



# Littleton Green Community School Sports Premium Strategy 2024-2025 Allocation = £19,180

## Review of last year's spend and key achievements (2023/2024)

Activity/Action	Impact	Comments
<p><i>Staff Training and Development: invest in training our staff members to ensure they have the necessary skills and knowledge to deliver high-quality sports sessions.</i></p>	<p><i>Target: Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupil's attainment in PE.</i></p> <p><i>Legacy: We will provide ongoing training opportunities for our staff to enhance their knowledge and skills in delivering sports activities. This will include attending refresher courses, conferences, and sharing best practices within the school community.</i></p>	<p><i>Some teachers have taken part in training opportunities. More staff will have the opportunity in the next academic year.</i></p>
<p><i>Introduce a wider range of sports sessions/activities for pupils during lunchtime and after school including boxercise, rugby, girls and boys football, netball.</i></p> <p><i>Lunchtimes are extended by 15 minutes to encourage an increase in the amount of physical activity per day.</i></p>	<p><i>Target: Increase the overall participation rate in sports activities by 20%. This will be measured through regular attendance records and student surveys.</i></p> <p><i>Legacy: More pupils meeting their daily physical activity goal, and more pupils are encouraged to take part in PE and sports activities</i></p> <p><i>Establish Partnerships: We will continue to collaborate with local sports clubs, organisations, and coaches to maintain a diverse sports program for our students. This will involve establishing long-term partnerships to secure ongoing sports opportunities.</i></p>	<p><i>Children now have access to a specific area of the outside space to allow all children to use the different areas and equipment. Gross motor skills are being used on the playgroup, trim trail and exercise equipment.</i></p> <p><i>We have a partnership with SGO Greg Mills at SUA but have also attended events at Cannock Chase High School. Our sports week saw outside agencies come in for rugby, football, dance, karate, kickboxing and boxercise.</i></p>
<p><i>Transportation: continue to provide transportation to and from swimming lessons to ensure that all students can attend swimming lessons.</i></p>	<p><i>Target: Increased swimming proficiency: By providing regular swimming lessons, we aim to improve the swimming skills and water confidence of our students. We will set a target of at least 80% of students being able to swim a minimum of 25 meters confidently by the end of the academic year.</i></p> <p><i>Legacy: Improved physical fitness: Regular participation in swimming lessons will contribute to the overall physical fitness of our students.</i></p> <p><i>Collaboration with community partners: We will continue to work closely with local swimming pools and clubs to secure long-term partnerships. This will enable us to maintain regular access to swimming facilities and secure ongoing swimming lesson slots for our students.</i></p>	<p><i>Transportation is available for swimming lessons for Y3 and the Y4 PP children who have been selected for extra help to encourage water safety.</i></p>



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<p>Increased opportunities for SEND/Disadvantaged Pupils to participate in sports including school teams and competitions</p>	<p>Target: Increase the overall participation rate in sports activities by 20%. This will be measured through regular attendance records, student surveys and sports competition registers.</p> <p>Legacy: More pupils meeting their daily physical activity goal, and more pupils encouraged to take part in PE and sports activities</p> <p>Inter-school competitions attendance increased from 3 competitions 22-23</p>	<p>Last year there were 8 sports clubs run in school. 45 SEN students came to those clubs and all SEN children have the opportunity to access them.</p> <p>There are specific SEN tournaments organised by SUA for SEN students such as Boccia and Nerf gun runs to ensure that all children can participate in sporting activities.</p>
<p>Implement Forest School Enrichment to support/enhance academic outcomes and emotional wellbeing</p> <p>Staff to undertake Forest School Level 3 Course - increasing the amount of Forest School leaders to embed the programme.</p> <p>Procuring necessary equipment such as waterproof clothing, wellington boots, tools, and materials for students to use during forest school sessions. This will ensure that students have access to the resources they need to fully participate in the program.</p>	<p>Target: Increase the overall physical activity levels of our students. We will track the number of minutes students spend engaged in moderate to vigorous physical activity during forest school sessions and aim for a 20% increase compared to previous years.</p> <p>Legacy: Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupil's attainment in PE.</p> <p>Enhanced teamwork and communication skills: Forest school activities often require students to work collaboratively and communicate effectively. We will assess students' teamwork and communication skills through teacher observations and aim for a 10% improvement in these areas.</p>	<p>Forest school enrichment is up and running and the children and parents were all positive. It increased the vigorous outdoor activity by 10% which culminated in a bonfire parent engagement afternoon and outdoor forest-type activity.</p>



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### Key priorities for 2024-2025

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><b>Staff Training and Development:</b> invest in training our staff members to ensure they have the necessary skills and knowledge to deliver high-quality sports sessions.</p>	<p>Subject leader Teaching Staff  Pupils – progress and attainment</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 5: Increased participation in competitive sports.</i></p>	<p><i>Primary teachers are more confident in delivering effective PE supporting pupils to undertake extra activities inside and outside of school and as a result improved % of pupils' attainment in PE.</i></p> <p><i>We will provide ongoing training opportunities for our staff to enhance their knowledge and skills in delivering sports activities. This will include attending refresher courses, and conferences, and sharing best practices within the school community.</i></p> <p><i>Caroline Holder currently offers courses in dance, gymnastics, outdoor and adventurous, games and rules, P.E. essentials, Early Years and games and athletics.</i></p> <p><b><u>Sustainability –</u></b>  <b>High-quality sports lessons</b> - Teachers will be confident to teach good quality P.E. lessons to their children.  <b>Continuous Learning and internal leadership development</b> - The teachers will also share their knowledge with other teachers in a staff meeting to pass on good practice, knowledge and skills learnt.  <b>Innovation and Adaptability</b> – Staff remain up to date with the latest trends and techniques within PE ensuring the teaching and learning is responsive to this change.</p>	<p>£0 via Caroline Holder – P.E. Consultant for all teachers to be trained in different areas of the curriculum (Inhouse)</p>
<p><b>Staff training and development:</b> Training for lunchtime staff to ensure they have sufficient knowledge and skills to deliver games to engage at lunchtime.</p>	<p>Lunchtime Staff  Pupils – engagement and participation</p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 3: The profile of PE and Sport</i></p>	<p><i>Lunchtime staff to be more confident when engaging in sports with the children at lunchtime. It will give the staff the knowledge and skills to develop different games that will engage children.</i></p> <p><i>We will provide crib/help sheets for the staff for reminders of the rules of games and different games that they are able to play outside with the children.</i></p> <p><b><u>Sustainability –</u></b>  <b>Active Play and Learning:</b> Lunchtime staff will be equipped with knowledge of engaging games that can create a positive, active environment. This supports children's physical health, reduces inactive behaviour, and encourages teamwork and social interaction.  <b>Promoting Lifelong Physical Activity:</b> By encouraging active play, trained staff help instil the importance of physical activity from a young age leading to healthier habits and attitudes toward fitness, positively impacting long-term health.  <b>Social Skills Development:</b> Structured play led by trained lunchtime staff helps children</p>	<p>£0 (Inhouse)</p>



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		<p><i>is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>develop critical social skills, including communication, cooperation, and conflict resolution, which contribute to emotional and social development.</i></p>	
<p><b>Catch-up Swimming and Transportation:</b> continue to provide transportation to and from swimming lessons to ensure that all students can attend.</p>	<p><i>Pupils – progress and attainment</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Increased swimming proficiency: By providing regular swimming lessons, we aim to improve the swimming skills and water confidence of our students. We will set a target of at least 80% of students being able to swim a minimum of 25 meters confidently by the end of the academic year.</i></p> <p><i>Improved physical fitness: Regular participation in swimming lessons will contribute to the overall physical fitness of our students.</i></p> <p><b><u>Sustainability –</u></b>  <b>Equal Access for All Students</b> - Transportation ensures that all students, regardless of their location or socioeconomic status, can participate in swimming lessons. This helps bridge gaps in access to extracurricular activities, promoting inclusivity.  <b>Collaboration with community partners:</b> We will continue to work closely with local swimming pools and clubs to secure long-term partnerships. This will enable us to maintain regular access to swimming facilities and secure ongoing swimming lesson slots for our students.  <b>Promoting Lifelong Skills:</b> Swimming is not only a critical life-saving skill but also a low-impact exercise that promotes cardiovascular health, strength, and flexibility. By providing regular lessons, we will help foster lifelong physical activity habits that can reduce obesity, improve health, and enhance overall well-being.</p>	<p><b>£2,310</b> = 14 week top up for swimming provision/lessons</p> <p><b>£665</b> cost of two minibuses and drivers for 14 weeks</p>
<p><b>Increase opportunities for SEND/Disadvantaged Pupils to participate in sports including school clubs, teams and competitions</b></p>	<p><i>SEND and PP Pupils - engagement and enrichment</i></p>	<p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 5: Increased participation</i></p>	<p><i>Increase the overall participation rate in sports activities by 20%. More pupils meet their daily physical activity goal, and more pupils encouraged to take part in PE and sports activities</i></p> <p><i>This will be measured through regular attendance records, student surveys and sports competition registers.</i></p> <p><b><u>Sustainability –</u></b>  <b>Promoting Equal Access:</b> Ensuring that SEND and disadvantaged pupils have access to</p>	<p><b>£2,160</b> Staff afterschool club cost</p> <p>Forest school - 2 LSAs</p> <p>Netball - 2 LSAs</p>



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		<p><i>in competitive sports.</i></p>	<p><i>sports opportunities helps break down barriers to participation and promotes social inclusion. This initiative ensures that all students, regardless of their background or abilities, can enjoy the benefits of sports.</i></p> <p><b>Parental and Community Support:</b> <i>Engaging parents and the wider community in these initiatives builds support networks around the students. This can enhance community spirit and provide valuable opportunities for partnerships and advocacy for inclusive programs. We will create links with local clubs to secure long-term partnerships. This will enable us to encourage children to attend extra-curricular clubs outside of school and also invite clubs into school to provide enrichment</i></p>	<p><b>£665</b> cost of two minibuses and drivers for competitions</p> <p>14 competitions across the year</p> <p><b>£3,413</b> for subsidised clubs for pupil premium children – 4 per club for 30 weeks</p>
<p><b>Sports Offer Extended</b></p> <p><b>Clubs:</b> Increase offer of a wide range of sports clubs after school</p> <p><b>Community:</b> Increase partnership with community organisations</p> <p><b>Equipment:</b> replace existing and procure new equipment to be able to offer a wider range of sports in P.E. lessons, clubs and at lunchtimes.</p>	<p>Pupils – progress and attainment</p> <p>Pupils – engagement and participation</p>	<p>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole-school improvement</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>Increase the overall participation rate in a wide range of sports clubs. Different equipment is available at lunchtime to offer a wider range of vigorous activities to a larger number of children.</p> <p>Increase in partnerships with local sports clubs, athletes, or community organisations to run some of the after-school clubs</p> <p>This will be measured through regular attendance records, student surveys and community partnerships records.</p> <p><b>Sustainability –</b></p> <p><b>Invest in High-Quality, Long-Lasting Equipment:</b> Prioritise purchasing durable, high-quality equipment that can withstand frequent use over time. While it may have a higher upfront cost, durable equipment reduces the need for frequent replacements, which minimizes waste and long-term expenses.</p> <p><b>Multipurpose Equipment:</b> Invest in versatile equipment that can be used across a variety of sports and activities. For example, cones, balls, and resistance bands can serve multiple purposes in different sports, maximising their value.</p> <p><b>Raise Awareness of Equipment Care:</b> Educate students and staff about the importance of properly using and caring for equipment. Teaching responsible usage habits, such as correctly storing items and reporting damage early, can prolong the lifespan of equipment.</p> <p><b>Community Coaches and Volunteers:</b> Reduced financial burden on the school while fostering community engagement and bringing in additional expertise.</p> <p><b>Cater to All Interests and Abilities:</b> Offer a diverse range of sports that cater to different</p>	<p>Staff cost for clubs</p> <p><b>£1,303</b> Rugby – 1 teacher, 1 LSA 30weeks</p> <p><b>£1,706</b> Football – 2 teachers</p> <p><b>£750</b> Remaining money for equipment</p>



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			<p><i>interests, skill levels, and physical abilities, including options for SEND and disadvantaged students. This ensures equitable access and promotes inclusion, which can increase participation rates and long-term program success.</i></p>	
<p><b>Exposure:</b> Increase opportunities for all pupils to experience a wide range of different sports within the school</p> <p><b>Curriculum:</b> Redesign the PE curriculum offer to include a wide range of sports</p> <p><b>Forest School Offer</b> – 18 weeks for all children</p>	<p><i>Pupils – engagement and participation</i></p> <p><i>Forest school lead – ensure sessions are meaningful, well-equipped and promotes outdoor learning</i></p>	<p><i>Key indicator 2 -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 per day, of which 30 minutes should be in school.</i></p> <p><i>Key indicator 3: The profile of PE and Sport is raised across the school as a tool for whole-school improvement</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>All children to access sports that they would not already do outside of school through teaching lessons across the breadth of the curriculum.</i></p> <p><i>Every term, to offer a taster to as many children as possible within school. 18 weeks of Forest School enrichment.</i></p> <p><i>A wide range of sports will ensure the children constantly face new scenarios that stimulate their cognitive development. Each sport will present its own set of challenges that require problem-solving, decision-making, and adaptability. It will keep the child continuously learning and evolving as an athlete.</i></p> <p><b><u>Sustainability –</u></b></p> <p><b>Broad Range of Disciplines:</b> curriculum to include a diverse mix of traditional, non-traditional, and emerging sports, such as team sports (e.g. football, basketball), individual sports (e.g. swimming, gymnastics), and alternative sports (e.g. Invictus games, parkour). Offering a variety of sports engages different interests and skills.</p> <p><b>Holistic Approach to Physical Education:</b> Go beyond just physical activity by incorporating health education, mental well-being, and the development of life skills (e.g., leadership, teamwork) into the P.E. curriculum. This ensures a well-rounded, sustainable approach to student development.</p> <p><b>Flexible Curriculum for Evolving Interests:</b> Allow flexibility in the curriculum to adapt to student interests and emerging sports trends. Regular feedback from students about their preferences can help the curriculum stay relevant and engaging over time.</p>	<p><b>£1,395</b> staff release time to plan/deliver training, oversee the subject and organise events. 1 hour per week</p> <p>Forest School Leader time (inhouse)</p> <p><b>£4,560</b> for supporting TA time. 8 hours per week</p> <p><b>£253</b> for new equipment.</p>



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**Key achievements 2024-2025**

This will be completed at the end of the academic year and will showcase the key achievements the school has made with Primary PE and sports premium spending.

Activity/Action	Impact	Comments



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## Swimming Data

*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<u>Question</u>	<u>Stats:</u>	<u>Further context (Relative to local challenges)</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	79%	<i>All children complete their swimming in year 3 every week for the whole year (30 sessions 45 minutes sessions)</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79%	<i>All children complete their swimming in year 3 every week for the whole year (30 sessions 45 minutes sessions)</i>
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	49%	<i>All children complete their swimming in year 3 every week for the whole year (30 sessions 45 minutes sessions)</i>
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	

Signed off by:

Head Teacher:	<i>Lynn Thorneycroft</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Carly Greener - PE Subject Leader</i>
Governor:	<i>Emily Madsen - Pupil and Sports Premium Link Governor</i>
Date:	<i>24<sup>th</sup> November 24</i>