



## 2024-2025

Our Aims are:

1. Engage children in regular physical activity
2. To build the confidence, knowledge and skills of all staff in teaching PE and sport
3. To offer a broad experience of a range of sports and activities

To encourage participation in competitive sport We will use the following means to address these aims:

- Hiring specialist PE teachers and sports coaches to work with pupils, teachers and support staff
- Provide existing staff with teaching resources to help them teach PE and sport
- Providing school sports clubs
- Running sports competitions and increase pupils' participation
- Run sports activities alongside other schools

### **How will we spend our sports premium?**

The funding allocation for the 2024-2025 financial year is circa £17872 (TBC)

Little Eaton principal partners in PE and Sport are the Amber Valley School Sports Partnership and RS Coaching. We also work regularly with Little Eaton Tennis Club.

### **What we get**

Through these partnerships we benefit in a number of ways:

- We provide 1 day of specialist coaching every week with coach, teachers and support staff working together.
- Two after-school club sports sessions run by the sports coach.
- Support for mini-leaders at lunchtimes.
- Mini-leaders (year 6) – leading physical activities for younger children at lunchtime.
- Access to a range of inter-school competitive events for children across the school.
- Access to training for staff to improve the quality of work done in school.
- Bikeability training for Year 5 and Year 6.
- Tennis coaching alongside teachers.

We get very good value for money. We can see this in the number of children that have attended the various after school and lunch time clubs, taken part in competitions in and beyond school and in feedback from children, parents, staff and governors.

### **Swimming**

As part of our statutory duties, we are required to show our Year 6 swimming standards.

2023-2024 35 Pupils

30 pupils meet the 25m standard

29 pupils can swim a range of recognised strokes

33 pupils can complete a safe rescue

## PE/Sport Funding

Year	Type	Description	Amount [£]
2024-2025			
	<b>Income</b>		
		Sports Premium	17,872
		<b>Total Income</b>	<b>17,872</b>
2024-2025			DRAFT TBC
	<b>Expenditure</b>		
		RS Coaching – Coach 1 day per week	7500
		RS Coaching affiliation	900
		Play Leaders	8742
		Tennis coaching	720
		Cycling	100
		Tough runner	475
		Equipment for PE/Sport	250
		Sports work shop for sports week	680
		<b>Total Expenditure</b>	<b>19367</b>

Action Plan: PE & Sport 2024-2025	
Aim[s]	<ol style="list-style-type: none"> <li>1. Continue to engage children in regular physical activity</li> <li>2. To build the confidence, knowledge and skills of all staff in teaching PE &amp; sport</li> <li>3. To offer a broad experience of a range of sports and activities</li> <li>4. To encourage participation in competitive sport</li> </ol>
<b>Target/Objective</b>	<b>What will success look like?</b>
To engage children in regular physical activity	Mini-leaders lead activities at lunchtimes for all children on a daily basis
To build confidence, knowledge and skills of all staff in teaching PE and sport	All teachers and support staff have opportunities to work alongside specialist sports coaches Planning is available to support teachers in delivering lessons Opportunities for CPD are taken to support the subject leader and other staff in fulfilling their roles effectively
To offer a broad experience of a range of sports and activities	Long term planning will ensure that children have a broad curriculum developing skills and understanding in a range of sports and activities After school clubs will give children access to a range of additional activities & sports Places at clubs are allocated to widen participation when possible and increased from 1 session per week to 3 All classes aim for at least 2 PE/Sport lesson per week 100% of children participate in PE & Sport activities in lesson time 75% children will have opportunities to participate in after school activities
To encourage participation in competitive sport	Opportunities to participate in inter-school competitive sport are taken whenever possible All children have opportunities to participate in intra-school competitive sport
To ensure that DEI is met through sporting opportunities	The school works alongside Amber Valley School Sports Partnership to deliver a bespoke programme of study for our special needs children.

Key Actions	When?	Cost?	Impact Expected	Success Criteria	Impact Seen	Evidence
<p><b>A. To engage children in physical activity</b></p> <p>a. Midday Supervisors &amp; Playleaders lead activities every lunchtime</p> <p>b. Active residential for Year 4 &amp; 6</p> <p>c. After school clubs</p>	<p>Daily</p> <p>April September</p>	7851	<p><b>Increased Physical Activity:</b> Students engage in regular physical exercise, contributing to their overall health and fitness.</p> <p><b>Improved Social Skills:</b> Students develop better social interactions and teamwork skills.</p> <p><b>Enhanced Well-being:</b> Regular physical activity leads to improved mood and reduced stress levels among students.</p> <p><b>Physical Fitness:</b> Students experience a boost in physical fitness through diverse and challenging activities.</p> <p><b>Team Building:</b> Stronger bonds and teamwork among students, fostering a sense of community.</p> <p><b>Personal Growth:</b> Increased self-confidence and resilience as students overcome challenges and try new activities.</p> <p><b>Extended Physical Activity:</b> Additional opportunities for students to engage in physical exercise beyond school hours.</p> <p><b>Skill Enhancement:</b> Development of specific skills related to the activities offered in the clubs.</p> <p><b>Positive Lifestyle Habits:</b> Encouragement of lifelong healthy habits and interests in physical activities.</p>	<p><b>Participation Rate:</b> At least 75% of students participate in lunchtime activities regularly.</p> <p><b>Variety of Activities:</b> A diverse range of activities is offered to cater to different interests and abilities.</p> <p><b>Feedback:</b> Positive feedback from students and supervisors about the enjoyment and inclusivity of activities.</p> <p><b>Attendance:</b> High participation rate, with at least 90% of Year 4 and Year 6 students attending the residential.</p> <p><b>Activity Engagement:</b> Students actively participate in all planned activities.</p> <p><b>Skill Development:</b> Noticeable improvement in physical skills and confidence in outdoor activities.</p> <p><b>Enrolment:</b> Consistent enrolment with at least 50% of students participating in after-school clubs.</p> <p><b>Retention:</b> High retention rate, with students regularly attending and completing the club sessions.</p> <p><b>Variety:</b> A wide range of clubs offered to appeal to different interests and abilities.</p>	<p><b>A. Mini-leaders:</b> Lunchtime engagement has increased noticeably, with an average of <b>65–75 children participating daily</b> across Key Stages 1 and 2.</p> <p>There has been a <b>reduction in lunchtime behaviour incidents</b>, especially on the playground, as children are now actively and purposefully engaged. Mini-leaders have demonstrated improved confidence, communication and organisational skills, evidenced through pupil voice and supervisor observations.</p> <p><b>B. Residential:</b> Year 4 and Year 6 residential were completed successfully, with <b>100% participation in all physical activities</b>, including hiking, team challenges and water-based tasks. Staff reported significant improvements in resilience, perseverance and teamwork for many pupils.</p> <p><b>C. After-school clubs:</b> Clubs are now available <b>two evenings per week</b> and attended by</p>	<p>Less behaviour incidents at lunch time.</p> <p>How many children engage and links to competitions-how has it improved our results</p>

					pupils from <b>Years 1–6</b> . Average weekly attendance has risen to <b>54–60% of the school</b> , with particularly high enthusiasm for dodgeball, football and multi-skills. Several children who were previously reluctant to participate in physical activity have joined clubs for the first time, indicating improved confidence and motivation.	
Key Actions	When?	Cost?	Impact Expected	Success Criteria	Impact Seen	Evidence
<p><b>B. To build the confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <p>a. PE lessons with teachers alongside coaches</p> <p>b. Planning available to all staff from RS and AVSSP</p>	<p>Weekly session</p> <p>September</p>	6949	<p><b>Enhanced Teaching Skills:</b> Teachers gain practical experience and confidence in delivering PE lessons through direct collaboration with experienced coaches.</p> <p><b>Improved Student Outcomes:</b> Students benefit from higher quality PE instruction, leading to better physical skills and engagement.</p> <p><b>Professional Development:</b> Continuous professional growth for teachers, fostering a culture of lifelong learning and improvement in PE teaching. <b>Consistent Quality:</b> Standardized, high-quality PE lesson plans ensure consistency in teaching across all classes.</p> <p><b>Resource Utilization:</b> Teachers effectively use the provided planning resources, leading to more structured and engaging PE lessons.</p> <p><b>Knowledge Sharing:</b> Increased collaboration and sharing of</p>	<p><b>Teacher Participation:</b> All PE teachers participate in at least one session per week with a coach.</p> <p><b>Feedback:</b> Positive feedback from teachers regarding the support and guidance received from coaches.</p> <p><b>Observation:</b> Noticeable improvement in the quality of PE lessons as observed by school leadership or external evaluators.</p> <p><b>Access and Usage:</b> All PE teachers regularly access and utilize the planning resources from RS and AVSSP.</p> <p><b>Lesson Quality:</b> Improvement in lesson structure and delivery, as evidenced by</p>	<p><b>A.</b> The majority of teachers have benefited from this initiative. However, there have been some complications arising from job-sharing and part-time positions.</p> <p>Teachers second lessons of the week are based on observing the previous years and quality of teaching in these lessons is good</p> <p><b>B.</b> Planning and knowledge mats are displayed in the hall.</p>	<p>Drop-ins performed by Sports lead.</p> <p>All teaching staff following prescribed lesson plans</p>

			best practices among staff, enhancing overall teaching quality.	student engagement and performance. <b>Professional Feedback:</b> Positive feedback from teachers on the usefulness and applicability of the planning resources.		
<b>C. To offer a broad experience of a range of sports and activities</b> a. Sports Day b. Tough Runner c. Bikeability d. Tennis	Summer Summer Spring/Summer Summer Summer	0 550 100 750 4906	<b>Participation:</b> Broad student involvement. <b>Community:</b> Enhanced school spirit. <b>Skills:</b> Development of diverse physical skills.	<b>Participation Rate:</b> 90% student involvement. <b>Variety:</b> Diverse sports offered. <b>Feedback:</b> Positive responses from participants.	A-D Completed	<a href="#">Detail</a>
Key Actions	When?	Cost?	Impact Expected	Success Criteria	Impact Seen	Evidence
<b>D. To encourage participation in competitions</b> a. Inter-school including i. Athletics ii. Dodgeball iii. Rowing iv. Football v. Basketball vi. Gymnastics b. Intra-school i. Tough runner ii. Sports day iii. Team Tournament iv. Mini-leader led activities	Autumn Autumn Spring Autumn Spring Autumn  Summer Summer Spring/Summer Ongoing	1100	<b>Engagement:</b> Increased student involvement in competitive sports. <b>Skill Development:</b> Enhanced athletic skills and sportsmanship. <b>Confidence:</b> Boosted self-esteem and confidence through competition.	<b>Participation Rate:</b> At least 60% of students participate in at least one competition annually. <b>Performance:</b> Noticeable improvement in performance and teamwork. <b>Feedback:</b> Positive feedback from students and coaches on the experience.	<b>Attended competitions:</b> Year 6 – 100% Year 5 – 96% Year 4 – 100%	<a href="#">Detail</a>
<b>E. Complete activities as part of Sports Mark to deliver SEND specific sports SOW to our send pupils</b>	Spring/Summer 2025		<b>Inclusivity:</b> Enhanced inclusion of SEND pupils in sports activities. <b>Skill Development:</b> Improved physical skills tailored to SEND needs. <b>Confidence:</b> Increased self-esteem and confidence among SEND pupils.	<b>Participation Rate:</b> At least 80% of SEND pupils engage in the sports activities. <b>Skill Improvement:</b> Noticeable improvement in physical skills specific to SEND pupils. <b>Feedback:</b> Positive feedback from SEND pupils, parents, and staff on the program's effectiveness.	<a href="#">Detail</a>	<a href="#">Detail</a>

