

Sports Premium 2024-25

Action	Who does this impact?	Impact How sustainability will be achieved?
<p>Key Indicator 1:</p> <p><i>The engagement of all pupils (including those with SEND) in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</i></p>		
<ul style="list-style-type: none"> Opal resources – Purchase equipment that can be used for OPAL during break and lunch times 	<ul style="list-style-type: none"> OPAL resources were acquired for use by children during break and lunchtimes. These resources included a diverse range of equipment designed to facilitate play, aligned with the current Early Years Foundation Stage (EYFS) framework. 	<ul style="list-style-type: none"> OPAL resources aided in fostering the pupils' imagination, increased their activity levels, and enhanced their interest in play whilst reducing poor behavior and promoting exploration.
<ul style="list-style-type: none"> Movement equipment for each year group (as requested by teachers) 	<ul style="list-style-type: none"> Staff used the equipment provided for each year group during the school day/PE lessons to increase physical literacy, ability and confidence as well as support the sensory needs 	<ul style="list-style-type: none"> Ordering sporting equipment has provided numerous benefits for children, particularly in their physical and cognitive development. It has helped enhance fine and gross motor skills, allowing children to build coordination, strength, and control. For children with Special Educational Needs and Disabilities (SEND), access to sports equipment has improved focus in the classroom, enabling better engagement with learning. Additionally, movement breaks supported by this equipment allow children to refocus on tasks, improving overall concentration. Lastly, the creation of a sensory circuit further enhances this support, offering children opportunities to



	of children with SEND.	move as needed, promoting self-regulation and overall well-being.
<ul style="list-style-type: none"> ○ Increase the quality of nursery equipment available for physical activity 	<ul style="list-style-type: none"> ○ Children had the opportunity to utilise the newly updated equipment to enhance their physical literacy, develop their imaginative abilities, and strengthen both their fine and gross motor skills. 	<ul style="list-style-type: none"> ○ It has played a key role in developing the nursery children’s fine and gross motor skills, enhancing their coordination, balance, and physical confidence. Additionally, the equipment has encouraged imaginative play, allowing children to create new games and explore different ways to engage with their environment. Beyond its immediate benefits, the equipment is a sustainable investment that will continue to support children’s development for years to come, providing lasting value and ongoing opportunities for active learning and play.

Key Indicator 2:

The profile of PESSPA being raised across the school as a tool for whole school improvement

<ul style="list-style-type: none"> ○ Renewal of School Sporting futures to provide pupils with the opportunity to experience competitive games, be exposed to a variety of sporting sessions and for staff to access PE CPD. 	<ul style="list-style-type: none"> ○ SPFT supported children by providing them with the opportunity to participate in a variety of sporting sessions as well as competitions. Additionally, they support staff with their own professional development and provide the opportunity to attend courses to improve their own knowledge and ability. 	<ul style="list-style-type: none"> ○ Pupils will be able to draw on their experiences to support their participation in future competitions, both sporting and non-sporting, by applying the morals, values, and principles of sportsmanship they have developed. In addition, they will have access to a wider range of sports and physical activities, which is expected to further encourage their engagement in an active and healthy lifestyle. ○ Teachers will continue to apply their subject knowledge to enhance the PE curriculum and to provide pupils with enriching and positive experiences.
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<ul style="list-style-type: none"> ○ To increase concentration and focus through movement at break and lunchtimes 	<ul style="list-style-type: none"> ○ Staff used the equipment provided for each year group during the school day/PE lessons to increase physical literacy and confidence as well as support physical and emotional needs. 	<ul style="list-style-type: none"> ○ The new equipment allowed children to support their emotional and physical needs by taking movement breaks, which increased their engagement when they reentered the classroom. These breaks helped manage emotions, expend excess energy, and improve focus, resulting in better academic outcomes.
<ul style="list-style-type: none"> ○ Increase swimming proficiency across KS2 	<ul style="list-style-type: none"> ○ Pupils in KS2 were provided with the opportunity to increase their swimming proficiency and work towards the ability to swim 25m. 	<ul style="list-style-type: none"> ○ Pupils were provided with intensive swimming lessons to increase their own ability to swim 25m. These had a great impact on swimming ability and supported pupils attaining their 25m swimming certificate.
<ul style="list-style-type: none"> ○ To continue to develop professional knowledge and understanding of the PE curriculum 	<ul style="list-style-type: none"> ○ Physical Education (PE) leaders were given the opportunity to participate in the PE conference to further their professional development and effectively integrate their learning into the PE curriculum. 	<ul style="list-style-type: none"> ○ The Physical Education (PE) leads had the opportunity to network with a range of sports organisations and explore ways to integrate these partnerships within schools. Additionally, they participated in various workshops, each focused on specific topics, which they could subsequently incorporate into the PE curriculum.



Key Indicator 3:

Increased confidence, knowledge and skills of all staff in teaching PE and sport

<ul style="list-style-type: none"> ○ PE Conference – To develop the knowledge and skill of PE leads and provide opportunity to seek external resources/companies that could be of value to the pupils at Knebworth School. 	<ul style="list-style-type: none"> ○ PE leads will be able to develop their own knowledge and skills on specific subjects/topics and share their findings with their colleagues – which will allow for staff development. Additionally, this will allow the children a plethora of sporting opportunities from specialists in that field. 	<ul style="list-style-type: none"> ○ The Physical Education (PE) leads had the opportunity to network with a range of sports organisations and explore ways to integrate these partnerships within schools. Additionally, they participated in various workshops, each focused on specific topics, which they could subsequently incorporate into the PE curriculum.
<ul style="list-style-type: none"> ○ Renewal of Getset4PE – This provides professional development for all teachers and aids the quality of teaching in PE. 	<ul style="list-style-type: none"> ○ PE teachers were able to develop their own knowledge and understanding of the PE curriculum and utilise this during lesson time by using the set lessons and watching the video clips provided. 	<ul style="list-style-type: none"> ○ Renewing GETSET4PE has continued to provide valuable support for staff in delivering high-quality PE lessons. This resource supported staff in developing their knowledge and understanding by providing a structured scheme of work that was easy to follow. The example videos were particularly beneficial, helping staff enhance their own skills while also supporting children’s learning. Teachers appreciated the wide variety of activities that aligned with the school’s curriculum. Additionally, the well-structured lessons fitted seamlessly within the allocated lesson times, ensuring effective and engaging PE sessions for all students.



Key Indicator 4:

Broader experience of a range of sports and activities offered to all pupils.

<ul style="list-style-type: none"> ○ Renewal of School Sporting futures to provide pupils with the opportunity to experience competitive games, be exposed to a variety of sporting sessions and for staff to access PE CPD. 	<ul style="list-style-type: none"> ○ SPFT supports children by providing them with the opportunity to partake in a variety of sporting sessions as well as competitions. Additionally, they will support staff with their own professional development and provide the opportunity to attend courses to improve their own knowledge and ability. 	<ul style="list-style-type: none"> ○ Pupils will be able to draw on their experiences to support their participation in future competitions, both sporting and non-sporting, by applying the morals, values, and principles of sportsmanship they have developed. In addition, they will have access to a wider range of sports and physical activities, which is expected to further encourage their engagement in an active and healthy lifestyle. ○ Teachers will continue to apply their subject knowledge to enhance the PE curriculum and to provide pupils with enriching and positive experiences.
<ul style="list-style-type: none"> ○ Fitfence enrichment day 	<ul style="list-style-type: none"> ○ Children had the opportunity to engage in a unique sport that they might not otherwise have had the chance to experience. 	<ul style="list-style-type: none"> ○ Children had the opportunity to expand their knowledge and understanding of an alternative sport while developing physical skills that may be new to them. All children will begin at the same level, fostering inclusivity and creating a supportive learning environment. Additionally, they will have the chance to enhance their communication skills.
<ul style="list-style-type: none"> ○ Drumba enrichment day 	<ul style="list-style-type: none"> ○ Children had the opportunity to engage in a unique sport that they might not otherwise have the 	<ul style="list-style-type: none"> ○ See above.



	chance to experience.	
<ul style="list-style-type: none"> ○ Ninja skipping event 	<ul style="list-style-type: none"> ○ Children had the opportunity to participate in a skipping event that combines fine and gross motor skills, incorporating fun elements such as ninja-inspired movements. This activity allows children to enhance their cardiovascular fitness while exploring a unique and engaging experience. 	<ul style="list-style-type: none"> ○ See above.
<ul style="list-style-type: none"> ○ Healthy workshop KS1 	<ul style="list-style-type: none"> ○ During these workshops, children participated in interactive stations designed to enhance their knowledge and understanding of health. Each station will focus on key topics such as physical well-being, nutrition, oral hygiene, 	<ul style="list-style-type: none"> ○ Participating in these workshops enhanced children's understanding of maintaining a healthy diet and body while also equipping them with strategies to identify and manage their emotions effectively. Staff will integrate these concepts into the curriculum and reinforce them regularly to ensure long-term retention and sustainability.



	and emotional management.	
<ul style="list-style-type: none"> ○ Fitkidz 	<ul style="list-style-type: none"> ○ During the recent FitKidz session, children took part in a variety of fun and engaging fitness activities designed to improve both their physical and skill-related fitness. From agility ladders and balance challenges to team games and movement circuits, the session encouraged active participation while helping to develop coordination, strength, and endurance. Most importantly, the children enjoyed keeping active through movement-based play, building confidence and a positive attitude towards fitness. 	<ul style="list-style-type: none"> ○ The FitKidz sessions provided a wide range of benefits for the children involved. It helped to improve their overall fitness levels, including strength, coordination, and stamina. The activities also supported the development of important movement skills in a fun and engaging way. Most importantly, the session highlighted how enjoyable being active can be, encouraging children to adopt healthy habits and inspiring them to stay active long into the future



Key Indicator 5:

Increased participation in competitive sport

<ul style="list-style-type: none"> ○ Renewal of School Sporting futures to provide pupils with the opportunity to experience competitive games, be exposed to a variety of sporting sessions and for staff to access PE CPD. 	<ul style="list-style-type: none"> ○ SPFT supports children by providing them with the opportunity to partake in a variety of sporting sessions as well as competitions. Additionally, they will support staff with their own professional development and provide the opportunity to attend courses to improve their own knowledge and ability. 	<ul style="list-style-type: none"> ○ Pupils will be able to draw on their experiences to support their participation in future competitions, both sporting and non-sporting, by applying the morals, values, and principles of sportsmanship they have developed. In addition, they will have access to a wider range of sports and physical activities, which is expected to further encourage their engagement in an active and healthy lifestyle. Teachers will continue to apply their subject knowledge to enhance the PE curriculum and to provide pupils with enriching and positive experiences.
<ul style="list-style-type: none"> ○ Netball/Football League entry 	<ul style="list-style-type: none"> ○ Year 6 students are provided with the opportunity to participate in a competitive sporting league with local schools. 	<ul style="list-style-type: none"> ○ Children had the opportunity to participate in a competitive sport/environment where they learnt to play fairly, demonstrate good sportsmanship, and gain a deeper understanding of how competitive events are conducted. This experience will help prepare them for future competitions and increase their motivation to participate.

Costs

<p>Amount received £19,380</p>	<p>Spent</p> <ul style="list-style-type: none"> ○ Day events: £2629 ○ Top up swimming: £3600 ○ Equipment and resources: £7579.26 ○ Educational platforms and resources: £526.50 ○ Activities organized by School Games organizer network: £4538.90 ○ External coaching staff: £104 ○ CPD: £430 	<p>Remaining £0</p>
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Swimming

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

Question	Stats	Further context
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<ul style="list-style-type: none"> ○ What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? 	<p>97%</p>	
<ul style="list-style-type: none"> ○ What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? 	<p>97%</p>	
<ul style="list-style-type: none"> ○ What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? 	<p>97%</p>	
<ul style="list-style-type: none"> ○ 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 	<p>Yes</p>	

<p>not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>		
<ul style="list-style-type: none"> o Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? 	<p>No</p>	

<p>Head Teacher:</p>	<p><i>Miss S Bains</i></p>
<p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p>	<p><i>Charlie Hall</i></p>
<p>Sports Premium Link Governor:</p>	<p><i>Nik Watson</i></p>
<p>Date:</p>	<p>28.07.2025</p>

