

Key achievements to date until July 2025:	Areas for further improvement:
<ul style="list-style-type: none"> <li>- Full implementation of Complete PE scheme helped to ensure progression across year groups and a consistency in planning</li> <li>- Teams entered into football and netball leagues competed well in their respective leagues, to a good standard</li> <li>- Clubs tracking streamlined and PP/SEND representation visible on this document as well as on event specific documentation</li> <li>- Playground Pals development. Pupils were enthusiastic and ran their activities well, supporting the younger students</li> </ul>	<ul style="list-style-type: none"> <li>- Staff CPD using the Complete PE scheme ready for class teachers teaching 1x PE lessons per week for their classes</li> <li>- Developing the intra-school competitions</li> <li>- Continued focus on ensuring lunch times incorporate more fitness/ sporting activities</li> <li>- Widen the range of sporting clubs offered across the school</li> <li>- Closer PP/SEND participation monitoring</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.	18%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	16%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	21%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes/ <b>No</b>

Academic Year: 2024/25	Total fund allocated: £22,320	Date Updated: September 2025	
<b>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – kick-starting active healthy lifestyles</b>			Percentage of total allocation: 40%
Objective	Actions	Impact	Sustainability and suggested next steps:
<p>To provide 2x high quality PE sessions per week across the school (including swimming) to comply with the National Curriculum</p>	<ul style="list-style-type: none"> <li>- PE staff had timetable of sessions across Key Stages (including EYFS) that ensured all classes across the school had set PE slots and hall time, giving them access to high quality PE sessions</li> <li>- ‘Complete PE’ scheme followed which focused upon skills progression through a variety of sports/games/activities. Prior knowledge built upon due to long term plan being adapted to ensure there was a progression of skills in core areas</li> <li>- Lesson plans clearly gave examples of how to adapt for children with SEND</li> <li>- SEND specific PE sessions were led by PE team in consultation with the inclusion team, ensuring that key identified areas were focused upon during these sessions</li> <li>-Year 4 attended swimming lessons for one full term with lessons delivered by trained swimming teachers</li> </ul>	<p>Consistency – having the lessons timetabled and with the same teacher each week has allowed for greater consistency and PE teachers being able to utilise their assessment to adapt lessons considering where the children are at.</p> <p>Complete PE scheme has allowed pupils to progress across year groups as the skills continue into the next academic year. Careful planning of units has also enabled progression from year group to year group. Lessons are detailed and provide examples of activities which really assists delivery. This has meant that when lessons have needed to be covered, staff taking the session are able to deliver to a higher quality than before as they have the resources to refer to easily.</p> <p>Lessons have adaptations for pupils with additional needs/requirements which means that more time can be spent on ensuring lessons are resources properly. Engagement appears to be higher now for pupils with SEND as well.</p> <p>SEND specific sessions have particularly helped with confidence</p>	<p>Swimming to return for Year 6 in 2025-26 utilising Sport Premium Funding for this increased swimming offer.</p> <p>Complete PE to continue to be utilised as the school’s PE scheme with all teaching staff being introduced to this in the next academic year so that when they teach their own class’ PE lessons, they are confident in using the plans.</p> <p>PE slots to continue to be timetabled by SLT to ensure 2x sessions of PE per week (this reduces the possibility of PE being ‘cut’ from timetables especially as class teachers will teach one of their two lessons in 2025-26)</p> <p>Further focus to be given next academic year to the adaptations section of the PE planning so that pupils with SEND are able to access Learning Objectives and adaptations are common place during PE lessons.</p>

		<p>and self-esteem for pupils with SEND and the communication between the PE and inclusion teams has ensured that core skills are being developed, bridging some of the gap between these pupils and their peers in lessons</p> <p>National curriculum requirements being fulfilled with swimming and Year 4 attending has been successful, the slightly older age (previously Year 3) seems to have a positive impact on pupils’ willingness to attempt what is being asked more.</p>	
<p>To continue to develop the number of sporting activities and opportunities at lunch times in KS1 and 2</p>	<ul style="list-style-type: none"> <li>- New Year 5 playground pals were selected and trained to lead on activities for KS1 daily. Rota was devised so that there were activities each day for KS1 pupils to take part in with support from the Playground Pals</li> <li>- New KS2 playground set-up implemented with further active opportunities for children. Some funding was spent on new activities such as giant connect 4, skittles and skipping ropes. Team sports such as football, basketball/netball were also included on the rota</li> <li>- KS1, KS2 and EYFS playgrounds had money invested in equipment to ensure children could be more active during the lunch hour. Large versions of board games were invested in on KS2 playground to engage children within the activities</li> <li>- Staff assigned to areas/activities on playgrounds to ensure interaction with children</li> <li>- Year 6 student leaders supported the running of activities on KS2 playground, encouraging pupils to take part and referring/monitoring games to ensure they were</li> </ul>	<p>Playground Pals regularly attended their allocated slots to support on KS1 playground giving younger pupils the opportunity to play structured games, giving them clear opportunities to stay active.</p> <p>Purchasing of equipment for KS2 playground has led to pupils being engaged in structured activities out on the playground that are active as well.</p> <p>Staff engaged with activities, at least supporting or supervising to ensure games ran smoothly. This has, on the whole, also had a more positive impact on behaviour during these activities.</p> <p>Student Leadership roles have been increased with Student Leaders appointed. Their roles helped ensure running of games/activities at lunch time and provided positive role models to younger pupils.</p>	<p>New activity rotas and playground set-up in KS2 will be able to be continued in following years. Equipment purchased, if looked after and cared for, will last a number of years. Next year, an aim will be to continue to research and add to the opportunities pupils have on the playground centred around an ‘OPAL’ style approach.</p> <p>Staff engagement when on duty at lunch – continue to assign areas and staff to closely supervise the sporting activities on KS2 playground such as football and basketball to ensure rules are followed.</p> <p>Student Leaders will be selected again next year and a rota created with them to support the playgrounds. The leaders could also help support intra-school house competitions to drive the house system more.</p>

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To run weekly SEND P.E. sessions	<p>'Catch up' PE sessions were timetabled in weekly for pupils with SEND. PE team communicated with the Inclusion team to then ensure there was a specific focus in each session to aid the development of the children attending</p> <p>Provision map targets were considered when planning sessions and there was an aim to increase social development through the sessions as well</p>	SEND specific sessions were beneficial when run and were tailored to specific needs of the children attending, allowing these pupils to progress at their personalised pace. However, impact was not as significant as hoped due to sessions having to be cancelled due to various reasons.	To be discussed with inclusion team for 25-26. Staff restructure may impact on this somewhat. However, having tailored targets/areas for development for SEND pupils is something that could still be a focus in PE lessons.
<p><b>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b></p>			<p>Percentage of total allocation:</p> <p>4%</p>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
Large scale events to be promoted across the curriculum and in assemblies	<ul style="list-style-type: none"> <li>- Event specific resources shared through Staff Google Classroom</li> <li>- Assemblies utilised to share key information about major sporting events (for example: Wimbledon)</li> </ul>	<p>Assemblies utilised well to inform pupils of the international based events taking place and there was high engagement in these assemblies. Pupils were talking about the events, speaking to adults around school about these too.</p> <p>Due to curriculum content that needed to be covered across the different subjects, the impact of sharing of resources could have been more. PE team to discuss ways to improve this next year.</p>	<p>Allocated assemblies around the large, international scale events. These to be added to the assembly rota.</p> <p>Further planning and further in advance to try and plan in when and how teachers can incorporate more event specific resources into lessons.</p>
Year 5 Playground Pals to be trained to effectively run activities/games for KS1 students	<ul style="list-style-type: none"> <li>- PE lead facilitated training for Playground Pals ensuring they had the correct resources, activities and communication skills to deliver this to KS1 children</li> <li>- Leaders were shown a number of activities and games that they could deliver to KS1 pupils and this was done daily</li> </ul>	<p>New Playground Pals being trained allowed us to continue to provide active opportunities for KS1 pupils at lunch times. The younger children really looked up to their older peers as good role models.</p> <p>Playground Pals engaged with pupils</p>	<p>PE lead/team to continue training new Playground Pals to assist on the KS1 playground in 25-26.</p> <p>Time required for member of staff to train the new Playground Pals.</p> <p>Continue to monitor and supervise</p>

	<ul style="list-style-type: none"> <li>- KS1 staff and lunchtime staff fed back to PE lead to ensure that the leaders were delivering the activities as expected. PE lead monitored sessions, often heading to the playground to see the children participating.</li> </ul>	<p>and led the activities each lunch time which justified the time spent on training them.</p> <p>Monitoring of the Playground Pals allowed PE lead to feedback and adapt the way things were run when staff shared their feedback. This allowed each lunch time to be as effective as possible.</p>	<p>the Playground Pals when they are supporting to ensure high quality engagement and appropriate boundaries being respected.</p>
<p>To assign Year 6 Student Leaders who will support with games and activities on the KS2 playground</p>	<ul style="list-style-type: none"> <li>- Year 6 staff selected 3x pupils per class to be leaders who displayed good leadership characteristics such as empathy, reliability and integrity.</li> <li>- Designated member of SLT met with pupils to devise roles and to discuss what this role would entail</li> <li>- Rota created clearly stating which leaders had which duties and when. This was aimed to increase the number of children taking part in games and activities, giving those taking part someone who could lead on that activity fairly</li> <li>- SLT member monitored interactions with other students to ensure a positive play environment</li> </ul>	<p>Additional student support for activities on KS2 playground improved playing behaviours of pupils taking part. Positive role models explaining rules or refereeing games made games run much smoother.</p> <p>Rota meant that pupils were where they needed to be each day and they referred back to this. Leaders took their roles and responsibilities seriously, engaging with the activities they were leading and assisting the staff out on the playground and in the halls.</p> <p>Role allowed pupils to develop their leadership and communication skills.</p>	<p>SLT/Yr 6 lead to ensure Student Leaders are appointed again in 25-26. Role to be developed further with more regular meetings, sharing of activities and training on how to interact/deal with certain situations.</p>
<p>To share results and sport/PE related information in assemblies, newsletters and across school social media outlets</p>	<ul style="list-style-type: none"> <li>- All clubs running each half term were posted on the school website and sent out to parents as part of the newsletter</li> <li>- Event results were included in the school newsletter to share sporting achievements and success</li> <li>- Use of the PE board near to the PE office, sharing event updates and selections</li> </ul>	<p>Profile of sport in the school was raised through communicating results via newsletters. Sense of pride for pupils if their photos were included.</p> <p>PE board proved very useful as students would visit it to check clubs and events. This was also beneficial for staff who could check the board too.</p>	<p>PE team to ensure board is used again and information is kept up to date and relevant.</p>

To participate in the 'Let Girls Play' football event	<ul style="list-style-type: none"> <li>- Event not able to run this year due to staffing and timetabling</li> <li>- However, all girl specific football events were entered including the girl's football league and tournaments</li> </ul>	Girls have enjoyed taking part in girl specific football tournaments and events. They are keen to attend and have developed their confidence in a gender specific setting.	Continue to enter girls' football league and any other specific events for girls (football, netball etc)
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport</b>			Percentage of total allocation:
			8%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
To keep up to date with the most recent developments in PE and the School Games to ensure Bushmead continue to deliver high quality PE lessons and clubs for our pupils	<ul style="list-style-type: none"> <li>- PE lead was in communication throughout the year with the School Games lead for Luton ensuring that we had the correct information regarding events</li> <li>- PE team supported staff who were needed to cover by providing essential information about the Complete PE scheme used at Bushmead</li> <li>- Up to date event information shared via Google Classrooms with class teachers</li> </ul>	<p>PE team put information into practice for lessons and clubs. All School Games updates shared with relevant staff which meant competitions were entered and organised accordingly.</p> <p>Complete PE scheme has enabled staff to access lesson plans easily when covering and the detailed plan and diagrams has greatly benefited the quality of sessions which are covered.</p> <p>Staff kept up to date with events and who is taking part from their classes/year groups.</p>	<p>In 25-26, PE teacher and SLT lead for PE need to be on the mailing list for School Games and PE updates.</p> <p>Further staff CPD on use of Complete PE scheme as class teachers will deliver 1x PE lesson per week in 25-26.</p>

<p>PE team to support trainee teachers with the planning and delivery of PE lessons</p>	<ul style="list-style-type: none"> <li>- Trainee teachers were supported by PE staff, where they were helped in using the school scheme and shown how the progression of skills document is applicable to classes</li> <li>- PE team shared how assessment of pupils works and skills progression with trainee teachers</li> <li>- Trainee teachers were supported through lesson planning, shadowing and observing PE staff teaching lessons before planning and delivering lessons themselves</li> </ul>	<p>Trainee teachers completed their courses and the observations required were completed to the expected standard.</p> <p>Trainees expanded their understanding of the PE curriculum and the scheme used whilst also gaining an understanding of the assessment used.</p>	<p>PE teacher to continue to support any future trainees.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>			<p>Percentage of total allocation: 26%</p>
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>Continue to offer morning sports clubs to increase the number of pupils participating.</p>	<ul style="list-style-type: none"> <li>- Sessions held to support the football and netball leagues that the school competes in. This gave pupils dedicated time to prepare for matches and events</li> <li>- PP pupils were invited to these clubs to increase our extra-curricular offer for PP pupils</li> </ul>	<p>Pupils had designated slots for their training sessions which contributed to good seasons for the teams. Morning offer also allowed spaces for other clubs to run after school. Football team had 16% PP participants. Morning netball club had 14% PP participants.</p>	<p>Continue to reserve places for PP students at all clubs, especially for teams. Clubs document to record the number of PP children attending so we can monitor this across all clubs.</p>
<p>Offer a comprehensive selection of after-school clubs to increase participation in sporting activities.</p>	<ul style="list-style-type: none"> <li>- Clubs list was created prior to the start of the academic year, with staff signing up to the clubs that they wanted to run</li> <li>- Replenishment of equipment occurred throughout the year to ensure that equipment was up to standard for lesson/club delivery and that there was enough of this to run clubs effectively</li> <li>- Full-time teachers had designated clubs time as part of directed time</li> </ul>	<p>Teachers signing up to clubs they wanted to run early in the year meant that all staff knew when they were leading clubs and the clubs on offer were able to be monitored much more efficiently. Sports based clubs had the correct equipment which allowed for good quality sessions. Knowing clubs early in the school year, and at the start of half terms, meant that a list of clubs on offer could be shared with parents.</p>	<p>Same approach for 25-26. However, specify the clubs that we wish to run to ensure core sports/teams are able to enter events.  With a smaller PE team, we may need class teachers to volunteer to take teams such as football or netball in 25-26 to ensure that there are club sessions and that we can enter the relevant leagues and events.</p>

	<ul style="list-style-type: none"> <li>- PE team took the lead on core sports such as football and netball to ensure we were able to compete in the leagues and competitions, giving children a constant and regular adult to support them in these clubs/teams</li> <li>- PP and SEND participation was a focus for this year, with places guaranteed for PP/SEND pupils within clubs to help increase participation for these groups of children</li> </ul>		
Work alongside local clubs who will support or lead after school clubs or workshops in curriculum time	<ul style="list-style-type: none"> <li>- Luton Hockey club helped to support and run a hockey club during the autumn term, offering specialist coaching and aiming to increase pupil participation outside of school as well</li> <li>- Member of Stockwood rugby club assisted in the running of TAG rugby sessions for year 6 in the summer term. This ensured all Year 6 pupils had the opportunity to take part in the sport</li> <li>- PE lead to organised dance workshops in KS2</li> <li>- Morning dance sessions were run by external dance group</li> </ul>	Specialists running hockey, TAG rugby and dance ensured high quality sessions were offered to pupils signed up to those clubs. High engagement was seen in these sessions with pupils’ skills progressing well. Working alongside local clubs allowed further club opportunities that we may not have been able to offer otherwise. This meant more clubs could be offered and class teachers could focus on clubs that they were enthusiastic about running.	Continue to maintain and develop links with local clubs.
<b>Key Indicator 5: Increased participation in competitive sport</b>			Percentage of total allocation:
			22%
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	<b>Sustainability and suggested next steps:</b>
To carefully select the events to enter from the School Games Calendar	<ul style="list-style-type: none"> <li>- School Games affiliation fee paid so that teams could be entered into competitions</li> <li>- Specific events were targeted for entry. PE lead and team liaised on which events to enter with football and netball leagues and competitions a priority, alongside multi-skills events. COMPETE and DEVELOP events entered</li> </ul>	Competition entry was streamlined and ensured that arranging cover was more manageable (if all events were entered, PE lessons would have needed more regular cover as well as further support staff attending) Children in netball and football teams had the opportunity to take part in the competitive league system.	Events to be carefully selected again in 25-26, considering those within walking distance and ensuring that each phase/year group has the opportunity to represent the school in events.  Transport needs to be carefully considered for events, as the number

	<ul style="list-style-type: none"> <li>- All phases were entered into at least one competition throughout the year to ensure it was not just the upper end of the school competing</li> <li>- Coaches/minibuses booked in advance to ensure teams could get to events. Where possible, walkable events entered</li> </ul>	<p>Multi-skills entry ensured that events were attended by year groups for 1-6.</p>	<p>of pupils attending, cost and closeness to the event all play a big part in organisation. Visit leads need to ensure this is carefully thought through in plenty of time to the event.</p> <p>SEND participation in events should be a key focus in 25-26 as the benefit of pupils attending these events was very evident. Entry to SEND specific events is a priority.</p> <p>Priority for football and netball leagues in 25-26 and then we need to ensure that other sports clubs are being run so that competitions can be entered. This will need to be discussed with teaching staff.</p>
<p>To monitor PP/SEND representation at School Games events</p>	<ul style="list-style-type: none"> <li>- New event form included sections which helped to log PP and SEND participation. This allowed the school to calculate and evaluate PP/SEND representation across the year</li> <li>- PE staff and event leaders considered PP representation when selecting pupils for events</li> </ul>	<p>All events had the numbers of PP/SEND pupils attending which allowed SLT to see clearly how many and which children were attending</p> <p>PP representation continued around the 10% mark across all clubs</p>	<p>25/26 to ensure that SEND specific events are entered as a priority so that participation at events increases in comparison to last year.</p> <p>Closer PP/SEND participation monitoring and chase up staff if numbers/percentages are not added to the whole school clubs list.</p>