school competitions and fixtures. These have included basketball, football, archery and dodgeball matches with a local school and gymnastics after-school clubs running throughout the year. Lots of extra-curricular sport was provided with a close relationship with a local primary school allowing fixtures to happen throughout the year. In addition, our Team MCR membership allowed us to attend many events such as football tournaments for boys and girls, dodgeball tournaments etc. We also entered teams for both Manchester United and Manchester City mixed and girls only football tournaments.</p> <p>Children in our school have been introduced to lots of new sports this year through attending events such as European School Sports Day as well as investment in equipment/coaches. We have had a parkour instructor, a taekwondo instructor, a cricket coach, coaches from Manchester City teaching PE and providing CPD throughout the year and we have invested in equipment such as tri golf, lacrosse, cornhole and bocchia.</p> <p>Girls participation increased last year with lots of after-school football events attended. We also celebrated International Womens Day with a Key Stage 2 girls-only football tournament in school with ~110 girls participating.</p> <p>Investment in balance bikes for KS1 children. Sports Leaders trained in Y5 for next year.</p>	<p>Record kept of all fixtures/events attended</p> <p>Participation data, pupil and parent voice.</p> <p>Pupil and staff feedback</p> <p>Pupil feedback</p>	<p>Opportunities for dance/cheerleading was limited</p> <p>Focussed lunchtime activities could be improved</p>	<p>Pupil feedback</p> <p>Staff feedback</p>

Intended actions for 2025/26

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<ul style="list-style-type: none"> • Enhance opportunities for pupils to participate in gymnastics and dance. • Increase children's understanding and awareness of healthy lifestyles. • Provide additional swimming lessons for Year 5 pupils who have not yet achieved the 25-metre standard. • Develop sport and physical education leadership skills across Key Stage 2. • Ensure all staff feel confident and competent in delivering every aspect of the PE curriculum. • Strengthen staff expertise in supporting physical development within the Early Years Foundation Stage (EYFS). • Guarantee equal access to all levels of competition for every pupil, with a focus on those on the SEND register. • Strive for the majority of SEND pupils to either participate in an extracurricular sports club or represent the school in a sporting event. • Ensure the availability of high-quality resources to support excellent PE and sporting opportunities. • Increase engagement of all pupils in lunchtime or after-school physical activity by offering a diverse range of activities informed by pupil voice 	<ul style="list-style-type: none"> • Expand opportunities in gymnastics and dance to ensure a broader and more inclusive curriculum. • Promote healthy lifestyles through targeted education, helping children make informed choices about their well-being. • Provide additional swimming sessions for Year 5 pupils who have not yet met the 25-metre swimming requirement. • Strengthen sports leadership across Key Stage 2, empowering pupils to take active roles in promoting physical activity. • Build staff confidence and competence in delivering all areas of the P.E. curriculum effectively. • Enhance staff understanding of physical development in EYFS to support early movement skills and physical literacy. • Ensure equal access to competitive opportunities for all pupils, with particular attention to those on the SEND register. • Encourage participation of SEND pupils in extracurricular sport or school representation events. • Maintain high-quality P.E. resources to support engaging and effective teaching and learning.

Expected impact and sustainability will be achieved

What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
<ul style="list-style-type: none"> • Increased pupil participation in sport and physical activity, with a particular focus on encouraging greater involvement from girls. • Improved confidence in performance, with more pupils feeling comfortable and capable performing in front of others. • Enhanced self-confidence and overall well-being, fostered through regular participation and achievement in physical activities. • Greater engagement in sports leadership roles, especially among Key Stage 2 pupils, supporting teamwork, responsibility, and communication skills. • Increased enjoyment of P.E. lessons, contributing to more positive attitudes toward physical activity and healthy lifestyles. • Improved pupil outcomes in P.E., including skill development, physical fitness, and understanding of key concepts. • Enhanced staff confidence and enthusiasm for teaching P.E., leading to more effective and engaging lessons. • Wider range of sporting opportunities offered, both in the curriculum and through extracurricular clubs and competitions. • Broader breadth of activities available, exposing pupils to a diverse 	<ul style="list-style-type: none"> • Pupil participation records for both curriculum P.E. and extracurricular activities, with tracking by gender, key stage, and SEND. • Registers from after-school clubs, competitions, and events to monitor increased engagement and breadth of participation. • Pupil voice surveys and focus groups to assess enjoyment, confidence levels, and attitudes toward P.E. and physical activity. • Staff feedback and CPD evaluations, to measure increases in confidence and competence in teaching P.E. • Observations of P.E. lessons to assess quality of teaching, pupil engagement, and breadth of activities delivered. • Pupil leadership logs and records showing increased involvement in organising or leading activities. • Assessment data from P.E. lessons, using internal tracking systems to evidence progress in physical development and skill acquisition. • Competition and fixture records, particularly highlighting the involvement of pupils on the SEND register or those previously disengaged. • Photographic and video evidence from performances, sports events, and leadership activities. • Playtime and lunchtime activity monitoring, including structured provision and informal participation levels. • Curriculum overviews and timetables, to demonstrate increased time and variety allocated to P.E. and school sport.

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen?	What evidence do you have?
<ul style="list-style-type: none"> • Significant increase in girls' participation, particularly through gymnastics, with 128 pupils attending gymnastics clubs over the year. • 100% of pupils attending gymnastics demonstrated commitment to performance, showcasing their skills during competitions and Sports Week events. • These clubs have become an integral part of school life and are planned to continue next year to sustain participation and engagement. • A large number of pupils on the SEND register have accessed at least one extracurricular sports club, ensuring inclusive opportunities for all.. • Assessment data shows a high percentage of pupils are meeting Age-Related Expectations (ARE) in P.E. Pupils not yet meeting ARE receive targeted interventions focused on developing gross and fine motor skills. • A broader range of new sports and activities was introduced this year, including Kinball, Taekwondo and Rugby League. • Registers show a clear increase in extracurricular participation, with 371 out of 472 pupils (over 78%) taking part in after-school clubs over the year — a significant indicator of pupil engagement and school-wide enthusiasm for physical activity. 	<ul style="list-style-type: none"> • High levels of pupil engagement, particularly from girls and SEND pupils, will continue to be prioritised through ongoing club provision and inclusive planning. • The continued collection and analysis of pupil voice and assessment data will guide curriculum and extracurricular development. • Staff capacity and experience in delivering a wider range of activities will allow the new sports introduced this year to remain part of school life. • Strong participation levels and inclusive practices are now embedded in the school culture, providing a sustainable foundation for future growth in P.E. and school sport. <p>Photographic and video documentation has been regularly captured during P.E. lessons, after-school clubs, competitions, and school events such as Sports Week.</p>