

Sports Premium September 2024 – July 2025

What is Sport Premium and what are the spending conditions?

All children and young people should live healthy active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The PE and sport Premium funding can help primary schools to achieve this aim. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide,

Ofsted's new Inspection Framework, which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

Schools must use the funding to make additional and sustainable improvements to the quality of their physical education (PE), physical activity and sport.

Schools should use the premium to:

- Develop or add to the PE, physical activity and sport that your school provides
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools should use the premium to secure improvements in the following 5 key indicators.

Engagement of all pupils in regular physical activity (at least 30 minutes of physical activity in school), for example by:

- Providing targeted activities or support to involve and encourage the least active children
- Encouraging active play during break times and lunchtimes
- Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- Adopting an active mile initiative
- Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- Encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- Embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- Hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

Broader experience of a range of sports and activities offered to all pupils, for example by:

- Introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- Partnering with other schools to run sport activities and clubs
- Providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

Increased participation in competitive sport, for example by:

- Increasing pupils' participation in the School Games
- Organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

How funding is calculated

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Using data from the January Pupil Census. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Total amount allocated for 2024/25. To be spent and reported on by 31st July 2025.	Total of £21,370
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Swimming at Grimsdyke School

Since 1994, swimming and water safety has been a statutory element of the national curriculum for physical education in England. This means that every 11-year old child should leave primary school with the basic skills and ability to swim competently and be able to keep themselves safe.

Each pupil is required to be able to do the following:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Perform safe self-rescue in different water based situations.
- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Here are the outcomes in swimming for our current year 6 cohort (2024 – 2025):

Meeting national curriculum requirements for swimming and water safety	
Percentage of our current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres?	77%
Percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
Percentage of our current Year 6 cohort who can perform safe self-rescue in different water-based situations?	80%
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?	No

Academic Year:

Academic Year September 2024 – July 2025

Total allocated:

£21,370

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

- E.g.:
- providing targeted activities or support to involve and encourage the least active children
 - encouraging active play during break times and lunchtimes
 - establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
 - adopting an active mile initiative
 - raising attainment in primary school swimming to meet requirements of the national curriculum before the end of KS2 - every child should leave primary school able to swim

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To create a positive, engaging, and inclusive playtime experience for all pupils by promoting active play, social interaction, and physical development through the provision of a wide range of structured and unstructured playground resources.</p>	<p>To audit the resources and equipment the school currently has. Remove unsafe items and replenish.</p> <p>Consulted with pupils to identify preferred games and equipment to increase ownership, enjoyment, and participation.</p> <p>Delivered staff training (through external provider) focused on promoting positive lunchtimes, improving pupil engagement, and reducing behaviour issues through purposeful and active play.</p> <p>Purchase or replacement of equipment.</p> <p>Reorganising of equipment so play equipment is available for break/ lunch times.</p> <p>Introduced initiatives such as “Craze of the Week” and lunchtime activity clubs to further boost engagement and activity levels.</p>	<p>£2049.10</p>	<p>The replenished and new equipment has had a substantial impact on the overall lunchtime experience. Children now have access to a broader variety of play options that encourage them to be physically active, whether through structured games, individual play, or cooperative activities. The availability of diverse equipment has resulted in children of varying interests and abilities find something that engages them. It has also promoted social bonding, teamwork, and communication as children collaborate in games and activities.</p> <p>Reduction in behavioural incidents during lunchtimes due to more structured and meaningful activity options.</p>	<p>This investment is sustainable, as the equipment purchased is durable and designed for long-term use. It will continue to support active playtimes and lunchtime experiences for future students, with replenishment only needed when items become worn or if more equipment is required due to increased participation.</p> <p>The school has systems in place to maintain and rotate equipment and to embed active play as a lasting part of the school culture.</p>

<p>To promote physical activity and improve the quality of structured play and sports by creating clearly defined spaces for structured play and sports in the playground.</p>	<p>Re-painting playground markings to enhance active play at playtimes and lunchtimes – netball court, football court and agility trail across both the KS1 and KS2 playground.</p> <p>Accurate sizing of netball court to allow for inter and intra competitions to be held at school and allow for accurate teaching of rules and positions played in relation to an accurate sized netball court.</p> <p>Decide which sports and activities will benefit from the playground markings (football, basketball, athletics, etc.). Consider student needs, interests, and space availability.</p> <p>Three quotes received from three different companies for both the infant and junior playground – netball, football and active games using floor spaces in both playgrounds.</p>	<p>£4238.29</p>	<p>Enhanced teaching as accurate court dimensions (e.g. netball) support effective delivery of PE curriculum, with correct positioning and rule application.</p> <p>Clear markings have encouraged more students to engage in structured, inclusive play during breaks and lunchtimes.</p> <p>The agility trail has been useful for our play leaders to initiate games with those who struggle to make friends and get those less active to be involved in games.</p> <p>Designated zones have helped us to promote purposeful, active play and reduce unstructured or unsafe behaviour.</p>	<p>Ongoing Use: The markings can be used throughout the school year, both during PE lessons, break time and lunchtimes ensuring continual benefits.</p>
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Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

E.g.:

- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as ‘sports leader’ or peer-mentoring schemes)
- embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To ensure the PE curriculum is fully resourced, enabling high-quality teaching and learning by providing staff with the equipment they need to teach student to learn and develop, practise and master physical skills.</p>	<p>Audit PE resources and equipment and purchase resources to support the curriculum. Replenishment throughout the year. Replace missing or faulty equipment</p>	<p>£4170.21</p>	<p>Teachers are now better equipped to deliver inclusive and engaging PE lessons, with sufficient resources for all pupils to participate actively.</p> <p>The inclusive equipment has supported pupils with SEND to take</p>	<p>The purchased equipment is designed for long-term use across multiple school years. The equipment will only need replacing when it becomes worn out or when additional resources are</p>

<p>To ensure that the PE curriculum is fully resourced and inclusive, enabling high-quality teaching and learning for all pupils. This includes targeted support for pupils with SEND, ensuring equal access to physical activity and skill development.</p>	<p>To ensure teachers and children have access to all the equipment that they require to progress and master their skills in P.E.</p> <p>Introduced adaptive resources to support pupils with SEND, promoting inclusion and adapt activities.</p> <p>Ongoing communication between the PE team and teaching staff ensures that equipment needs are identified promptly and addressed as required.</p>		<p>part in lessons more confidently, with activities adapted to suit their physical development needs.</p> <p>Pupils across the school benefit from access to a wider variety of equipment, which enhances their physical literacy and enjoyment of PE.</p>	<p>required due to increased student numbers.</p> <p>Continue to audit equipment and replenish to ensure good quality resources to deliver the curriculum.</p>
<p>To provide an inclusive, engaging, and competitive whole-school sporting event that enriches the PE curriculum and promotes physical activity, teamwork, leadership, and community involvement.</p>	<p>Whole-school Sports Day organised, with leadership support from pupil Sports Captains, who helped to coordinate and run events across both KS1 and KS2.</p> <p>Sports Day activities to provide meaningful competitive experiences for all pupils.</p> <p>Promote teamwork and cooperation through house point contributions</p> <p>Encourage leadership, responsibility, and sportsmanship across our pupil leadership groups.</p> <p>Enable younger pupils to experience friendly competition, while older pupils engaged with more tactical, skill-based events</p> <p>Parental engagement was encouraged through open invitations to attend and support, building positive relationships between home and school around physical activity.</p>	<p>£736.42</p>	<p>Enhanced pupil engagement in physical activity through a fun, inclusive and celebratory event.</p> <p>Provided a platform for leadership development, with older pupils taking on active organisational roles.</p> <p>Supported curriculum enrichment by introducing pupils to a broad range of physical challenges, such as sack races, egg and spoon relays, and target games.</p> <p>Offered competitive opportunities across all key stages, aligned with the aims of the PE National Curriculum.</p> <p>Fostered a sense of belonging and teamwork through house-based point scoring and events.</p>	<p>Equipment purchased is reusable and stored for use in future Sports Days and other whole-school events.</p>

	Resources Purchased to Support Delivery, included age-appropriate and inclusive equipment to enable a wide range of activities.			
To promote pupil leadership in sport and physical activity by establishing clear roles and responsibilities amongst pupils	Sports captains, play leaders and prefect applied based on training they have received in previous years. Purchased leadership badges to formally recognise roles such as House Captains and Sports Prefects. Held assemblies and meetings to clarify roles and expectations, using badges to visibly identify leaders during PE lessons, events, and intra-school competitions.	£498.73	Increased pupil motivation and pride in leadership roles, with leaders acting as positive role models during PE and sporting events. Greater pupil involvement in planning and leading playground activities, house competitions, and school games. Enhanced sense of responsibility and teamwork. Strengthened pupil voice in shaping the PE and sport offer, with feedback from leaders informing future planning.	Would need to consider again next year to have similar impact next year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

e.g.:

- providing 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 your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To enhance students' confidence, coordination, and core physical skills through specialist gymnastics provision across Years 1 to 6, while also supporting staff CPD in safe and effective gymnastics instruction.	Specialist coaching to delivery gymnastic sessions for student in Year 1 to Year 6. All classes from year 1 to year 6 receive 6 gymnastics lessons in a year and take part in gymnastic lessons with specialist coaches. Teachers to attend and observe all sessions alongside pupils to support professional development, including:	£4563.00	Impact on Pupils: Increased confidence and engagement across all year groups. Teachers have noticed improved coordination, flexibility, strength, self-esteem, confidence and social interactions and team work amongst pupils in all other year groups.	Continue with PT coaching. Teachers observe all lessons as part of CPD as a result have increased confidence in teaching of gymnastics and skill development in years 1 to 6. This has also allowed staff to gain a better understanding of how to manage healthy,

	<p>Health and safety in gymnastics Progressive skill teaching Effective use of space and apparatus Supporting pupil engagement and inclusion</p>		<p>Children build on key gymnastics skills year by year, supporting clear progression in physical development.</p> <p>Impact on Staff (CPD): Improved teacher confidence and knowledge in delivering gymnastics.</p> <p>Teachers better equipped to support pupils in developing safe and effective technique.</p> <p>CPD opportunities ensure sustainability of high-quality gymnastics beyond the period of external coaching.</p>	<p>safety and risk when teaching gymnastics.</p> <p>Ongoing staff development enables continued delivery of gymnastics by school staff in the future.</p> <p>Specialist provision continues to raise standards in PE, embedding core movement skills across the curriculum.</p>
<p>To ensure all pupils receive high-quality, progressive PE lessons in line with the National Curriculum, by equipping staff with comprehensive planning tools, training resources, and assessment systems.</p>	<p>Purchased a Complete PE subscription to support the delivery of high-quality, consistent PE lessons across all year groups.</p> <p>Complete PE gives staff access to: interactive videos, differentiation learning cards, curriculum plans with development of skills across the school, curriculum mapping builder, use of assessment tools and lesson resources, subject leader resources.</p> <p>Ongoing whole school PE support (through staff meetings, webinars and support/guidance). Bespoke 1-1 subject leader, maintenance and admin support.</p>	<p>£210.00</p>	<p>Staff are more confident in delivering high quality PE sessions and in turn are able to enthuse children in understanding the role of movement in the development of their own physical literacy, fitness and wellbeing.</p> <p>Complete PE has provided staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils.</p> <p>Assessments in PE are linked to this resource, so that teachers can track children’s knowledge and understanding.</p>	<p>Teachers continue to develop subject knowledge and pedagogical approaches through access to high-quality training materials and ongoing support.</p> <p>The subject leader has access to curriculum mapping and strategic development tools, ensuring long-term alignment with school PE priorities.</p> <p>The system supports consistent and sustainable delivery of high-quality PE across the whole school.</p>

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

e.g.:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To broaden pupils' exposure to a wider range of sports by providing opportunities to participate in javelin and archery, developing new physical skills and promoting engagement through alternative, inclusive activities.	<p>Purchased high-quality, age-appropriate equipment to introduce javelin and archery into PE and extracurricular sessions:</p> <p>These sports were introduced as part of the school's commitment to expanding the PE curriculum and engaging a broader range of pupils, particularly those who may not typically take part in mainstream sports like football or netball.</p>	£1873.79	<p>Pupils have had the opportunity to explore new, non-traditional sports, sparking interest.</p> <p>Built confidence in pupils less engaged with team sports</p> <p>The activities were especially effective in promoting inclusive participation, appealing to a diverse range of abilities and interests.</p>	Equipment is durable and reusable, ensuring long-term use in both curriculum PE and extracurricular clubs.
To increase participation in physical activity by offering engaging indoor sports and team games during lunchtime, particularly aimed at pupils who are less confident or less engaged in traditional outdoor sports.	<p>Established a lunchtime indoor sports club focused on inclusive, low-barrier entry games.</p> <p>Purchased specialist equipment to facilitate a variety of accessible, non-traditional sports, including Bowling, New Age Bowls and Kurling.</p> <p>Games selected for their accessibility, safety, and ability to promote teamwork, hand-eye coordination, and enjoyment regardless of skill level.</p>	£378.18	<p>Increased participation from pupils who are less confident in traditional sports, including those with SEND and lower levels of physical engagement.</p> <p>Pupils have been exposed to new sports in a supportive environment, helping to build confidence, coordination, and social skills.</p> <p>Promoted teamwork and inclusion, contributing to a positive school ethos around physical activity and play.</p>	<p>All equipment is reusable and suitable for indoor spaces, ensuring ongoing use throughout the year.</p> <p>Club can continue to run regularly without further significant cost, providing a lasting benefit for pupils across year groups.</p>

Key indicator 5: Increased participation in competitive sport

e.g.:

- increasing and actively encouraging pupils' participation in the School Games
- organising more sport competitions or tournaments within the school
- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To raise the profile of PE with the school and allow children to participate in a broad range of sports activities through organised inter and intra school competitions.	<p>The school is part of the Harrow Schools' Sports Partnership and buy into the PE and Sport package which provides:</p> <ul style="list-style-type: none"> • Membership of the Youth Sport Trust (YST) • Access competitions and health & wellbeing programmes • CPD Programme • PE leads termly forums/ Annual conference/ INSET 6 per year-- including use of external experts'/Club links / Termly planning sessions / support (including the Schools' Games Mark) / School Games Organiser support/ Fit4Life Harrow Programme / Representation on the Harrow Education Partnership Board (HEPB) • Use of the HSSP website 	£1500.00	<p>Participation in enter competitions run by the Borough. The number of competitions the school has participated in has allowed for a larger group of children to participate in a range of sporting competitions.</p> <p>PE Curriculum leads have attended CPD courses and training run by the trust.</p>	<p>Continue to buy into this in the future.</p> <p>Continue to encourage the school to take part in inter-school competitions.</p> <p>Develop more intra-school competitions throughout the school year.</p> <p>Continue to take part in leagues.</p>
To enhance pupils' access to netball training and competitive opportunities by providing appropriate equipment to support both curriculum and extracurricular provision.	<p>Purchased netball posts to support a morning netball club focused on developing shooting, positioning, and tactical play.</p> <p>This has also allowed for students to participate in intra and inter-school competitions and the school's ability to host competitive fixtures on-site.</p> <p>Equipment used across both PE lessons and extracurricular sessions to reinforce strategic understanding and skill acquisition.</p>	£312.00	<p>Pupils have developed a better grasp of netball rules, positions, and team strategies through structured training using appropriate equipment.</p> <p>Regular access to goal posts has enabled pupils to practise shooting techniques, improving their confidence and accuracy in game situations.</p>	<p>Equipment is durable and reusable year-on-year, providing ongoing value without the need for annual replacement.</p> <p>Supports long-term development of netball as a key sport within the school's extracurricular and competitive programme.</p>

			<p>Use of netball posts has supported team and pitch organisation and positional awareness, making both PE and club sessions more engaging and effective.</p> <p>The school is now better equipped to host and participate in competitive events, broadening pupils' experiences and promoting sportsmanship.</p>	
<p>To promote equality in sport by increasing access to football for girls through the provision of dedicated equipment and extracurricular opportunities, encouraging participation and enabling competitive play.</p>	<p>Equipment purchased to support the launch and sustainability of an after-school girls' football club.</p> <p>Resources funded include footballs, bibs, cones, and other training equipment essential for running effective, engaging sessions.</p> <p>Club delivered by the school's sports coach with a focus on developing basic football skills, teamwork, and confidence.</p> <p>Pupils also given opportunities to take part in intra- and inter-school competitions.</p>	£691.48	<p>Significant increase in girls' participation in football clubs and related competitions.</p> <p>Pupils have reported greater enjoyment for football, with many pursuing it further through structured training and matches.</p> <p>The club has helped promote inclusivity, giving girls access to opportunities to participate in this sport. historically although open to both boys and girls the uptake has been low.</p> <p>Participation in competitive fixtures has improved pupils' confidence, teamwork, and resilience.</p>	<p>Equipment is reusable and durable, supporting the continuation of the club in future academic years without the need for repeated expenditure.</p> <p>Establishes a long-term commitment to gender equality in school sport, building a more inclusive sporting culture.</p>
<p>To develop pupils' understanding of competition, sportsmanship, and personal achievement and recognition in physical activity.</p>	<p>Organised and delivered a whole-school Mini Marathon event, ensuring all pupils had the opportunity to participate at their own level.</p> <p>Purchased medals and pin badges to celebrate effort and achievement.</p>	£150	<p>Increase in pupils' understanding of competition and the importance of striving for personal goals in a supportive environment.</p> <p>High levels of enjoyment reported by parents and students.</p>	<p>School to look into possibly entering mini-marathon ballot in London next year or to run a similar marathon event again next year due to its success.</p>

	<p>Promoted the values of healthy competition, resilience, and personal bests through assemblies and class discussions before and after the event.</p>			
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For more information, please refer to the Government website: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

LEARNING AND ACHIEVING TOGETHER

