

Cranbury College Primary PE & Sports Premium Statement Academic Year: 2024 – 2025



Review undertaken July 2025

Based on 2024 October Census the total income we will receive for 2024 - 2025 is the following:

Academic Year	No. of Pupils	Amount Per Pupil	Total Funding
2024-2025	2	£1,000	£ 2,000
Sport Premium Allocation 2024 - 2025			£ 2,000

Background – The Primary School Sports Premium is government funding provided by the Department for Education, Health and Culture, Media and Sport. The investment will go directly to the individual primary school/unit Headteacher and is designed to support improvements in the quality and depth of PE and school sport.

Outcomes – The Department for Education's vision is that all pupils leaving primary school are **physically literate** and have the **knowledge, skills and motivation** necessary to equip them for a healthy lifestyle and **lifelong participation** in physical activity and sport. The objective is to achieve self-sustaining improvement in the quality of PE and sport that delivers high quality provision of a balanced and holistic PE and sport offer including:

- The engagement of **all** primary pupils in regular physical activity – kick-starting healthy active lifestyles
- The profile of PE and sport being raised across the school as a tool for whole school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport.

Accountability

Staff Member	Role
Mary Morris	Chair of the School Advisory Board
Claire Willmott	Headteacher
Abi Kendall	Business Manager
Gill Albone	Primary Lead Teacher

The Primary Sports Premium funding will be used in the following ways:

Key Indicator:		To offer a broader and more equal experience of a range of sports and physical activities to all pupils		
Commitment	Process for Monitoring	Staff	Cost	Impact
All pupils participate in weekly indoor climbing lessons.	Pupils to engage in climbing activities.	Gill Albone	£ 842.09	<ol style="list-style-type: none"> 1. Improved confidence and resilience. 2. Pupils to participate in regular exercise sessions. 3. Improvement in gross motor skill development. 4. Improvement to co-ordination and body flexibility. 5. Pupils will be able to listen in a busy environment. 6. Pupils will be able to follow instructions to ensure the Health and Safety of themselves and others.
	Pupils to learn new skills to enable them to climb independently and in pairs			
	Improved outcomes in pupil self-esteem and confidence			
	Improved outcomes in gross motor skills			

Sustainability and impact:

One academic term of weekly lessons with qualified indoor climbing instructors.
 All pupils from Year 1 to Year 6 participated.
 Pupils positively engaged and gained with all pupils able to climb independently and using ropes with adult partnering.

Key Indicator:		To increase engagement of all pupils in regular physical activity and sport		
Commitment	Process for Monitoring	Staff	Cost	Impact
Embed sensory based physical activity into the school day by incorporating bespoke sensory diets into pupil's daily timetables.	Sensory breaks built into daily timetable.	Gill Albone All Staff	Nil On-Going	<ol style="list-style-type: none"> 1. To increase participation in daily physical activity. 2. To further develop fine and gross motor skills. 3. To support emotional regulation. 4. To reduce anxiety-based behaviours.
	Sensory circuits available throughout the day for pupil to access when required.			
	Analysis of behaviour incidences.			
	Analysis of academic attainment and engagement.			

Sustainability and impact:

Sensory circuit pathways were purchased last academic year and are visually accessible in all areas for all pupils to access. Pupils will participate in sensory circuits and other sensory diet activities as part of their daily curriculum and are able to access it any other times as

required. Staff model and support pupils to use the equipment correctly, so they are able to maximise the impact of the physical activities available both indoors and outdoors. Pupils are more able to identify when they need to self-regulate, which has led to a decrease in anxiety-based behaviours and an increase in academic engagement and outcomes.

To purchase a Multi-Activity Sports Table	Pupils to engage in a wide range of games which they are able to play on the Multi-Activity Sports Table. These include (but not limited to):	Gill Albone	£ 999.99	<ol style="list-style-type: none"> 1. To increase participation in physical activities 2. To develop gross and fine motor skills 3. To learn new sports and the rules 4. To build on new skills in team work, resilience, turn taking and playing a fair game 5. To develop hand-eye co-ordination 6. To improve agility and reaction times
	<ul style="list-style-type: none"> • Table Tennis • Air Hockey • Table-Top Football • Pool 			
	Pupils to participate in team games.			
	Pupils to improve on gross and fine motor skills and hand-eye coordination.			
	Pupils to build resilience and understanding of turn-taking and 'fair game'.			
To learn new rules of a wide range of sporting table top games.				

Sustainability and impact:

The Multi-Sports Activity Table is enabling pupils to learn a wide range of primarily indoor sports which not only improves their gross and fine motor skills, but also develops their hand-eye coordination, agility and reflexes. Pupils are learning to play in teams, and this is building resilience as they learn to win and lose. Through participating with the games available by using the tables the pupils are able use these forms of exercise for emotional regulation which leads to a decrease in negative behaviours.

Key Indicator:
To increase engagement of all pupils in regular physical activity and sport
To raise the profile of PE and sport across the school, to support whole school improvement
To increase staff confidence, knowledge and skills in teaching PE and sport

Commitment	Process for Monitoring	Staff	Cost	Impact
Sports and physical activity equipment to be an integral part of the indoor and outdoor	Daily curriculum to include physical activities.	Gill Albone All Staff		<ol style="list-style-type: none"> 1. Pupils will be accessing a wide range of sporting equipment daily.

<p>environment.</p> <p>Pupils to access equipment as part of their daily timetable and during breaks and lunch.</p> <p>Pupils to be supported by staff to ensure correct use of equipment and pupils are being physically challenged to improve physical and health outcomes.</p>	PE taught twice a week.		<p>£157.02 <i>(for purchasing of new equipment)</i></p> <p>On-Going</p>	<ol style="list-style-type: none"> 2. Pupils to develop team building and communication skills. 3. Pupils to have an increase in resilience, self-esteem and confidence. 4. Pupils to show an improvement in fine and gross motor skill development. 5. To support emotional regulation and see a decrease in anxiety led behaviours 6. To decrease anxiety led behaviours. 7. Pupils will experience a wide range of sporting games and activities.
	Observations of pupil's engagement in using the indoor and outdoor sports equipment.			
	Improved outcomes in PE assessments.			

Sustainability and impact:

Pupils have access to a broad range of sporting equipment which can be used either independently or as part of a team. Staff support pupils with the use of equipment, developing their listening and oracy skills, alongside engagement in fun games, activities and lessons. Pupils are able to focus on different skills such as running, jumping, balancing, ball skills and hand-eye coordination in collaboration with building self-esteem, confidence and teamwork in group activities. As pupil skills develop they are then able to use them within games such as rugby, hockey, cricket and tennis. The equipment allows the pupils to have a 'soft' introduction to competitive sports which leads to an improvement in resilience.