



Russell Street School

2024/2025 Primary PE and Sports Premium

DFE Guidelines

Schools must use the funding to make additional and sustainable improvements in the quality of their physical education, physical activity and sport.

This means that schools should use the premium to:

Develop or add to the PE, physical activity and sport that the school provides

Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools should use the premium to secure improvements in the following 5 key indicators:

1. Increasing all staff's confidence, knowledge and skills in teaching PE and sport
2. Increasing engagement of all pupils in regular physical activity and sport
3. Raising the profile of PE and sport across the school, to support whole school improvement
4. Offer a broader and more equal experience of a range of sports and physical activities to all pupils
5. Increase participation in competitive sport

Rationale:

At Russell Street School, we are committed to enabling all pupils to achieve their full potential. We believe that Physical Education (PE) and physical activity play a vital role not only in developing healthy lifestyles, but also in supporting pupils' physical, mental, and emotional wellbeing. Our aim is for every child to enjoy being active, to take part regularly, and to achieve their personal best in sport. To support this vision, we use specialist sports coaches and school staff to deliver high-quality PE and physical activity. We have developed a carefully structured programme that provides:

- A broad and balanced curriculum of Physical Education and physical activity
- A focus on personal achievement and the development of physical and mental health
- A wide range of extra-curricular opportunities, including after-school clubs
- Ongoing professional development (CPD) for teaching staff, delivered through supported curriculum time delivery
- Comprehensive assessment processes to track pupil progress
- Progressive and age-appropriate lesson planning for individual sports, starting from the Early Years Foundation Stage (EYFS)

Key priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>1.</p> <ul style="list-style-type: none"> <i>Enhance the quality of Physical Education by embedding high-quality teaching practice across all year groups.</i> To achieve this, we will engage a specialist sports coach to work alongside class teachers, modelling effective PE teaching and providing ongoing professional support. This collaborative approach will build staff confidence, deepen subject knowledge, and support the delivery of engaging and inclusive lessons. By working in partnership, coaches and staff will ensure high levels of pupil participation and progress in every lesson. 	<p>Key Stage One Staff:</p> <ul style="list-style-type: none"> A Sports Coach to work in school 2 afternoons per week, alongside all staff to develop their PE knowledge and increase their confidence in teaching PE. 	<p>Key indicator 1: <i>Increasing all staff's confidence, knowledge and skills in teaching PE and sport.</i></p>	<p>Expected Outcomes:</p> <ul style="list-style-type: none"> Improved physical development for all pupils, with increased participation, skill acquisition, and progress across all areas of the PE curriculum. Increased staff confidence and competence in delivering high-quality PE lessons, supported by expert modelling and co-teaching with sports coaches. Enhanced teacher subject knowledge A consistent, whole-school approach to PE delivery, ensuring progression of skills from EYFS to Key Stage 1 and alignment with curriculum objectives. Higher levels of pupil engagement and enjoyment, leading to improved attitudes towards physical activity and healthier lifestyle habits. <p>Sustainability: Sports coaches will continue to work in partnership with school staff, embedding good practice and supporting professional development. Staff will access high-quality planning and assessment tools to maintain consistency beyond the period of direct coaching support. Internal capacity will be strengthened through peer support and shared expertise, ensuring long-term improvement in PE provision.</p>	<p>COSTS: 4 sessions across KS1 per week, 38 weeks per year. Cost: £9,880</p>

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<p>2.</p> <ul style="list-style-type: none"> Promote Greater Levels of Physical Activity and empower pupils to make healthy lifestyle choices We are committed to encouraging all pupils to lead active, healthy lifestyles by embedding physical activity into the daily routine and fostering positive attitudes towards exercise. Our aim is to increase opportunities for movement throughout the school day and ensure all children are equipped and motivated to be physically active. <p>Key Actions:</p> <ul style="list-style-type: none"> Ensure all pupils participate in daily physical activity, including active play during break and lunchtime. Guarantee every child receives a minimum of two hours of high-quality PE per week, in line with national guidelines. Maintain and enhance pupil engagement by providing adequate and age-appropriate equipment for both PE lessons and unstructured playtimes. Promote pupil voice and choice in physical activity to support lifelong healthy habits and encourage participation from all groups, including those less active. 	<p>All children:</p> <ul style="list-style-type: none"> Active break within the classroom, as well as active lunchtimes taught by a Sports Coach. Timetables altered to ensure two hours of PE are taught weekly. 	<p><i>Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport.</i></p>	<p>Impacts:</p> <ul style="list-style-type: none"> Increased access to and participation in physical activity during lunchtimes, leading to higher levels of daily movement for all pupils. Development of positive attitudes towards health and fitness, alongside improved social and emotional well-being through regular physical activity. Greater awareness of healthy lifestyles, with links to physical activity and nutrition embedded across the curriculum, particularly in PSHE and Science. Noticeable improvements in pupils' concentration, coordination, and physical stamina. Increased engagement from previously less-active pupils, who are now participating more regularly in physical activity. Higher uptake of after-school sports clubs, supported by weekly promotion to parents and carers via school communications. <p>Sustainability and Next Steps: Continue to embed active breaks within classroom routines and maintain sports coach-led lunchtime activity clubs to support daily physical movement. Sustain the delivery of two hours of high-quality PE per week for all pupils. Ensure long-term access to appropriate PE and playground equipment to encourage independent active play. Further promote the importance of physical activity through whole-school initiatives, such as Healthy Eating Week and cross-curricular health education. Monitor and evaluate participation rates and pupil feedback to target support where it's most needed and inform future planning.</p>	<p>Lunch Club taught by Sports Coaches x 2</p> <p>1. £4,275 2. £4,940 Total £9215</p>

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<p>3.</p> <ul style="list-style-type: none"> <i>Build Character, Resilience, and Healthy Habits through PE and Outdoor Education</i> Use high-quality PE and outdoor learning to support social, emotional, and academic development. Develop teamwork, resilience, and perseverance through Forest School and the science garden. Teach the benefits of healthy eating and exercise through the Jigsaw PHSE programme and planned 'Healthy Eating' weeks. Foster positive behaviours and life skills that promote well-being and academic progress. 	<p>All children:</p> <ul style="list-style-type: none"> Purchase key resources for Forest School activities, including woodwork tools. Use of Jigsaw to promote healthy and active lifestyles. 	<p><i>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</i></p>	<p>Impact:</p> <ul style="list-style-type: none"> Increased pupil engagement and improved focus during lessons. Notable development in social skills, independence, and self-regulation among children. Full participation in Sports Day, with every child taking part in at least four track events, demonstrating confidence and enthusiasm. All pupils complete the Jigsaw PHSE programme, gaining a clear understanding of the importance of healthy eating and regular exercise. <p>Sustainability:</p> <p>Continue to embed active learning strategies and social skill development within daily lessons.</p> <p>Maintain whole-school participation in physical activities and events such as Sports Day to encourage ongoing involvement.</p> <p>Ensure consistent delivery of the Jigsaw PHSE programme to reinforce healthy lifestyle messages year on year.</p>	<p>Costs: 0</p> <p>Scheme already purchased</p> <p>Forest School equipment purchased 23/24.</p>

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<p>4.</p> <ul style="list-style-type: none"> <i>Offer a wide range of after school clubs.</i> Offer a broad and varied range of after-school clubs designed to engage pupils in physical activity, promote well-being, and cater to diverse interests and abilities. Ensure inclusive access to these clubs by actively encouraging participation from all pupils, with particular focus on supporting disadvantaged children, including those eligible for Pupil Premium. Provide free places for disadvantaged pupils to remove barriers to participation and ensure equality of opportunity. Regularly monitor attendance and feedback to tailor club offerings and ensure they meet the needs and preferences of the whole school community. Consistently promote these clubs and their benefits in our weekly newsletter to parents. 	<p>Example of clubs on offer throughout the year:</p> <p>Multi Sports Dodgeball Football Summer Sports Irish Dancing Olympics Sports Tennis Gymnastics</p>	<p>Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</p>	<p>Impact:</p> <ul style="list-style-type: none"> Pupils who participate in after-school clubs will develop skills across a range of sports and increase their confidence and self-esteem. Participation will foster teamwork, resilience, and a positive attitude towards physical activity. <p>Sustainability: Each club will accommodate up to 20 pupils, with at least ¼ of places allocated for disadvantaged pupils eligible for Pupil Premium, ensuring inclusive access.</p> <p>Attendance and pupil progress will be regularly monitored to maintain quality and adapt club offerings to meet pupils' needs.</p> <p>Promotion and support efforts will be sustained to maintain high participation rates and deliver long-term benefits for pupil health and well-being.</p>	<p>Cost: £ 0</p> <p>Cost of coach already included within PM. P.E. sessions.</p>

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<p>5.</p> <ul style="list-style-type: none"> <i>Continue to raise the profile of Sports Day</i> <p>Elevate the profile of school sports and physical activity by hosting a dynamic, cross-phase Sports Day, enhanced through the expertise of specialist sports coaches. To further enrich the experience, we will collaborate with skilled students from a local secondary school, providing additional support and inspiring our pupils. We will invest in high-quality Sports Day equipment to ensure inclusive, engaging, and memorable activities that promote participation and celebrate achievement for all children.</p>	<p>- Work with the junior school and secondary school Sports Leaders to ensure all children take part in a wide variety of events (track and field) during Sports Day.</p>	<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Sports Day Collaboration and Impact:</p> <ul style="list-style-type: none"> Sports Day will be held simultaneously with the junior school on their field, providing an excellent opportunity for our infant pupils to observe and be inspired by the increasing PE skills and sportsmanship demonstrated by the older children. This shared event fosters a sense of community, motivates our pupils, and highlights the enjoyment and importance of physical activity throughout the school. <p>Sustainability and Next Steps: Continue to host Sports Day alongside the junior school annually, strengthening the transition between phases and maintaining the motivational benefits for infant pupils. Explore opportunities to further integrate joint activities or mentoring from junior pupils and secondary students to enhance skill development and peer role modelling. Regularly review and update Sports Day activities and equipment to ensure ongoing engagement and inclusivity for all pupils.</p>	<p>Cost: 0</p> <p>Equipment already purchased 23/24</p>

Key achievements 2024-2025

Activity/Action	Impact	Comments (from staff)
<p><i>Key indicator 1: Increasing all staff's confidence, knowledge and skills in teaching PE and sport.</i></p>	<p>Key Indicator 1: Enhancing Staff Confidence, Knowledge, and Expertise in Teaching PE and Sport</p> <p>Targeted Continuing Professional Development (CPD) sessions, delivered by specialist coaches, offer staff expert guidance on teaching specialist sports and refining correct techniques. This focus on professional growth builds a strong and sustainable foundation of PE expertise among staff. Additionally, teachers collaborating closely with coaches have observed improvements in behaviour management during lessons, as sports coaches effectively adopt the behaviour management strategies embedded at Russell Street School.</p> <p>Formative assessments are embedded within lessons, allowing staff to collect accurate, real-time data that supports the monitoring of pupil progress and informs differentiated planning for future lessons.</p> <p>Pupil feedback gathered during WOW activities demonstrates a heightened understanding of the benefits of daily physical exercise and a measurable increase in confidence during PE sessions.</p> <p>Investment in up-to-date teaching and equipment supports staff in delivering engaging, high-quality PE lessons that motivate pupils to participate and improve their physical skills.</p>	<p>Outcomes:</p> <p>Staff have reported a number of key improvements in their professional practice as a result of targeted CPD and working alongside specialist coaches:</p> <p>Increased confidence in differentiating activities to meet the needs of all pupils, ensuring inclusive and accessible PE lessons.</p> <p>A broader repertoire of effective warm-up activities, along with a better understanding of which approaches work best in different contexts.</p> <p>Improved ability to break down and teach specific skills in smaller, manageable steps (e.g. tennis techniques), making learning more accessible for young children.</p> <p>Stronger grasp of curriculum coverage and the implementation of effective strategies to support physical skill development.</p> <p>Greater clarity on how to structure lessons to build both skills and knowledge over time, ensuring engagement and progression for all pupils throughout a series of sessions.</p>
<p><i>Key indicator 2: Increasing engagement of all pupils in regular physical activity and sport.</i></p>	<p>Key Indicator 2: Increasing Engagement of All Pupils in Regular Physical Activity and Sport</p> <p>All pupils, regardless of ability or need, were supported to take part in regular physical activity, contributing to the development of healthier, more active lifestyles.</p> <p>During break and lunchtimes, children made full use of a wide range of equipment and designated activity zones, which encouraged movement, teamwork, and active play.</p>	<p>Staff Reflections and Observed Impact of Lunchtime and Active Break Initiatives</p> <p>The presence of a lunchtime sports coach provided pupils with a balanced mix of structured and free-play opportunities. Coaches often extended learning from PE lessons—particularly in areas like ball control and coordination—into outdoor activities, reinforcing key skills in a less formal setting.</p> <p>Teachers found that incorporating short bursts of physical activity, such as 'Active Breaks' between tasks or lessons helped improve pupils' readiness to learn. These</p>

	<p>Sports coaches and staff facilitated inclusive games such as ball skills, obstacle challenges, and group fitness activities to maintain high levels of engagement.</p> <p>In addition, regular physical activity was embedded throughout the school day through the following approaches:</p> <p>Active classroom breaks, including brain gym, movement songs, and stretching</p> <p>Physically active learning within subjects such as maths and phonics, particularly in EYFS and KS1</p> <p>Themed playtime zones that promoted different movement skills, such as skipping, climbing, or throwing</p> <p>Targeted support for less active pupils, offering structured activities to build confidence and motivation</p> <p>These strategies ensured that all pupils had frequent and varied opportunities to be active, build physical confidence, and develop positive attitudes towards sport and movement.</p>	<p>breaks also supported self-regulation, reduced restlessness, and maintained a positive classroom atmosphere.</p> <p>Lunchtime coaches not only led structured games but also encouraged pupils to apply what they had learned in PE lessons through independent and collaborative play. This added structure promoted active participation, teamwork, and enjoyment of physical activity across all abilities.</p> <p>Staff observed that structured outdoor activities improved teamwork, cooperation, and social interaction among pupils. As a result, there was a noticeable decrease in negative behaviours and a reduction in the number of low-level first aid incidents, creating a calmer, more purposeful play environment.</p>
<p><i>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</i></p>	<p>PE and sport were consistently celebrated and recognised across the school, leading to increased pupil enthusiasm and participation in physical activity.</p> <p>A growing number of pupils demonstrated increased self-confidence, teamwork, and resilience as a result of regular opportunities to participate in sport and physical challenges.</p> <p>Enhanced communication and language skills: PE and structured play encouraged turn-taking, following instructions, and using subject-specific vocabulary (e.g. directionality, balance, speed), supporting language development in our younger learners.</p>	<p>Throughout the year, PE and sport were highly celebrated within the school community, which noticeably boosted pupils' enthusiasm and willingness to participate. The children were excited about the range of physical activities offered and showed increased engagement during lessons and extracurricular opportunities."</p> <p>"I have observed significant growth in pupils' self-confidence, particularly when taking part in team games and physical challenges. Many children developed stronger teamwork skills and resilience, showing greater perseverance even when faced with new or difficult tasks."</p> <p>"PE sessions and structured playtime activities have also contributed to improved communication and language skills. Pupils regularly practiced taking turns, following instructions, and using specific vocabulary such as 'balance,' 'speed,' and 'direction,' which has positively supported their overall language development."</p>

	<p>Pupil voice feedback indicated a more positive attitude towards PE, with children expressing pride in their achievements and enjoyment of physical activity.</p> <p>100% of children participated in Forest School Sessions.</p>	<p>"The combination of physical activity and social interaction has fostered a more inclusive and supportive classroom environment, with pupils demonstrating respect and cooperation during both PE and classroom activities."</p> <p>"Children have shown sustained enthusiasm for Forest School throughout the year. Activities such as woodwork with real tools, building small campfires, and planting sunflowers have not only captured their interest but also supported the development of fine motor skills, patience, and responsibility. These experiences have had a notable impact on their confidence and well-being."</p> <p>"For children who have experienced low self-esteem or social challenges, Forest School has offered a nurturing space where they could succeed in practical, hands-on tasks. I've seen particular children thrive when helping to build a campfire, hammering nails during woodwork projects, or harvesting what they've grown in the garden. These activities have been powerful in building a sense of accomplishment and joy."</p> <p>"The integration of Forest School with subjects like Science, Art, and PSHE has deepened learning. For example, children created natural art using leaves and bark, charted sunflower growth in science journals, and discussed caring for nature during circle time. The outdoor environment has brought our curriculum to life."</p>
<p><i>Key indicator 4: Offer a broader and more equal experience of a range of sports and physical activities to all pupils.</i></p>	<p>All children regardless of need, are able to participate successfully with PE and make progress as a result, leading to a more active, healthy lifestyle in later years.</p> <p>Children have been given the opportunity to experience a broader range of sports. Activities were offered to all children, and were fully inclusive regardless of needs.</p> <p>In KS1, parents/carers have booked their children on to 110 'After School Club' places this academic year. Dodgeball = 36 places (21 boys & 15 girls). Football = 20 places (14 boys and 5 girls) Gymnastics = 33 places (28 girls and 5 boys). Tennis = 12 places (8 boys and 4 girls) Olympic Summer Sports = 9 (6 boys and 3 girls). On average ¼ of each club is made up of vulnerable group (Pupil Premium) children. These places have been funded by RSS.</p>	<p>Children responded positively to clubs led by familiar coaches from their PE lessons, which was particularly beneficial for pupils who tend to be more cautious when trying new activities. Parents and children eligible for Pupil Premium consistently expressed appreciation for the free access to these clubs, highlighting the importance of inclusivity."</p> <p>"Pupils demonstrated high enthusiasm for after-school clubs throughout the year, eagerly embracing opportunities to explore a diverse range of activities. For example, Irish dancing emerged as a standout favourite among girls in my class, while many children enthusiastically engaged with various other sports and physical activities offered."</p> <p>"Overall, participation in after-school clubs was met with consistently positive responses from all children. Additionally, extracurricular activities beyond sport, such as music and French lessons, have significantly contributed to broadening pupils' cultural awareness and enriching their learning experiences."</p>

<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Children recognise their sporting accomplishments.</p> <p>Increase in positive sportsmanship around competitive sport.</p> <p>Engagement with PE and aspiration for PE sporting futures is high through iSafe.</p> <p>Children develop and increased growth mindset and resilience, which is applied more widely to learning in all subjects.</p> <p>Sporting events during sports day enables all children to participate.</p> <p>Access to role models and memorable sporting experiences.</p>	<p>Children demonstrate clear recognition and pride in their sporting achievements, which fosters a strong sense of accomplishment and motivation.</p> <p>There has been a noticeable increase in positive sportsmanship, with pupils showing respect, fairness, and encouragement during competitive sporting events.</p> <p>Engagement with PE remains consistently high, supported by platforms like iSafe that inspire pupils and nurture their aspirations for future involvement in sports.</p> <p>Children have developed a growth mindset and enhanced resilience through physical activity, applying these skills confidently across all areas of learning.</p> <p>Sports Day events are inclusive and well-structured, ensuring every child has the opportunity to participate and experience success.</p> <p>Pupils benefit from access to positive role models and memorable sporting experiences, which help to broaden their horizons and inspire continued participation in physical activity.</p>
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Sports Premium Received: £17,030

Actual spend: £19,095

Head Teacher:	<i>Dawn Robinson</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Senior Leadership Team</i>
Governor:	<i>James Paull</i>
Date:	<i>8.6.25</i>