



# Sports Premium Grant

ACADEMIC YEAR 2024-2025

*'Love, Laugh, Learn'*

# Quality Of Education

Intent,  
Implementation  
and Impact

# Curriculum Intent



We want our children to become **physically literate**, developing the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Our high-quality physical education curriculum:

- ✓ inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
- ✓ provides opportunities for our children to become physically confident in a way which supports their health and fitness.
- ✓ provides opportunities for our children to compete in sport and other activities to build character and to help embed values such as fairness and respect.

We believe physical activity is essential to the overall development of children, not only does exercise improve a child's overall health and fitness it helps to improve their mental health and cognitive development, by doing physical exercise, children are more likely to concentrate and maintain focus when learning.

# Curriculum Implementation

Our National Curriculum planning ensures that all children are prepared well for the next stage of their education, and we use the Sport Premium to achieve self-sustaining improvement in the quality of PE and sport.

We do this through:

- ✓ High quality professional development of all staff so they gain the necessary subject knowledge to teach Physical Education to a high standard.
- ✓ Long Term and Medium-Term planning which builds in a progressive way and includes clear end points, so children gain the necessary knowledge and skills to be successful.
- ✓ Lessons with clear objectives which provide all our children with stimulating, enjoyable and appropriately challenging learning experiences.
- ✓ Promoting physical activity as an important contributor to a healthy lifestyle, thus encouraging our children to see the importance of lifelong physical activity.
- ✓ Providing a balance of individual, paired and group activities so that children have opportunities to work independently, co-operatively, collaboratively and in competitive situations.

# Curriculum Implementation

- ✓ Providing opportunities for children so they can take part in activities outside of their normal physical education lessons including sports festivals within the community.
- ✓ Ensuring all children have access to at least 2.5 hours of physical activity each week, consisting of two PE curriculum sessions and includes active playtimes and lunchtimes where fundamental movement skills are also developed.
- ✓ All PE lessons are carefully planned, the teaching objectives cover the four aspects of PE outlined in the National Curriculum:
  1. Acquiring and developing skills.
  2. Selecting and applying skills, tactics and compositional ideas.
  3. Evaluating and improving performance.
  4. Knowledge and understanding of health and fitness.

# Curriculum Impact

We use the PE and sport premium to secure improvements in the following 5 key indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

## Primary PE and Sport Premium - Key Indicators

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport

2. Engagement of all pupils in regular physical activity

3. The profile of PE and sport is raised across the school as a tool for whole school improvement

4. Broader experience of a range of sports and activities offered to all pupils

5. Increased participation in competitive sport



Download the full DfE guidance at [www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools](http://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)  
Download afPE's exemplification guidance at [www.afpe.org.uk/physical-education/advice-on-sport-premium/](http://www.afpe.org.uk/physical-education/advice-on-sport-premium/)

School  
Improvement  
Plan Target-  
Personal  
Development

***‘Develop children’s understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for children to be active during the school day and through extra-curricular activities.’***

# Telford & Wrekin School Sports Partnership (T&W SSP)

The school uses its Sport Premium to achieve self-sustaining improvement in the quality of PE and sport.

The school is part of the Telford & Wrekin Sports Partnership [The Telford Langley School - Telford & Wrekin School Sports Partnership](#) as part of the Youth Sports Trust, Energize Active Partnership and community sports providers they are responsible for:

- advice to ensure we utilise our sport premium funding effectively.
- planning and delivering of an annual CPD programme.
- curriculum advice.
- sustainable school-club links to enhance the provision of after school sports clubs.
- a sustainable and inclusive annual calendar of Inter and Intra School Games competitions as part of the Government's School Games and Change 4 Life strategies across the district.





# Sports Premium Grant

[Wrockwardine Wood Infant School and Nursery \(skillsfunding.service.gov.uk\) 2023-2024](https://skillsfunding.service.gov.uk)

[PE and sport premium for primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[PE and sport premium for primary schools - GOV.UK \(www.gov.uk\) guidance](https://www.gov.uk)


# Sports Premium Grant

Funding

First instalment (October 2024)	£9,998.33
Second instalment (April 2025)	£7,141.67
Total amount of funding for 2024-25 to be spent and reported by 31 July 2025	£17,140

# Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

% of total allocation

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>To provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across school</p>	<p>Purchase the Get Set 4 PE framework and provide staff with training. Subject leader to create long term curriculum map from nursery to year 2 building on key knowledge and skills.</p> <p>Subject leader to support ECT's through team teaching and planning</p> <p>ECT to access CPD training provided by the school's sport partnership.</p> <p>Current subject leader to coach and support new subject leader</p> <p>Subject leader to attend PE conference and to disseminate to staff.</p>	<p>£340</p>	<p>What impact has the increased confidence, knowledge and skills of staff funded by the PE and Sport Premium had on the quality of teaching?</p> <p>-x</p>	<p>What resource is needed to sustain or embed this? What is in place to continue to support good and outstanding teaching beyond the premium? What is in place to support the continued extra-curricular offer? What is in place to sustain delivery and impact?</p>
	<p>Subject leader to monitor the delivery of PE lessons and review the content of the curriculum map.</p>		<p>Are all teachers able to confidently plan, teach and assess National Curriculum PE?</p>	 <p><b>PHYSICAL LITERACY</b></p> <p>CONFIDENCE AND COMPETENCE</p> <p>VARIETY OF MOVEMENT SKILLS</p> <p>HEALTHY ACTIVE CHOICES</p> <p>PHYSICAL LITERACY IS THE ABILITY TO MOVE YOUR BODY CONFIDENTLY DURING PHYSICAL ACTIVITY, MAKE HEALTHY LIFESTYLE CHOICES AND PERFORM A VARIETY OF SKILLS AT SCHOOL, HOME AND IN THE COMMUNITY</p> <p>WIDE RANGE OF PHYSICAL ACTIVITIES</p> <p>AT SCHOOL, HOME AND IN THE COMMUNITY</p> <p>PHYSICAL LITERACY IN PE</p>
	<p>Subject leader to plan and deliver further CPD to embed staff knowledge of physical literacy and to ensure this is being promoted through the school's curriculum offer</p>		<p>How are staff promoting the concept of physical literacy, ensuring a positive experience for pupils?</p>	
	<p>Subject leader to continue to moderate pupil profiles with staff to ensure judgments are accurate ARE <i>Evidence Me</i> and review new assessment opportunities within get set for PE.</p>		<p>What impact has this had on assessment? Has children's attainment improved?</p>	
	<p>PE and playground equipment audit to ensure staff and children have access to high quality resources Equipment Safety Checks &amp; repairs</p>		<p>How have the resources impacted on teaching and learning outcomes and breaktimes?</p>	

Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport			% of total allocation
Intent	Implementation		Impact
<p>To provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across school</p> <p><a href="#">The Telford Langley School - Telford &amp; Wrekin School Sports Partnership</a></p>	SSCo to provide needs based support for the PE curriculum and school sport including CPD opportunities for teaching staff.	<p>£1124 KS1 T&amp;WSSP</p> <p>EYFS Healthy Movers homeschool back packs</p>	<p><b>Coaching</b> Is the sports coaching at school built on the principles of physical literacy to ensures a positive experience for all children?</p>
	PE Coordinator meetings each term to share current PE guidance, CPD and good practise		Does sports coaching improve physical, technical, tactical and mental understanding of a range of sports?
	PE		
	Develop sporting opportunities for children by sharing knowledge, skills and resources.		Does sports coaching in school enhance participation pathways for pupils into local community clubs?
	Playground Pals Leadership Training for KS1		Does sports coaching develop wider life skills which build on from PE lessons e.g. communication, teamwork, fair play and leadership?
			<p><b>Sustainability and suggested next steps:</b></p> <p>What resource is needed to sustain or embed this? What is in place to continue to support good and outstanding teaching beyond the premium? What is in place to support the continued extra-curricular offer? What is in place to sustain delivery and impact?</p>



## Key Indicator 2: The engagement of all pupils in regular physical activity

% of total allocation

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>To embed physical activity into the school day through encouraging active travel to and from school, active breaktimes and holding active lessons and teaching.</p> <p><a href="https://www.activesuperstars.co.uk/Ho-w-to-Run-a-Successful-Breakfast-Club-.html">https://www.activesuperstars.co.uk/Ho-w-to-Run-a-Successful-Breakfast-Club-.html</a></p>	<p>Calm Brain staff CPD so it is being used consistently to support self-regulation Super Movers (Literacy/Maths) <a href="#">Super Movers - BBC Teach</a></p>		<p>How does increased physical activity in the curriculum impact on children's concentration?</p>	<p>What is in place to sustain and embed delivery/impact? What is the impact on whole school priorities?</p> <div data-bbox="2058 496 2349 773" data-label="Image"> </div> <div data-bbox="2084 896 2440 1068" data-label="Image"> </div>
	<p><b>Rock Before Breakfast</b> club training including CD and activity cards</p>		<p>How does increased physical activity in breakfast club impact on children's readiness for learning?</p>	
	<p>Children and adults sustain 'walk to wellbeing' each lunchtime. Lunchtime Supervisors to lead.</p>		<p>How has the daily mile impacted on children's physical fitness and competitiveness?</p>	
	<p>Travel Telford:</p> <ul style="list-style-type: none"> <li>• Big Walk and Wheel (March)</li> <li>• Walk to School Walk (June)</li> <li>• Y2 Learn to Ride (May)</li> <li>• Road Safety</li> </ul> <p>Walk to school outreach Challenge (WOW). Children log their daily journeys to school on the WOW travel tracker to earn monthly badges. <a href="http://www.livingstreets.org.uk/freewow">www.livingstreets.org.uk/freewow</a></p>		<p>How have the Travel Telford initiatives impacted on children's physical development and fitness?</p>	
	<p>Continue to embed the Happy Lunchtime Award principles and actions e.g. new staff training</p>		<p>How has increased confidence of lunchtime supervisors impacted on children's physical fitness and behaviour?</p>	
	<p>To provide after school sporting opportunities to with professional coaches and subject leader. <a href="https://www.crossbarcoaching.com/">https://www.crossbarcoaching.com/</a> Passmasters.</p>		<p>How have the after-school clubs impacting on children's motivation, confidence, physical development and fitness?</p>	
	<p>Access cool kids training to enable a member of staff to deliver this movement programme to a group of identified children.</p>		<p>How have gross motor skills of these children improved following the intervention?</p>	



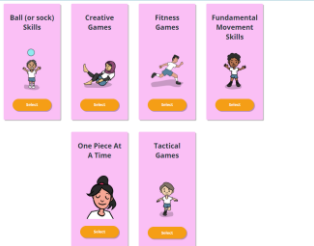

### Key Indicator 3: The profile of PE and Sport being raised across the school as a tool for whole school improvement

% of total allocation

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Align PE and sport with whole-school priorities, embedding the subject to influence culture and ethos and ensure sustainable impact</p> <p><a href="#">Course information and downloads</a>  <a href="#">Information - Arthog Outreach</a>  <a href="#">(telford.gov.uk)</a></p> <p><a href="#">Healthy Movers Home Pack - Youth Sport Trust</a></p> 	<p>Subject leader to refine cross curricular planning links including educational visits geography, D&amp;T RSHE, maths. These are embedded within the Get Set 4PE curriculum.</p>		<p>Is PE teaching good or outstanding and good practice shared across other curriculum areas?</p>	<p>What impact has the raised profile of PE and sport interventions funded by the PE and Sport Premium had on whole-school improvement? E.g. personal development (physical skills, thinking skills, social skills and personal skills).</p> <p>What attainment and achievement, behaviour and attendance impact have you collected evidence for? What resource is needed to sustain or embed this? What is in place to retain staff beyond the premium? What is in place to sustain delivery/impact? Is PE and school sport visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p><a href="https://www.gov.uk/government/publications/health-y-schools-rating-scheme">https://www.gov.uk/government/publications/health-y-schools-rating-scheme</a></p> 
	<p>Staff to continue to build Learning Powers through the PE curriculum</p> <ul style="list-style-type: none"> <li>✓ Resilience</li> <li>✓ Team Work</li> <li>✓ Resourceful</li> <li>✓ Reflective</li> </ul>		<p>Does your PE teaching enable the development of life skills that are transferred to other curriculum areas, wider school and beyond?</p>	
	<p>Subject Leader to access Forest school training and research the opportunities for educational visits for each year group.  <a href="#">Wrekin Forest School</a></p>		<p>Does your PE curriculum and enrichment offer plan for and deliver against personal development outcomes?</p>	
	<p><a href="#">Health and Wellbeing Toolkit - Telford &amp; Wrekin Council</a> to improve children's emotional health and well being.</p> <p>Healthy Schools Rating Scheme (Energize)</p>		<p>Do you have external recognition for PE and the impact it has on the schools priorities, values and ethos?</p>	
	<p>To improve children's concentration, gross and fine motor skills</p> <ul style="list-style-type: none"> <li>✓ Healthy Movers resources (15 Packs)</li> <li>✓ Dough Disco (10 packs)</li> <li>✓ Cool Kids resources planning</li> </ul>		<p>Does your PE teaching aid fine and gross motor skill development?</p>	

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

% of total allocation

Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Provide targeted activities or support to involve and encourage the least active children</p>	<p>Signpost families to local initiatives e.g. Tennis lessons Swimming lessons</p> <p><a href="https://10by10.telford.gov.uk/">https://10by10.telford.gov.uk/</a></p> <p>Signpost families to access Get Set 4 PE Active families which are physical that they can compete are home</p> <p><a href="http://getset4education.co.uk">Get Set 4 PE - Resource Bank (getset4education.co.uk)</a></p>	<p><b>PE</b> Are the sports and activities within the curriculum broad and balanced e.g. individual and team activities; gymnastics, dance, swimming, athletics and games (net and wall, striking and fielding, target and invasion)?</p>	<p>What has been the impact of ALL pupils accessing a broader range of sports? E.g. increased confidence, improved wellbeing.</p> <p>What resource is needed to sustain or embed this? What is in place to retain staff or opportunities beyond the premium? What is in place to sustain delivery/impact?</p>
	<p>Staff monitoring/CPD to ensure staff are follow the PE lessons where children have opportunities to compete with others and themselves. These opportunities are embedded with the Get Set 4 PE lessons.</p>	<p>Are children encouraged to be independent, to coach and officiate their peers?</p>	
	<p>Staff to access Classroom PE and Active Blast activities on the Get Set 4 PE website during wet playtimes.</p> <p>Training for playground leaders to support their peers</p>	<p><b>Physical Activity</b> Are pupils offered an exciting, varied and new range of activities Beyond the PE National Curriculum e.g. yoga, skipping, relay games, creative games.</p> <p>Are children encouraged to be playground leaders?</p>	
	<p>T&amp;W SSP to deliver CPD to introduce new games</p> <p>Ambassadors Board to promote clubs and celebrate sporting achievements</p>	<p><b>Sport</b> Are pupils participating in modified and National Governing Body recognised versions of sports that are stage and age appropriate e.g. small sided versions and adapted versions of games such as High 5 netball</p>	

# Key Indicator 5: Increased participation in competitive sport

% of total allocation

Intent	Implementation		Impact	Sustainability and suggested next steps:
<p>Increase the opportunities for competitive sport based on the 5 principles of high quality competition</p> <p><a href="#">School-Games-Principles Amended.pdf</a> (<a href="#">yourschoolgames.com</a>)</p> <div data-bbox="117 649 461 1049" style="border: 1px solid black; padding: 5px;"> <p><b>PRINCIPLES OF COMPETITION</b></p> <ol style="list-style-type: none"> <li><b>1</b> The young person's motivation, competence and confidence are at the centre of the competition.</li> <li><b>2</b> The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result).</li> <li><b>3</b> Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition.</li> <li><b>4</b> The environment is safe and creates opportunities to learn and maximise social development.</li> <li><b>5</b> The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</li> </ol> </div>	<p>Inter school sports KS1 festivals provided by TWSSP:</p> <ul style="list-style-type: none"> <li>• Dance (Engage)</li> <li>• Athletics (Engage)</li> <li>• Indoor Kwik Cricket (Compete)</li> <li>• Tennis (Inspire)</li> <li>• Team challenge (Inspire)</li> <li>• Football (Engage)</li> <li>• Multi skills (Inspire)</li> <li>• Arthog Challenge (Inspire)</li> <li>• Cricket (Engage)</li> </ul> <p>Transport to competition venues</p>	<p>£125</p>	<p><b>School Games Principles</b></p> <ol style="list-style-type: none"> <li>1) Are the young person's motivation, competence and confidence at the centre of the competition?</li> <li>2) Is the focus on the process rather than the outcome?</li> <li>3) Are volunteers, leaders and officials appropriately trained and display behaviours reflective of the nature of the competition?</li> <li>4) Is the environment safe and does it create opportunities to learn and maximise social development?</li> <li>5) Do the facilities and the environments that are created for the competition reflect the motivations, competence and confidence of the young people and format of the competition?</li> </ol>	<p>What has been the impact of ALL pupils accessing a greater number of competitive sport opportunities? E.g increased resilience, raised confidence, higher attendance. How do you know?</p> <p>What resource is needed to sustain or embed this? How do you know?</p> <p>What is in place to retain opportunities to compete beyond the premium?</p> <p>What is in place to sustain delivery/impact?</p>
<p>Inspire- Least active children Engage- Semi sporty children Compete- Most active children</p>	<p>Competitive activity within PE lessons- Subject leader lesson monitoring</p>			
	<p>Playground leaders and lunchtime supervisors encourage competitive with self beat your best time e.g. skips in one minute –playground leaders Subject leader monitoring</p>			
	<p>Planning and organisation, resources 'Fun Sports Day'</p>			
	<p>Planning and organisation Visits and visitors National Schools Sports Week</p>			



## Signed off by

Head Teacher: Jenny Gascoigne

Subject Leader: Victoria Bilton/Hayley  
McNamee

Governor: Gill Stubbs

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Date: September 2024

## Key Indicator 1 resources

[How To Spend your PE Premium Effectively | Early Years Resources colin sports trust article.pdf \(youthsporttrust.org\)](#)  
[Top 10 tips for parents to get your kids physically active this half term - Youth Sport Trust](#)  
[My Personal Best - Youth Sport Trust yst-membership-2022-23-cpd.pdf \(youthsporttrust.org\)](#)  
[Inclusion 2024 Inclusive PE hub \(activityalliance.org.uk\)](#)  
[Complete PE | An Interactive Physical Education Resource](#)

## Key Indicator 3 resources

[yst\\_curriculum\\_blueprint\\_2022\\_05\\_001.pdf \(youthsporttrust.org\)](#)  
[My Personal Best - Youth Sport Trust](#)  
[yst-membership-2022-23-cpd.pdf \(youthsporttrust.org\)](#)

## Key Indicator 5 resources

[Your School Games - Register](#)  
[YST Positive Experiences of Competition school and teacher toolkit Feb 2021.pdf \(yourschoolgames.com\)](#)  
[Your School Games - School Games Mark](#)

## Key Indicator 2 resources

[Active Recovery Curriculum - Youth Sport](#)  
[TrustActive Recovery Hub - Youth Sport](#)  
[TrustActive School Planner](#)

## Key Indicator 4 resources

[Inclusion 2024 Inclusive PE hub \(activityalliance.org.uk\)](#)  
[Active Recovery Hub - Youth Sport Trust](#)  
<https://www.youthsporttrust.org/resources/character-and-leadership/leadership-framework>

# Sports Premium Grant

## Swimming Data

<b>Meeting national curriculum requirements for swimming and water safety.</b>	N/A
<b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>	%
<b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>	%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	%
<b>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?</b>	Yes/No