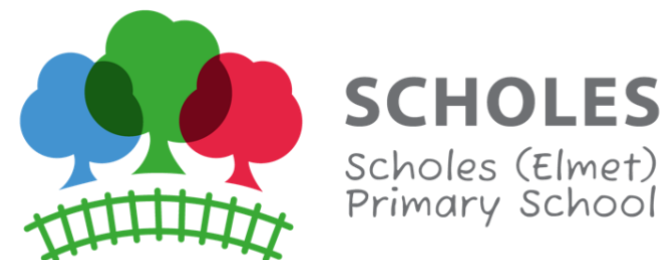


Primary PE and Sport Premium 2024-25



Vision statement

Our vision is that every child should have the opportunity to develop the physical confidence and competence to enjoy being physically active as part of a happy and healthy life. This should allow our children to develop their physical skills and give them the choice to decide which activities they would like to continue participating in throughout their lives. We hope this will lead to a life-long passion of being physically active. We also strive to give as many children as possible the opportunity to participate in a variety of competitive sports during their school life, giving them the prospect of understanding what competition feels like, what it is like to be part of a team and to experience both winning and losing – playing sports with fairness and respect.

Signed off by	
Headteacher:	D Roundtree, K Hague
Date:	
Subject Leader:	S Hogarth
Date:	
Governor:	
Date:	

Total spend summary

Total spend of all categories in academic year 2024 to 2025, based on your inputs, below.

Total CPD category spend

£ 4,604.00

Total internal category spend

£ 13,546.00

Total external category spend

£ 500.00

Categories of grant spending

Category	Funding allocated
CPD upskilling staff to deliver swimming lessons	£2,521
CPD internal learning and development	£1,733
CPD external coaches supporting confidence and competence	£350
Total	£4604
Internal school based extra-curricular opportunities	£5,690
Internal top-up swimming lessons or broadening aquatic opportunities for pupils	£4,652
Internal active travel	£121.50
Internal equipment and resources	£1,582.50
Internal use of educational platforms and resources (LWSP)	£1,500
Total	£13,546
External activities organised by School Games Mark organiser network	£500
Total	£500
	£18,650

Self-evaluation: review and reflection

An evaluation of previous spend, current needs and priorities for the future

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Football matches & tournaments KS2 boys Children engaged in Level 0 personal best challenges in PE lessons. Children had the opportunity to take part in level 1 competition within school during PE lessons; netball, hockey, dance, dodgeball, basketball, cricket. Level 1 competition also took place during the whole school sport roundabout afternoon (Key Stage 1) and the Key Stage 2 competitive sports afternoon, July 2025. The Y6 outdoor and adventurous residential event took place in June 2025. Y6 also attended Total Warrior – an outdoor adventurous obstacle course in June 2025. Support has come via working in partnership with other Sphere Schools and FootTech. Year 5 Bikeability. Active after school clubs for KS1/2 to improve physical activity and participation – street dance, football, gymnastics, WUSU, hockey, martial arts, Leeds Rhinos rugby, multi-sports. Pupils regularly attend swimming sessions (KS1&2) / water safety to increase safety and awareness of water. Year 5 triathlon May 2025 Engagement in level 2 sporting competitions – orienteering Year 3 to Year 6 June 2025, cross-country Year 5,6 January 2025, Skipping festival Year 4 March 2025, Air-pitch football Year 5 January 2025 	<p>Maintain Gold School Games Mark 2025.</p> <p>Continue to identify inactive population and provide opportunities to encourage them to participate in extra-curricular physical activities.</p> <p>Increase children participating in competition.</p> <p>Maintain staff confidence with specialist sport coaching support and PE specialists teaching across Early Years, Key Stage 1 and Key Stage 2 classes. Continue training opportunities planned in for staff CPD in 2024-25.</p>
Meeting national curriculum requirements for swimming and water safety	
What percentage of the current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	81%
What percentage of the current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%

Action plan and budget tracking, 2024-25

Our plans against five key indicators

Academic Year	Total fund allocated	Date updated:
2024-5	£18,650	June 2025

Key indicator 1:

The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

(Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school)

Intent: focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation	Impact: Evidence of impact - what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
	Actions to achieve are linked to intentions:		
Embed 30 active minutes in the school day (<i>The Chief Medical Officer's Physical Activity Guidelines, 2019, state that 5-18 year olds should be physically active for at least 60 minutes every day</i>). All pupils undertaking an additional 20 minutes of physical activity per day, in addition to 10 minutes Wake Up Shake Up, that is already embedded in the school timetable. Increase physical activity in addition to this at playtimes and lunchtimes.	Active playtimes and lunchtimes using fitness/gym equipment on KS2 playground Playtime and lunchtime equipment for KS1, KS2 and EY.	Children undertaking 30 minutes of activity during the school day and increased participation. See My School, My Health survey – section E. Wider impact as a result of the above: <ul style="list-style-type: none"> ✓ Children more active at playtimes and lunchtimes. ✓ Attitudes to learning improved – better concentration and behaviour in lessons. 	Continue to embed 60 active minutes in school day. Using outdoor equipment and outdoor activities for playtimes and lunchtimes.

To increase the engagement of pupil premium children and girls in physical activity.	Children identified and targeted to attend physical activity after school clubs. Parents contacted and clubs financially supported for these children.	<p>Percentage in the number of children accessing after school physical activity clubs.</p> <p>Year overview: percentage of sub-groups attending at least</p> <table border="1"> <tr> <th></th><th>All</th><th>Boys</th><th>Girls</th></tr> <tr> <td>Autumn</td><td>44%</td><td>44%</td><td>50%</td></tr> <tr> <td>Spring</td><td>41%</td><td>43%</td><td>39%</td></tr> <tr> <td>Summer</td><td>34%</td><td>41%</td><td>50%</td></tr> </table>		All	Boys	Girls	Autumn	44%	44%	50%	Spring	41%	43%	39%	Summer	34%	41%	50%	Continue to target specific groups of children – girls and PP.
	All	Boys	Girls																
Autumn	44%	44%	50%																
Spring	41%	43%	39%																
Summer	34%	41%	50%																

Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement.			
Intent: focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation	Impact: Evidence of impact - what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
	Actions to achieve are linked to intentions:		
Celebration assembly including physical activity/ sports certificates so whole school is aware of importance of PE and Sport and encourage all pupils to aspire to be involved.	Achievements celebrated in assembly and on school website (include match and competition results) and increase of awards from out of school sports clubs.	Sport and Physical Activity awards been given out weekly in celebration assembly. WUSU trophy - increased participation Website updated regularly to keep parents informed.	SLT committed to sustaining benefits if Sport Premium is discontinued. Continue with certificates, class performances, website updates, newsletters.
Whole school initiatives launching a collective PE/Sport/Health focus; Skipping School, active challenges across the school and Walk to School week – May 2025.	<p>Walk to school initiative – community locations to assist with parking to allow children to walk. Activity packs for all classes.</p> <p>Plan and coordinate Skipping School for Y3,4 November 2025. Skipping competition Y4 Spring 2025.</p>	<p>Increase in pupils walking to school and reduced cars and traffic directly outside school. <i>'I enjoyed coming to school on my scooter and I enjoyed walking with my friends.'</i> <i>'I enjoyed finding out how walking to school helped the local environment.'</i></p> <p>Y3/4 pupils involved in skipping event. Increased involvement in skipping at playtimes, lunchtimes and WUSU. <i>'It was an amazing experience getting to compete with my friends.'</i> <i>'It was really fun and competitive, even if we didn't win anything!'</i></p>	Whole school events planned each year to continue to raise profile.

Water safety and drowning prevention workshops.	Ensure all children in Y6 have final water safety and drowning prevention workshop delivered by swim professionals (June 2025).	All Y6 pupils involved in water safety and drowning prevention workshop. Prepared for water-based situations over the summer holidays.	Y6 event planned each year.
Offer a wider range of after-school physical activity clubs.	Increase number of physical activity after school clubs – gymnastics, football, girls football, tennis, Leeds Rhinos rugby, WUSU, martial arts, street dance, hockey, multi-skills, hockey.	Pupils are able to access a wider range of physical activity clubs after school, all year round.	Strengthen link with School Games Mark to

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			
Intent: focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation	Impact: Evidence of impact - what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
	Actions to achieve are linked to intentions:		
<p>Half termly staff CPD to increase subject confidence in PE.</p> <p>Outside agency sport coaches to support staff with PE CPD.</p>	<p>PE Leader/PE specialists from across Sphere Federation to monitor teaching and learning in PE lessons. HLTA covering PE Leader's class. Feedback and support given where required.</p> <p>FootTech supporting staff with coaching and PE CPD.</p>	<p>Coordinated approach to PE and Sport including reviewing planning and resourcing to support teachers delivering PE. Staff questionnaire to highlight levels of confidence in staff.</p> <p>In recent staff survey...</p> <p><i>'PE is a strength of the school - regular re-visits/training, scheme developed alongside Foot-Tech, child involvement levels.'</i></p> <p><i>'PE is a strength of the school.'</i></p> <p><i>'PE is a strength of the school - When I'm giving our certificates in assembly there is a strong consistency in the skills that the children talk about. It's very impressive.'</i></p> <p><i>'PE is a strength of the school – I feel more confident in delivering PE than I ever have before.'</i></p> <p>Wider impact as a result of the above:</p> <p>✓ Pupils enjoy PE and Sport, are keen to take part and demonstrate a desire and motivation to learn (testimonies as evidence).</p>	<p>Whilst funding continues the subject leader will continue to lead PE and staff will be supported in their professional development. This will lead to all staff feeling very confident when delivering PE lessons.</p> <p>Continue to use professional coaches for CPD to support teachers- teach alongside and then replicate lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			
Intent: focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation	Impact: Evidence of impact - what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
	Actions to achieve are linked to intentions:		
<p>Continue to offer a wide range of activities both within and outside the curriculum in order to maintain participation (eg: outdoor & adventurous trips/residential visits, lunchtime activity clubs and wide range of after school clubs).</p> <p>Offer outdoor and adventurous sport opportunities eg residential trips</p> <p>Allow Y5 pupils to access basic road safety and cycling proficiency.</p> <p>Offer outdoor and adventurous sport opportunities e.g obstacle course – total warrior</p> <p>Health week – D:side to deliver sessions for whole school.</p> <p>Ensure children know and can complete water safety and drowning prevention</p>	<p>Residential subsidy.</p> <p>Bikeability booked for Y5</p> <p>Total Warrior subsidy.</p> <p>Archery and Fencing workshops – target of girls and SEND children</p> <p>Water safety for Y6 July 2025.</p> <p>Y4 pupils to attend weekly swimming lessons offsite.</p> <p>KS1 children to attend weekly swimming sessions on site with swimming coach.</p>	<p>Residential trip. <i>'The activities were amazing. It's a great way to develop your communication skills and work with different people.'</i> <i>'The best thing about residential was the water activities and getting to work with different people.'</i></p> <p>Bikeability sessions (Y5) increased cycling confidence in children. <i>'I really enjoyed it and they made it fun and safe.'</i> <i>'In Bikeability, we learnt how to signal to road users, successfully, perform an emergency stop and feel confident at junctions.'</i></p> <p>Archery and fencing workshops allowed children to experience a very different sport. <i>'A really fun experience hitting a target.'</i> <i>'It was really fun using a bow and arrow because I hadn't used one before.'</i> <i>'It was amazing to have the opportunity to learn a new sport such as fencing. I learnt lots of new skills: attack, parry and lunge.'</i></p>	<p>Extra-curricular activities provision to continue.</p> <p>Continue to provide opportunities – residential, Total Warrior.</p> <p>Increase professional coaching sessions throughout the next year.</p> <p>Increase the range of sports offered to the children.</p> <p>Children to continue to attend swimming sessions. Top up swimming lessons for KS2 children that haven't achieved outcomes.</p>

<p>training.</p> <p>To increase swimming confidence in pupils across KS1 and KS2.</p>		<p>100% participation in total warrior from Y6 pupils.</p> <p>Development of social and emotional skills in pupils.</p> <p><i>'Total Warrior was absolutely superb. The variety of obstacles they offered were very challenging. The fun was off the roof! We got muddy as well as playing with our friends and encouraging others.'</i></p> <p><i>'It was great! I made long-lasting memories.'</i></p> <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> ✓ Improvement in lunchtime behaviour and afternoon learning attitude. ✓ Positive attitudes and increased resilience from overcoming challenges at residential. ✓ Improved peer friendships through team work and overcoming challenges. <p>Wider impact as a result of the above:</p> <ul style="list-style-type: none"> ✓ see swimming and water safety percentages at the start of the document. ✓ increased confidence and awareness of water and water safety. 	
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Key indicator 5: Increased participation in competitive sport			
Intent: focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Implementation	Impact: Evidence of impact - what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
	Actions to achieve are linked to intentions:		
<p>School Games Mark (SGM) used as an assessment tool 2024-25.</p> <p>Competitions at Level 0 (personal best), Level 1 (intra-school) and Level 2 (inter-school) were planned, aiming to provide opportunities for children to be involved in competitive sport.</p> <p>Leeds Well Schools Partnership (access to level 2 competitions)</p> <p>Increased participation in sport – Total Warrior / Residential</p>	<p>Level 0 competitions Personal best challenges in weekly PE sessions.</p> <p>Level 1 competitions PE curriculum offers a wide range of team sports that allow for competition.</p> <p>Level 2 competitions Inter-school and city wide events Football matches linked with local teams. Football tournaments (girls and boys) linked with city-wide schools.</p> <p>Coach to transport Y6 children to sites.</p>	<p>Children have taken part in more competitive sports across the year.</p> <p>Orienteering: <i>'I had so much fun and although we didn't win, I loved running around with my friend.'</i> <i>'I liked it because it was so active.'</i></p> <p>Cross-country: <i>'It was a really enjoyable activity and very active. I liked the fact it was competitive.'</i></p> <p>Wider impact as a result of the above: ✓ Positive attitude and engagement of all children in PE lessons.</p> <p>Wider impact as a result of the above: ✓ Positive attitude and engagement of all children in PE lessons.</p> <p>Increased participation in competitions and level 0-inter school level.</p>	<p>Continue to achieve Gold SGM.</p> <p>To continue to engage in competitions up level 2. Increase participation in Level 2 competitions in particular.</p>

Reporting PE and sport premium grant expenditure - your funding allocation

Submission Id : HIIjGT2ODo
Submission Status : SUBMITTED

2025-07-17, 10:10 AM

UKPRN

10075615

1. Funding grant

Is the total amount for PE and sport premium grant for academic year 2024 to 2025 correct?	Yes
Did your school have any unspent grant funding from the allocation for academic year 2024 to 2025?	No
Did your school carry forward any grant funding from previous years for use in academic year 2024 to 2025?	No
Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	the data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - categories of grant spending

Submission Id : **Zhc-7uuM_e**
Submission Status : **SUBMITTED**

2025-07-17, 10:25 AM

UKPRN

10075615

2. Categories of grant spending

Has your school spent any of its PE and sport premium grant on CPD? **Yes**

How much has your school spent on CPD external training courses? **0**

How much has your school spent on CPD upskilling staff to deliver swimming lessons? **2521**

How much has your school spent on CPD internal learning and development? **1733**

How much has your school spent on CPD inter-school development sessions? **0**

How much has your school spent on CPD online training / resource development? **0**

How much has your school spent on CPD external coaches supporting confidence and competence? **350**

External training courses **0**

Upskilling staff to deliver swimming lessons **2521**

Internal learning and development **1733**

Inter-school development sessions **0**

Online training / resource development **0**

External coaches supporting confidence and competence **350**

Total school spending on CPD	4604
Has your school spent any of its PE and sport premium grant on internal activities?	Yes
How much has your school spent on internal school based extra-curricular opportunities?	5690
How much has your school spent on internal sports competitions?	0
How much has your school spent on internal top-swimming lessons or broadening aquatic opportunities for pupils?	4652
How much has your school spent on internal active travel?	121.5
How much has your school spent on internal equipment and resources?	1582.5
How much has your school spent on internal membership fees?	0
How much has your school spent on internal use of educational platforms and resources?	1500
School based extra-curricular opportunities	5690
Internal sports competitions	0
Top-up swimming lessons or broadening aquatic opportunities for pupils	4652
Active travel	121.5
Equipment and resources	1582.5
Membership fees	0
Use of educational platforms and resources	1500
Total school spending on internal activities	13546
Has your school spent any of its PE and sport premium grant on external activities?	Yes

How much has your school spent on external activities organised by School Games organiser network?	500
How much has your school spent on external - other inter-school sports competitions?	0
How much has your school spent on external coaching staff?	0
Activities organised by School Games organiser network	500
Other inter-school sports competitions	0
External Coaching staff	0
Total school spending on external activities	500
Total CPD category spend	4604
Total internal category spend	13546
Total external category spend	500
Total spent of PE and sports premium	18650
Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	The data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - opportunities, impacts and sustainability details

Submission Id : **etd7uwyZiE**
Submission Status : **SUBMITTED**

2025-07-17, 10:37 AM

UKPRN

10075615

3. Opportunities in sport

Has your school targeted any spending on providing or improving opportunities in PE, sport and physical activities for pupils with SEND or long-term medical conditions?

No

Has your school targeted any spending on increasing or improving girls' access to PE lessons or access to extra-curricular sport and physical activities?

Yes

How has this been done?

Supporting participation in extra-curricular opportunities or competitions, Specialist focused activities for girls

Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?

Yes

Confirm how for disadvantaged pupils from the options listed below:

Subsidised sport and physical activity clubs for disadvantaged pupils, Insight and data capture to better understand and support these pupils

4. Perceived impacts and improvements

What impact has this funding had within your school on increasing all staff's confidence, knowledge and skills in teaching PE and sport?

Positive impact

What impact has this funding had within your school on increasing engagement of all pupils in regular physical activity and sport?

Positive impact

What impact has this funding had within your school on raising the profile of PE and

Positive impact

sport across the school to support whole school improvement?

What impact has this funding had within your school on offering a broader and more equal experience of a range of sports and physical activities to all pupils?

Positive impact

What impact has this funding had within your school on increasing participation in competitive sport?

Positive impact

Has your school's PE and sport premium spending achieved any of the following?

An increase in pupils' attainment in PE, An increase in pupils' physical activity levels, An increase in the number of pupils participating in school sport , An increase in the number of pupils participating in extra-curricular activities , An increase in staff completing training and CPD, An increase in pupils' attainment in swimming and water safety

What impact has your school's spending of this funding had on PE attainment?

Positive impact

What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?

Positive impact

What impact has your school's spending of this funding had on increasing teachers' confidence and competence in teaching PE and school sport?

Positive impact

What impact has your school's spending of this funding had on increasing pupil participation in extra-curricular activities?

Positive impact

5. Sustainability

What impact has your school's spending of this funding had on ensuring that the improvements made are sustainable?

Positive impact

6. Swimming and water safety

Does your school have year 6 pupils?

Yes

What percentage of pupils in your current year 6 cohort can swim competently, confidently, and proficiently over a distance of 25 metres?

81

What percentage of pupils in your current year 6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?	84
What percentage of pupils in your current year 6 cohort can perform safe self-rescue in different water-based situations?	93
What impact has your school's spending of this funding had on swimming and water safety attainment?	Positive impact

7, Declarations

Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	The data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - your school's specifics

Submission Id : **PLR6eB7la7**
Submission Status : **SUBMITTED**

2025-07-17, 10:44 AM

UKPRN

10075615

9. School specifics

Enter the total amount of grant funding your school received for academic year 2024 to 2025	18650
Full school name	Scholes (Elmet) Primary School
Declaration 1	I have the authority to submit this return on behalf of my school
Declaration 2	the data is true and accurate to the best of my knowledge

Reporting PE and sport premium grant expenditure - your school's declarations

Submission Id : ucREoSqH53
Submission Status : **SUBMITTED**

2025-07-17, 09:56 AM

UKPRN

10075615

7, Declarations

Declaration 1	the information contained in this PE and sport premium assurance return is accurate and has been signed off by the school headteacher
Declaration 2	the information contained in this PE and sport premium assurance return is accurate and has been authorised by Chair of Board of governors or trustees
Declaration 3	the reported spending detailed within this submission will be published on our school's website
Declaration 4	I am authorised to submit this PE and sport premium assurance return on behalf of my school

8. Feedback

How long did it take you to gather the relevant information to complete this submission?	More than 4 hours
How long did this submission take you to complete?	2 to 4 hours
In comparison to producing a written report, how much time did it take to complete this form?	It took less time
In comparison to producing a written report, how straightforward did you find completing this form?	It was more straightforward