



NCEA Warkworth CofE Primary School

Sports Premium 2024-25

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Amount of Sports Premium received	£17,230
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
Non-Statutory Information: What percentage of your current Year 4 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	72%
Non-Statutory Information: What percentage of your current Year 2 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	43%
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?	Yes

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

School focus:	Actions to achieve	Funding allocated	Success Criteria	Sustainability and suggested next steps
Improve swimming outcomes for all children and increase water safety.	Trial KS1 participating in swimming lessons. Focus swimming at LKS2 to further hone skills earlier. Catch up lessons for UKS2 who have not made progress. Transport costs paid via Sports Premium as this is a key barrier within the area	£4,675 (transport subsidies) £660 (catch up-lessons for UKS2)	Increased water confidence. Increased results.	Autumn term for KS1, Spring for LKS2. Results will likely come over longer term - should be considered over a three year period.
To engage all pupils in participating in physically active breaktimes and lunchtimes	Playground leaders to be implemented alongside sports leader coaching. Role out peer mentoring scheme for Year 5 as part of this.	Peer mentoring support via NCC and staff subject leadership time. Resources: £33.75	Increased amount of lunchtime sporting activities. Improved behavioural outcomes.	Monitor impact through pupil and staff (lunchtime supervision) voice.
Increase EYFS participation in regular exercise.	Utilise Hartbeeps (external provider) to make exercise exciting and upskill staff.	£160	Staff voice shows increased confidence and EYFS children increasingly use exercise opportunities.	This is a trial to consider longer-term impact.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus:	Actions to achieve	Funding allocated	Success Criteria	Sustainability and suggested next steps
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Significant improvement in PE resource management, including children being able to take ownership of resources.	New PE storage. New Forest School storage. Both were key barriers to PE and Forest School provision.	£2,892.17	Forest School taught weekly in EYFS. All equipment utilised, monitored by PE Lead.	This is a long-term solution to PE storage issues.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
School focus:	Actions to achieve	Funding allocated	Success Criteria	Sustainability and suggested next steps
Provide specific staff CPD through cricket coach alongside increasing cricket participation to encourage links with local cricket club.	All staff to work alongside cricket coach and opportunities for cricket across Years 1-6. In addition, focus on ensuring girls participate in cricket.	£1,000	Staff feel confident with teaching cricket and embed strategies used by highly experienced coach.	Monitor through staff voice and PE subject leader monitoring.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus:	Actions to achieve	Funding allocated	Success Criteria	Sustainability and suggested next steps
Embedding water safety due to contextual risk of water (close to sea, close to river) and giving a broader range of opportunities through watersports.	<ul style="list-style-type: none"> Through recognised provider, ensure children across KS2 have access to watersports, including kayaking and paddleboarding. Make this progressive. Year 6 children who successfully complete activities to then take part in coasteering, also in area. Establish awards systems, including nationally recognised award in Year 6. 	£7,859	Children's resilience grows through challenging watersports activities. Children more aware of water safety.	High cost means impact to be measured based on both pupil voice and staff feedback. Monitor whether children's confidence on the water grows as a result.
Provide residential opportunities for all children from Years 4-6	Subsidise residential transport costs that have increased exponentially	£1,104.50	Children demonstrate their resilience through a different setting.	Monitor through staff and pupil voice.

			More children participate in them.	
Key indicator 5: Increased participation in competitive sport				
School focus:	Actions to achieve	Funding allocated	Success Criteria	Sustainability and suggested next steps
Embed competitive game opportunities at break time and lunch time	Purchase appropriate resources for organised games and spend time training both outdoor staff and Playground Leaders	£1,054.58 (resources for both house competition and organised competitive sports)	Children see competitive sports as healthy opportunity for pride and exercise.	Monitor through School Council and staff voice.
Continue to embed competitions across school through houses system	New house system to be introduced with range of events, including sports day and other events. Costs incurred through release time of PE Lead.			
Total spend: £17,230				

Review of 2024-25:

What went well?	How do you know?	What didn't go well?	How do you know? Plans to improve
1) Subject leadership highly effective. 2) Swimming teaching. 3) PE curriculum well-established. 4) Resource management.	1) Regular monitoring of subject and close ties to relevant other organisations. 2) Year 6 expectations being met by majority in Year 4 and almost half in Year 2. 3) Monitoring shows that staff are confident with teaching and plans are progressive. 4) PE resources are now well-managed and actively used.	1) Sports Leaders implemented but 'fizzled' after initial excitement. 2) Residential in some year groups had lower uptake than expected.	1) Pupil voice of Sports Leaders suggested the role was not quite what they initially wanted. Instead, new pupil leadership role to be relaunched in 25-26. 2) Change in Year 6 residential offer; longer payment terms offered; new places identified.

Intended Actions for 2025-26	What are your plans for 2025/26? Intent	How are you going to achieve this? Implementation	What impact/intended impact/sustainability are you expecting?	How will you know? What evidence do you have or expect to have?
Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school	<p>To engage all pupils in participating in physically active breaktimes and lunchtimes</p> <p>Continued evolution of our EYFS outdoor provision</p> <p>Use of ‘catch up’ swimming lessons for small number of pupils in UKS2 who have not yet met the NC objective.</p> <p>Continue to subsidise costs of transport for swimming.</p>	<p>Implement lunch time ‘prefects’ system as a soft relaunch of Sports Leaders.</p> <p>Purchase a range of EYFS outdoor furniture to raise opportunities outside.</p> <p>After not investing in Forest School for some time, reinvest time and resources into this.</p>	<p>Increased pupil participation in active play and leadership opportunities during unstructured times.</p> <p>Improved physical development and engagement in EYFS through enhanced outdoor provision.</p> <p>Raised percentage of UKS2 pupils achieving the NC swimming objectives through targeted support (ideally matching 100% again).</p> <p>Sustainable use of Forest School resources and staff skills to embed outdoor learning and activity long term.</p>	<p>Monitoring of pupil participation and feedback during break and lunchtime activities.</p> <p>EYFS observations and assessments showing increased use of outdoor spaces to support physical development.</p> <p>Swimming data showing improved outcomes for targeted UKS2 pupils.</p> <p>Staff evaluations and pupil voice evidencing the impact of Forest School and outdoor learning opportunities.</p>
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	<p>To continue to engage more children in a love of reading through the introduction of new Sport-focused literature, which aligns with NCEA Warkworth’s Accelerated Reading Programme.</p>	<p>Continue to purchase and enhance the use of sports-related books to ensure readers across school are exposed to a wide variety of sporting role models and opportunities, particularly those that help to combat sport-related sexism.</p>	<p>Broader engagement in reading, particularly from reluctant readers who are motivated by sport-related themes.</p> <p>Improved attitudes towards sport and gender equality through exposure to diverse sporting role models in literature.</p> <p>Sustainable integration of sport-focused texts within the Accelerated Reader programme to maintain long-term impact.</p>	<p>Monitoring of reading engagement and quiz data through the Accelerated Reader system.</p> <p>Pupil voice feedback evidencing increased enthusiasm for reading and awareness of inclusive sporting role models.</p> <p>Library and class borrowing records showing high uptake of sports-related texts across different year groups.</p>
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	<p>Continued coaching through use of external cricket expert</p>	<p>Use of Northumberland County Cricket expert coach.</p>	<p>Staff, especially new staff, to learn a range of strategies from coach.</p> <p>Children to engage with cricket outside of school (multiple local clubs nearby).</p>	<p>Staff voice shows increased confidence.</p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Continued embedding of water safety offer due to contextual risk of water (close to sea, close to river) and giving a broader range of opportunities through watersports.</p> <p>Continue to subsidise residential costs to ensure all children have the ability to go on them.</p>	<p>Enhance water safety sessions to include practical and theoretical elements tailored to the local context (sea and river environments). Work with local providers to offer a range of watersports experiences that build confidence and skills in unfamiliar settings. Continue financial support for residential visits to remove barriers for disadvantaged pupils and ensure equitable access.</p>	<p>Improved pupil understanding of local water safety risks and ability to apply this knowledge in real-life situations. Increased participation in residential and watersports activities, building resilience, teamwork and self-confidence. Sustainable relationships with local providers to embed watersports and water safety in the curriculum offer long term.</p>	<p>Pupil self-assessments and reflections demonstrating increased confidence and knowledge of water safety. Participation rates in residential and watersports activities across all groups, including those previously disadvantaged. Staff and provider feedback on pupil engagement and skill progression in outdoor and water-based activities.</p>
<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Continue to embed competitions across school through houses system. Make links with local sports clubs. Engage in school-to-school based competitions.</p>	<p>Develop a calendar of regular house competitions to increase participation and engagement across all year groups. Strengthen partnerships with local sports clubs to widen opportunities and provide pathways for pupils beyond school. Coordinate and take part in inter-school competitions to raise the profile of sport and encourage teamwork and resilience.</p>	<p>Greater sense of community and healthy competition through the house system. Raised aspirations and increased uptake in community sports clubs, supporting lifelong participation in physical activity. Sustainable networks with other schools and clubs to provide a long-term competitive sports offer.</p>	<p>Records of participation in house events and inter-school competitions showing a broad range of pupils involved. Pupil voice and staff feedback evidencing increased enthusiasm for competitive sport and awareness of local opportunities. Sustained relationships with external clubs leading to pupil engagement beyond the school setting.</p>

This is an intended guide. These plans may change according to changes in context. The school is also putting into place a new PE Lead after the existing highly experienced member of staff leaves the school and the Senior Leadership Team, alongside the new PE Lead, will work closely together when they are embedded.