



PE and sport premium monitoring and tracking form *2025/2026*



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YOUTH
SPORT
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Review of the last academic year (2024/2025)



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Swimming and Water Safety	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	The employment of a specialist PE lead (who is a qualified Swimming Teacher) has helped with progress and is continuously looking for ways to improve the schools swimming results. Not many children from Overthorpe access private swimming lesson - organised by parents. The PE special takes the children swimming each week and goes in the water and assists in lessons and confidence, Swimming has moved from Year 4 to Year 5 – children stronger and mature 62% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished.	Swimming allocation time. This is out of the school's control. The closure of local pools due to building issues has reduced children's swimming allocation. Kirklees Council can now only offer swimming for half of the year. Children have all been offered free swimming passes to help build confidence. It has been advised by The School Games, Government, Swimming England and The Institute of Swimming that the hire of pop up pools are not advised.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	55% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished. A higher percentage of children were able to achieve backstroke and front crawl but breastbone wasn't met by most of these children.	As above

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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations	55% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished. Children enjoy and listen well during the water safety weeks.	As above

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	The school had previously been dependent on a coaching company to train staff. The employment of a specialist PE lead has seen the introduction of a newly written curriculum which has been embedded with a clear vision on progress. The school has had fantastic results especially in participation, competition, assessment and physical literacy. PE is as important as all the other subjects and is fully supported by SLT. Teachers have been given the opportunity to observe lessons. Specialist coaches were hired for CPD: Orienteering, Dance, Golf Tennis and Basketball PE lead attended Yorkshire Sport Conference Improved PE teaching because of a new PE curriculum and the employment of a PE specialist. Well attended CPD for support staff.	Wasn't always possible for the PE lead to be accompanied with teaching staff..

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
2. Increasing engagement of all pupils in regular physical activity and sporting activities	A wide range of extra curriculum after school clubs lead by teaching staff Each individual child's extra curriculum activity is monitored and tracked on the school system. All teachers and SLT update it every half term and reach out to those that have yet to attend. KS1 no of pupils 52 no of participating pupils 52 100% LK2 no of pupils 68 no of participating pupils 68 100% ULK2 no of pupils 60 no of participating pupils 60 100% The uptake of Clubs are high and free to disadvantaged and SEND children who access the clubs well. Total School participation 100% Children were well prepared for all competitions with regular competition practice and as a result finished high in most events. Cross Country 1st Round – Year 6 Girls Team. Two individual Runners Cross Country 2nd Round – Year 6 Boy individual runner Cross Country West Yorkshire Finals – Year 6 Boy 13th Sports Hall Athletics first round – 1st Enhance Football Tournament – Kirklees Winners Competitions and festivals were entered across Y1-Y6, which are were well attended and supported by parents.	The school invested a large part of the grant to buy outdoor storage for different lunchtime activities. This was done at the end of the academic year and will be fully implemented in 2025/2026. The school realizes that not all children want to play football/sport at break and lunch. Some may want to be active by den building, role playing etc. Everything has been purchased for 2025/2026 launch.

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Raising the profile of PE and sport across the school, to support whole school improvement	External links with many people such as: The School Games, North Kirklees Partnership, Wakefield School of Tennis, City of Wakefield Golf, Leeds Rhino Foundation, Nicola Booth Dance, Cycling North, British Orienteering, KAL Leisure, Kirklees Council Road Safety, Huddersfield Town and Ask for the Moon. Training has been led by some of these link	During autumn term one all the children were asked how they would like they breaktime experience to be, From this we purchase lots of different activities, towards the end of the academic year to launch 2025/2026 . The vision if for the children to further enjoy their breaktimes and have access to the full grounds

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Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	All lunchtime and after school clubs have equal access for girls, boys and SEND children. Extracurricular activities during 24-25 included: Outdoor Learning, Dance, Basketball, Athletics, Dodgeball, Golf, Tennis, Gardening and Drama All children throughout the school experience Orienteering – lead by British Orienteering All children throughout the school experience a Football Taster Day – lead by the School Games Year 5 children attended a Scootering Day. This taught children how to safely ride scooters in the local community – Lead by Ask for the Moon Year 6 children attended Bikeability. This teaches children how to ride safely on roads – Lead by Cycling North Year 1 Children received Balance Bike Training – Lead by Ask for the Moon Year 4 Children received Road Safety Training and became Rangers as well of Learn to Ride – lead by Cycling North. All children throughout the school experience a team building challenge day Two SEND Festivals – lead by the School Games Two Multi Skill Festivals – lead by the School Games	Further sports / activities need including that SEND children can access with their peers such as boccia, sit down volleyball School Club

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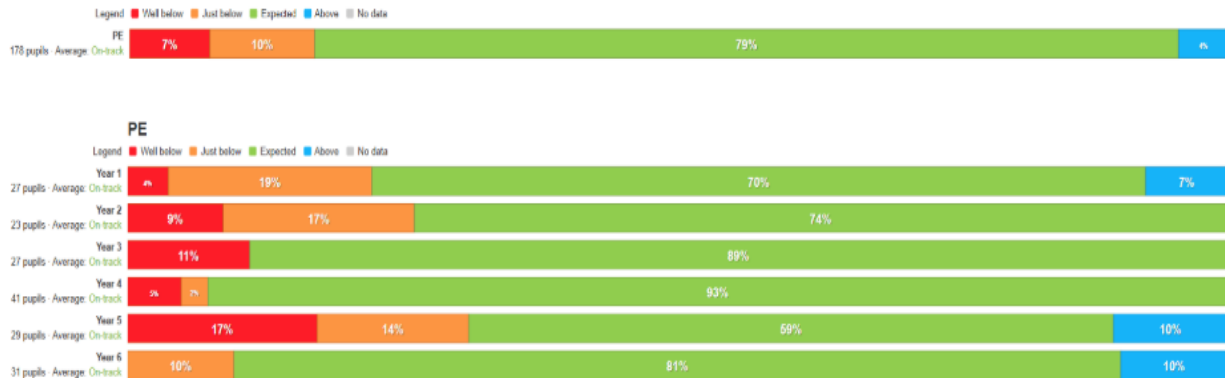


Key areas as outlined in PE and sport premium guidance	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
5. Increasing participation in competitive sport	The school participated in lots of opportunities offered by the School Games. All events are very well organised and the intent is clear. The school also buys into the School Games Partnership which gives children the opportunity to access/hire different equipment for the children to experience. For example: indoor gym, scooter and training, Balance Bike and training and dance mats. For the first time, the school were awarded School Games Mark Gold. Over the course of the year the school entered a wide variety of competitions and festivals. These activities ranged from Cross Country, Sports Hall Athletics, Multiskills, Boxing, Gymnastics, Football, Netball Orienteering and Netball	Community involvement. Looking at getting the local clubs into school to lead sessions and recruit for local teams Work with local clubs so children can progress and reach their full potential via community links.

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- The introduction of a new, progressive and robust curriculum saw the first year having to embed and plant the seeds for success. There are early signs of attainment success already showing a massive improvement academic year 2025-2026
- The school was awarded the School Games Mark Gold for the first year.
- The school achieved well in sporting competitions: Cross Country North Kirklees 17 children, Kirklees Finals 7 children and West Yorkshire Finals 1 child. SHA North Kirklees 1st place and Kirklees Finals 4th place. Enhance Football Tournament (Kirklees) 1st place.
- The school continues to have a positive relationship with many external links providing our children with qualified coaches and the opportunity to be taught by dance, golf, tennis, orienteering and basketball professional coaches.
- 100% uptake of extra-curricular activities during the year with many disadvantaged children staying for extra curricular activities

Aims for the next academic year (2025/2026)



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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
1. Swim competently, confidently and proficiently over a distance of at least 25 metres	Employment of a qualified swimming teacher attending school swimming and working KAL Leisure. Allowed them to assist children in the water to give confidence and help with technique. Also allows them to give CPD to supporting school staff This has helped to increase the outcome from 62% to 79% of children leaving Y6 being able to achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys as children swam in Year 4 and for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished.	Swimming allocation time. This is out of the school's control. The closure of local pools due to building issues has reduced children's swimming allocation. Kirklees Council can now only offer swimming for half of the year. Children have all been offered free swimming passes to help build confidence. It has been advised by The School Games, Government, Swimming England and The Institute of Swimming that the hire of pop up pools are not advised.
2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke)	An Increase from 55% to 72% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys as the children went swimming in Year 4 and for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished. A slightly higher percentage of children were able to achieve backstroke compared to front crawl and breaststroke.	Same as above, however; it is felt that the swimming providers need to spend more on developing technique and not stamina in areas of the pool where children can reset their body position

Aims for the next academic year (2025/2026)



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<u>Swimming and Water Safety</u>	What went well? Supporting evidence?	What didn't go well? Supporting evidence?
3. Perform safe self-rescue in different water-based situations	An increase from 55% to 72% of children leaving Y6 could achieve this. Data was collated from swimming teachers when this cohort accessed swimming but also from parental surveys (Children swam in Year 4) and for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished. Children enjoy and listen well during the water safety weeks.	As above

Aims for next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
To further implement and support active breaks and lunchtimes	Lunchtime supervisors / pupils leadership as they will take part. Children will be more settled and engaged during lunchtime. Behaviour incidents decrease further. Children active for longer within the school day.	Access full area of the school grounds. Have something for everyone. Not all children want to play sport at lunch and break Key Indicator 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed	Photographic evidence. Purchase orders and equipment. Pupil and staff voice
To increase the quality of teaching and learning within PE lessons – dance To improve staff knowledge of the dance curriculum.	Further improve quality of teaching. Class teachers to become more confident in delivering dance and sessions. Dance sessions to be connected to the wider curriculum	Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls	PE planning Assessment Learning walks Staff feedback Pupil voice
To increase the range and of extracurricular clubs	Children will be more active and meet the recommended 60 minutes per day. Children will be well prepared for competitions. A wide variety of clubs – something for everyone	Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 5. Increasing participation in competitive sport	Letters Dojo Email Register Pupil Tracker

Aims for next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
Increased active travel to school. Different ways – not just walking.	Promote active travel to school. SLT to discuss communication to children via assembly and being safe. Encourages children to think about different ways of transport and road safety awareness.	Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 3. Raising the profile of PE and sport across the school, to support whole school improvement	Secure funding for a free bike and scooter shelter on the school premises. Year 4 Learn to Ride and road safety Year 5 Scooterability Year 6 Bikeability Year 4 Road Safety Awareness
Hub 4 Events – Festivals and Competitions for the whole class across Enhance Hub 4 schools	The first stage: Giving all the children in each year group the chance to represent the school at a festive. Children to be given the opportunity to explore, develop and engage in a wide variety of sports. Competitions to embrace the School Games values Also helps with transition – meeting new and different people	Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls Key Indicator 5. Increasing participation in competitive sport	Year 2 Tennis events – Summer 2 Year 5 Golf event – Summer 2 SEND events – Spring 2 Photographic Pupil Voice/feedback
Top Up Swimming	This is not a priority to the majority of families. Most children are starting from the very beginning and have never been swimming nor had swimming lessons. This is probably the only opportunity some children will have to learn sure an important life skill	1. Swim competently, confidently and proficiently over a distance of at least 25 metres 2. Use a range of strokes effectively (for example, front crawl, backstroke and breaststroke) 3. Perform safe self-rescue in different water-based situations	Data collated from swimming teachers when cohort accesses swimming also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished.

Aims for next academic year (2025/2026)



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Aim	Why?	Key Area	Supporting evidence
School Games Gold (2nd Year)	Deliver 30 active minutes for 50% of the school population and tracking their 30 minutes take-up beyond school Aware of the least active pupils and have a planned provision to target and increase their regular daily physical activity levels Our extra curriculum offers to provide equal opportunities for young people regardless of gender Create participation experiences that focus on how pupils move, connect, think and feel, helping them understand and develop their own relationship with movement and physical activity to find value, enjoyment and meaning. Share with parents our competition intent Sports Leaders and council Participation – intra and inter school Competitions / tournament / festivals Offer a broad and balanced curriculum – look at it through the eyes of gender	Key Indicator 1. Increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities prioritising CPD and training where needed Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 3. Raising the profile of PE and sport across the school, to support whole school improvement Key Indicator 4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils and ensure equal access to sport for boys and girls Key Indicator 5. Increasing participation in competitive sport	This is done in PE lessons. Lunchtimes is ongoing Monitored on the school system. Children asked to participate in festivals and activity sessions and days All children can attend all afterschool and PE lessons regardless of their gender. A new curriculum has been launched and is now being embedded. It is more engaging and can be adapted to all skill levels. It has also been introduced to two further schools. Wider and broader after school club offers Hub 4 festivals and competitions giving children the opportunity to play, explore and develop new skills with other schools in the Trust. All letters to parents clearly explain the intent All elected/chosen by the Senior Leader Representatives Huge increase compared to the previous years. Had excellent competitive results and high attendance at festivals – all on Whole School Activity Tracker Something for everyone

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Develop lunchtime play provision to increase activity	Develop pupil leadership. Lunchtime supervisor training. Wide range of equipment, Pupil voice and Outdoor play provision.	A confident and competent group of activity leaders that take initiative and create a more active and inclusive playground for all pupils. A happier, more active playground that meets the needs of all pupils especially SEND and girls.	Pupil voice: interviews/group discussions with a variety of pupils Conduct regular observations of the playground to gauge activity levels of the least active children. Staff voice and feedback.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Children are playing confidently and being creative. There is a large variety of different activities ranging from den building, barrel rolling, large scale brick building. This has increase activity levels and breaks and lunch are highly active	Full sustainable. Playleaders set up at break and all the equipment for the tuff trays have been donated and packed away daily to keep them in excellent condition. Play areas are changed and topped up with a large reserve of toys. Den building equipment is of the highest quality and made to last	Pupil voice Photographic evidence Seeing it in action SLT walks	See Government report for final figures

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Increased active travel to school. Different ways – not just walking.	Secure funding for a free bike and scooter shelter on the school premises. Promote active travel to school. Year 4 Learn to Ride and road safety Year 5 Scooterbility Year 6 Bikeability SLT to discuss communication to children via assembly and being safe Launch to parents on Newsletter	Children to have more road sense and a better understanding of risk. Increase active travel using different means	Physical Shelter Photographs Active Travel to School Audit – collect data
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The new bike/scooter shelter is full every day. Children come to school wearing bike/scooter helmets	By encouraging children to take part in all the different scooting, biking activities offered by the school and all the road safety training offered as part of the curriculum	Photographic Pupil Voice Visual	See Government report for final figures

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Hub 4 Events – Festivals and Competitions for the whole class across Enhance Hub 4 schools	Year 2 Tennis events – Summer 2 Year 5 Golf event – Summer 2 SEND events – Spring 2	The first stage: Giving all the children in each year group the chance to represent the school at a festive. Children to be given the opportunity to explore, develop and engage in a wide variety of sports. Competitions to embrace the School Games value	Photographic Pupil Voice/feedback
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Four of the Academy Trust schools coming together and building friendships across schools.	Yes, very low cost for specialist coaches spread across four schools and venue costs kept to £0	Photographic Pupil voice	See Government report for final figures

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	The PE Leader set a goal of becoming a Gold School in academic Year 2024/2025. They have the long term goal of becoming a platinum school Full details of the requirements to be a Gold School can be found on the School Games Website	Full details of the requirements to be a Gold School can be found on the School Games Website. This is monitored on a daily bases and is a large part of the PE leaders appraisal	Full details of the impacted expected when awarded Gold can be found on the School Games Website.	Application process via the School Games. Pupil voice. Photographic evidence
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Achieve Gold. All children engaged and offered a wide variety of opportunities	Yes, if is lead by the PE Lead and they are given the time to ensure the School Games Objectives are achieved each year.	Photographic Pupil voice Competition results Application process via the School Games site Communication with local SGO	See Government report for final figures

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	Top up swimming.	Currently in talks with SLT and KAL Swimming about the possibility of having two year groups attend swimming over two years. Or offering top up swimming for Year 6 children that haven't received the NC. Currently Year 5 have the swimming provision. If Year 4 or Year 6 can attend this would be classed as top up allowing two year groups to access swimming provision	More children achieving the Swimming NC and Water Safety Skills	Data collated from swimming teachers when this cohort accessed swimming but also from parental surveys for children that are new to the school and didn't meet end of KS2 expectations when the lessons finished.
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	The school has seen an increase in all areas.	Yes. PE Lead now goes swimming and is a qualified swimming teacher. They offer CPD to school swimming staff and also help with children confidence when in the water correcting and showing the correct techniques	Pupil voice Staff feedback Results being achieved	See Government report for final figures

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To increase the quality of teaching and learning within PE lessons – dance To improve staff knowledge of the dance curriculum.	CPD for teachers and assistant via specialist PE Lead 2. Teachers to observe then to be observed delivering part of the session. Trust CPD Dance CPD Additional slots focusing on children with poor gross motor skills, SEND or emotional	Class teachers and teaching assistants receive/observe high quality teaching of PE every week. Children will receive high quality PE lessons and benefit from having specialist teaching. Class teachers will be more confident in delivering PE and dance sessions	PE planning Learning walks Surveys Pupil voice Assessment Informal conversations with staff
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	All children enjoy dance a Overthorpe. All dance connect to the children learning from class. Year 2 – great fire of London	Dance is fully implemented across all year groups and children perform dances to parents and the school	PE planning Learning walks Surveys Pupil voice Assessment Informal conversations with staff Teaching and learning walks	See Government report for final figures

Your objective:



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	Intent - what is your objective?	Implementation - How will you achieve this?	Impact - What do you hope to see?	Supporting evidence
Plan and monitor	To further increase the range and of extracurricular clubs. Train children to be able to compete at a higher level and progress through the School Games network of competitive events	Whole school tracker that measures every child and all teaching staff are responsible and encourage all children to attend one or more clubs. School Tracker is monitored by SLT paying particular interest to children from our more vulnerable families. Individual children are monitored on a regular bases.	Key Indicator 2. Increasing engagement of all pupils in regular physical activity and sporting activities Key Indicator 5. Increasing participation in competitive sport	Pupil voice Club registers Whole school Pupil Tracker
	What impact have you seen?	Are the improvements sustainable? How?	Supporting evidence	Approx. cost
Evaluate	Every child has had success and access as has been able to attend some sort of extra curricular club or activity	Yes – PE lead monitors the school activity tracker	55 Children attended 1 st Cross-country event. 13 children qualified to the 2 nd round and 7 children qualified to attend the West Yorkshire Finals First place Sports Hall Athletic Pupil voice Club registers Whole school Pupil Tracker	See Government report for final figures