

PE and Sport Premium Report for 24-25 with next steps for 25-26

Meadowfield Primary School

Reviewed July 2025

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| Academic Year: 2024 – 2025 review with priority areas and expenditure for 25-26 | Total Fund Allocated: £19,250 Total Fund Spent: £19,250 | Completed: July 2025 Review: January 2024 Final review: July 2025 |
| <p>Key achievements to date:</p> <p>Ensuring implementation of curriculum intent and evaluating it for effectiveness through regular pupil voice sessions and staff feedback with LBJ and BT.</p> <p>Implementing a new timetable to ensure coverage is NC compliant including indoor and outdoor PE sessions for all</p> <p>Developed LTP and curriculum intent established, embedded from N-Yr 6</p> <p>Purchase of updated PE equipment to ensure children experience a realistic approach to the many sports the engage with.</p> <p>Community links – established with local schools for competitions, Hello Hip Hop, ACE, KICKS, year 4/5/6 football matches, Dodgeball</p> <p>Wider variety of experiences which children would otherwise not have – Health and wellbeing week has a theme, girls football team, Skateboarding, OAA, Forest school</p> <p>Enrich orienteering route installed and added to the curriculum for all year groups.</p> <p>Grant received from Leeds City of Culture fund - £300 in 2024.</p> <p>Ensuring the standard of CPD received is high and relevant. E.g. CPD in Gymnastics and Orienteering offered.</p> <p>Invited guests in to deliver inspirational assemblies such as LS10 skateboarding, Leeds Rhinos</p> <p>Sporting tickets given away to families, who might never of had the opportunity to attend, for free.</p> | | |
| <p>Key achievements of 24/25</p> <ul style="list-style-type: none"> • All children have taken part in orienteering and scrap shed provision as part of their PE lessons. • All children (including) SEND groups have taken part in Forest school with some children offered lunch time or after school provision too. • KICKS football in school on a Monday to provide girls football and afterschool club football. • Continued commitment of funding for swimming provision. • ACE team partial funding for structured lunchtime provision. • Inter-school competitions between local schools: football, dodgeball, girls football • Participation in Red Kite Olympics | <p>Areas to improve from 24/25 into 25/26</p> <p>Additional funding for breaks and lunches – £3500 committed to ACE Team.</p> <p>Increase funding to Yr 6 OAA experiences on residential - £1000 committed.</p> <p>After school club provision increased – providing children with more opportunity to participate in various clubs like dance, forest school, dodgeball, rugby, tennis. All without charge to pupils</p> <p>Further development of OAA and free play for children – Autumn 2 PE sessions to run as Orienteering, Scrap Shed, and ActiveAll wall.</p> <p>Increase the number of children swimming 25m – change of venue to limit logistical issues (travelling times). 4-week intense swimming course to increase chance of skill development.</p> <p>Increase participation in competitive events – through ACE team/Leeds KICKS and Red Kite alliances and local school competitions to 75%.</p> <p>Removal of a sport in the curriculum as has become overcrowded – Golf is removed from the LTP</p> <p>More focused teaching of OAA through Forest school in line with NC- Y3-6 half a term each plus an after school club</p> | |

Key indicator 1: The engagement of all pupils in regular physical activity: £7000

We have recently introduced the ACE team to enhance our break and lunchtime provision. This initiative ensures that children remain active and engaged during unstructured times, supporting their physical and mental wellbeing. Recognising the importance of this, we are committed to ongoing investment throughout the year. Thanks to additional PE and Sport Premium funding, Year 4 pupils continue to access swimming lessons every week for the full academic year. Looking ahead, we plan to use an onsite swimming pool to deliver an intensive swimming programme for Year 4 pupils. By offering daily sessions over a shorter period, we aim to increase the number of children who can swim, while maximising the impact of the sessions. From 2025/26, our swimming provision will move from a year-long model to a 4-week intensive course. This change is designed to improve outcomes for pupils while reducing the impact on curriculum timetabling. Staff have engaged in high-quality PE CPD throughout the year, resulting in well-delivered and effective PE lessons. Children are actively involved, and evidence from pupil voice, staff discussions, and lesson observations shows that our physical education offer has been broadened and is having a positive impact. Teachers use a structured PE planning scheme to support lesson delivery, ensuring inclusivity and a wide range of fun, engaging physical activities that encourage all pupils to participate and enjoy being active.

My Health My Survey results suggested the following:

- That 50% of children currently participate in an after-school club
- That 35% of children had represented school at competition or played sports during a festival.
- 85% of children are satisfied with the opportunity by school to engage with sports and physical activity

Key Indicator 2: The profile of PE and Sport is raised across the school as a tool for whole-school improvement: £1000

Staff PE kit continues to be one of our most visible and effective tools in raising the profile of PE across the school. The kit is both practical and professional, modelling high expectations and reinforcing the importance of wearing correct PE kit among pupils. This sets a clear standard and encourages all children to be appropriately dressed and ready to participate fully in physical activity. PE maintains a central role in each year group's timetable, with lessons carefully scheduled each half term based on space availability and curriculum requirements. Staff deliver a wide variety of sports and physical activities, underpinned by a well-sequenced and progressive curriculum. This broad offer supports pupil engagement, enjoyment, and skill development. A significant barrier for many of our pupils is limited exposure to active lifestyles and sports outside of school, often due to a lack of family engagement with healthy living. To address this, we ensure that pre-requisite skills are explicitly taught within lessons, giving every child the opportunity to access and make progress in each sport. To further raise awareness and participation, we have delivered assemblies and special events that promote the importance of physical activity. High-quality CPD has equipped staff to deliver engaging, inclusive, and exciting PE lessons. In addition, we have diversified our PE offer to include orienteering, ActivAll, Scrapshed, and hip-hop dance. These opportunities have not only broadened the physical skill set of our pupils but have also enriched their vocabulary and understanding of the cultural aspects of sport. As a result, pupils have developed greater resilience, improved communication, built stronger relationships through teamwork, and demonstrated a clear understanding that sport is for everyone, regardless of gender. All activities have been embraced enthusiastically by pupils across the school. Pupil voice has played a key role in shaping our offer and has shown that children value the physical and mental health benefits of exercise. This has been particularly evident during our annual Health and Wellbeing Week, where pupils reported taking part in over 21 different sports this year alone. The week culminated in family walks, where pupils were joined by parents and carers to promote active lifestyles across the wider school community. The event was hugely successful and reinforced the importance of shared physical activity. Initiatives such as these not only strengthen the home-school partnership but also help embed lifelong healthy habits, equipping our pupils and their families with the tools to lead active, balanced lives.

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport: £1000

Through continued subscription to PE Planning and Enrich, staff are well-supported in delivering high-quality, engaging PE lessons that promote strong learning behaviours. Our approach to PE is guided by the principles of *purpose, pleasure, and perspiration*, ensuring that every lesson is meaningful, enjoyable, and physically active. A particular highlight this year was the specialist Gymnastics CPD provided by Leeds Gymnastics Centre. This training significantly boosted teacher confidence in delivering safe, progressive, and enjoyable gymnastics lessons. 100% of staff who attended reported feeling more equipped to support pupil progress, teach higher-level skills, and use equipment effectively. The training also deepened understanding of prerequisite skills, helping teachers to structure lessons more effectively. Evidence from staff and pupil voice, alongside lesson observations, confirms that pupils spend the majority of lesson time actively developing essential skills. Lessons consistently offer a well-balanced mix of coordination, control, and cardiovascular activity, supporting both physical development and overall fitness. Our CPD offer has continued to grow, with ongoing development in areas such as Hello Hip Hop and the introduction of Forest School for all pupils. We have also successfully integrated orienteering and ScrapShed provision into our PE curriculum. These additions have supported the development of teamwork, cooperation, and emotional resilience, broadening our pupils' physical education experience and contributing to their wider personal growth.

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils: £9000

This year, we introduced Forest School, offering children valuable experiences beyond the classroom. Through these sessions, pupils learned to work collaboratively, explore the natural environment, and engage with unfamiliar resources in creative and practical ways. Strategies learned included problem solving and teamwork in physical challenges whilst working safely and empathetically. Children were able to assess risks and undertaking adventurous activities. Our annual Health and Wellbeing Week centred around the theme '*Try Something New*', which opened up a wide range of exciting opportunities for pupils. Workshops included circus skills, ballet, football skills, and bike riding lessons for children aged 4–6. Pupils also took part in skateboarding, an 'Eat Well' day. PE Premium funds Y6 catch up sessions for children who have not achieved 25m. The data for progress from these catch-up sessions is seen below. Dance in the form of Hip Hop, ACE team for happy healthy lunchtimes, KICKS football foundation and Forest School.

Key indicator 5: Increased participation in competitive sport: £3500

Through our partnership with the Leeds KICKS programme, we have been able to run dedicated girls' football sessions and a football club for pupils in Years 4 to 6. This has also led to successful participation in local competitions with other schools, helping to build confidence, teamwork, and pride among our pupils. Following this success, the ACE team are now looking to further increase opportunities for children to take part in competitive sport throughout the year. One of the highlights this year was our participation in the RED KITE Olympics. The children described it as "the best day ever" and shared how excited they were to take part again. Events like this leave a lasting impact and demonstrate the value of wider sporting experiences. During Health and Wellbeing Week, we also saw excellent engagement from families through our daily family walks. These were organised by year group, with Year 6 pupils taking on leadership roles to support younger children. Our Sports Days were another great success, with strong attendance from parents and carers across the school, creating a positive and celebratory atmosphere. This year, Year 2 pupils had the opportunity to participate in a dodgeball competition—an entirely new experience for them—while Year 3 pupils competed in an inter-school five-a-side football event. In addition, 20 girls from Years 5 and 6 proudly represented the school in a EUROS-themed football competition, many experiencing competitive sport for the first time. Their enthusiasm has created a real buzz, and they are now more eager than ever to get involved again. Looking ahead, we aim to increase the proportion of children taking part in organised sport outside of school from 40% to 75%. We will achieve this through continued collaboration with the KICKS programme, the ACE team, and further staff involvement to promote and facilitate wider participation.

Year 6 leavers' Swim Data

% of children who can swim 25 metres:

20/21 – 23%

21/22 – 28%

22/23 – 40%

23/24 - 55%

24/25 - 55%

100% completed 2 water safety sessions.

24/25 Swim data (current year 4 – 60 children)

25% Children who can swim 25m+

20% children can swim 20m

7% children can swim 15m

8% Children who can swim 10m

18% Children who can swim 5m

100% Children who have taken part in all 6 water safety sessions

| National curriculum requirements for swimming and water safety. 2024-25 Yr 6 Cohort. | |
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| What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? | 55% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 20% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% completed 1 session of water safety |
| 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? | £3500 extra funding committed every year to Year 4 swimming, so all children can access a 45minute lesson each week rather than 45 mins alternate weeks. (Total 33 lessons) |

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| | This funding falls under 'top up lessons' for children who have not met the NC requirements. This includes 4 lessons of year 6 catch up sessions too. |
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Completed by: Laurie Bevan-Jackson and Braidon Taylor.

Date: July 2025