

Shakespeare Sport Premium 24-25

Review of last year's spends – the allocation for this year was £21,430

Activity/Action	Impact	Comments
To offer a broader experience of a range of sports and activities to all pupils	We ran 25 afterschool clubs per week, allowing approximately 350+ pupils to take part in additional physical activity, choosing from a variety of different sports.	This year we ran our first ever tag rugby club for both girls and boys and are in discussion with Leeds Rhinos about partnering with them for this academic year.
To increase participation in competitive sport (continuing to be regular participants at NE Partnership events) and celebrating sporting achievements to encourage further participation and successes To maintain the Platinum award from the Youth Sports Trust and School Games Mark and look to improve the stability of this accreditation	We achieved our consecutive Platinum School Games award last year for our high level of participation in events and competitions. We took part in four football leagues within the city (U9, U10, U11 and girls), winning both the U11 and girls. For the second year running, we took part in the Leeds U11 Netball League, coming 1 st and our girls and boys table tennis teams were West Yorkshire Champions. We also won the Leeds Tag Rugby and Y4 Skipping qualifiers.	We have begun to reach out to other local primary schools with the aim of creating more opportunities for both friendly and competitive play. Working alongside PingPong4U, we have begun to promote table tennis as a sport and more schools in the surrounding area have started to play allowing for further pathways, particularly at secondary school. This year there will also be a greater focus on Sports Hall Athletics. We also hope to promote local clubs and physical activity outside of school to encourage participation and develop positive attitudes to physical activity.



<p>To provide more inclusive sporting opportunities so all children can develop their passion for sport</p>	<p>We took part in 3 inclusive events last year – including sports hall athletics and multiskills which our SEND children attended.</p>	
<p>To increase the number of children able to swim at least 25m by the end of Year Six</p>	<p>We are working closely with Leeds Well Schools and other local bodies to devise a new swimming curriculum. We have started to communicate with parents the importance of these vital life skills, which has taken place through Parent Voice sessions and sharing vouchers for local swimming pools.</p>	<p>This continues to be a target for 2025-26.</p>
<p>To develop Sports Ambassador roles and improve leadership opportunities for children who show a keen interest in promoting sport across school</p>	<p>Sports Ambassadors attended two LWSP youth voice events where they were able to share their thoughts and opinions on what improvements could be made city-wide with regards to physical activity and PE. They also spoke frequently in assembly to promote a love for movement.</p>	<p>This year our Sports Ambassadors will be leading on more whole school/key phase active challenges, starting in the Autumn term.</p>
<p>To promote healthy and active lifestyles, targeting inactivity across the school and continuing to developing strategies to tackle it (such as active break and lunchtimes)</p>	<p>We continued to promote active lunchtimes: DAZL Dance on Mondays, PingPong4U on Mondays, Wednesdays and Fridays and the use of MUGA's with football during break. We have also introduced basketball on Fridays as a result of pupil voice. Each key stage has a complete box of skipping ropes.</p> <p>A report of who is attending extra-curricular clubs and who isn't was</p>	<p>This year, we will be launching more whole school active challenges (see above) to try and get children moving more often and to develop physical literacy.</p>

	produced to identify our least active pupils and engage them in physical activity.	
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<p>To close the gender and SEND gap, which sees girls and children with SEND much less likely to participate in school sport – continuing our work with the girl's football team</p>	<p>We continue to promote a <i>This Girl Can</i> attitude across school with sport available at break and lunch time which they are encouraged to join in with. A girls only day playing football on the MUGA takes place once a week and Girls Football Club on a Thursday. Last year, our girls football team won the league for the second time. We continue to have more SEN children attending after-school clubs than ever before.</p>	<p>We are proud of the engagement of girls and SEND in sport at our school but continue to address the barriers to all children taking part.</p>
<p>Review and assess the impact and success of Get Set 4 PE</p> <p>To increase the confidence, knowledge and skills of all staff in teaching PE and Sport</p>	<p>Resources available with the subscription have aided the delivery target areas, such as OAA and gymnastics. Additional teaching resources and model videos have been a huge help with lesson design and modelling, supporting the subject of those teachers who are less confident.</p>	<p>We continue to focus on delivering high-quality PE lessons to all pupils. This year the aim is to ensure teaching is inclusive of all learners, adapted to meet their needs and with the aim of building physical literacy and children being confident and competent with their fundamental skills.</p>

Targets for 2025-26

Objective	What are we going to do?	How are we going to do it?
<p>To ensure the needs of all learners are met within PE lessons</p> <p>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key Indicator 4: The engagement of all pupils in regular physical activity.</p>	<p>Equip teachers with planning and subject knowledge to ensure progression.</p> <p>To ensure that teachers are aware of the ways in which lessons can be adapted within a PE lesson.</p> <p>The scheme of learning should be used as a tool to inform teaching but there should still be ongoing assessment within lessons before progressing. Teachers must check prior learning when starting a new unit and the development of fundamental movement skills is paramount.</p>	<p>CPD/training for staff on using the STEP (space, task, equipment and people) principle to differentiate in PE.</p> <p>Promote frequent formative assessment of children's fundamental skills: balancing, running, throwing, catching etc.</p>
<p>To improve the number of children who can swim 25m by the end of Y6</p> <p>Compared nationally, our school swimming data is low.</p>	<p>Continue to work with the Leeds Well Schools partnership and others involved in developing a stronger swimming curriculum which can support children in developing this life skill.</p> <p>Organise top up sessions during the summer term for Y6 pupils who have not yet achieved the standard.</p>	<p>Teachers who attend the swimming sessions to be well-informed of what the curriculum is and how they can best support children whilst there.</p> <p>Continue to communicate with parents around the importance of swimming and how they can help.</p> <p>Develop relationships with local swimming baths to see how we can support parents in attending classes and</p>



		making lessons more financially accessible for them.
<p>Continue to develop a whole school ethos around positive physical literacy</p> <p>Key indicator 2: The profile of PESSPA (PE, School Sport and Physical Activity) across school as a tool for whole school improvement</p> <p>Key Indicator 4: The engagement of all pupils in regular physical activity.</p>	<p>Whole school initiatives with a collective PE/Sport/Health and Wellbeing focus including active travel initiatives</p>	<p>Use of Sports Ambassadors to promote a love for physical activity and movement.</p> <p>Ensuring that all PE lessons develop children's physical literacy and children come away feeling positive about their experiences</p>