

**Cherry Tree
Hill
Primary
School
July 2025**

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any underspend from 2023/2024, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2025.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£ 00.00
Total amount allocated for 2024/25	£ 21,220.00
How much (if any) do you intend to carry over from this total fund into 2024/25?	£ 0.00
Total amount allocated for 2024/25	£ 21,220.00
Total amount of funding for 2024/25 to be reported on by 31st July 2025	£ 23,921.09 (£21,220 + £2,701.09)

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.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 2025.</p> <p>Please see note above</p>	32%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	33%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	0% TBC 100 % Taught Water Safety
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?</p>	Yes – See KI 4 (C)

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2024/25		Total fund allocated:		Date Updated: October 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 28 %
Intent	Implementation		Impact		
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:	
<p>(A) Whole school audit of staff needs and replacement of sports equipment.</p> <p>(B) Implement clear requirements in the expectation, planning, teaching and assessment of PE teaching at Cherry Tree Hill, through work of the P.E. Leads and DCCT staff to improve/support staff confidence and the development of staff knowledge and understanding in the teaching of high quality PE lessons.</p> <p>AND</p>	<p>PE Leads to audit resources/equipment in Summer 25. Equipment then purchased to ensure good quality PE resources for lessons.</p> <p>Staff CPD/Skills/needs audit in Autumn 24.</p> <p>DB to offer model lessons/feedback to teachers as required.</p> <p>During the year 2024-25 – Staff meeting/Inset – PE leads to clarify expectations, linked to ‘PE on a Page’ to ensure HHH (Head, Heart, Hands) objectives are implemented to improve recognition in children from July 24 survey.</p> <p>E.g. Showed across years 2 to 6 that: Between 54-88% of pupils enjoy PE, 27-76% of pupils are aware of ‘Hands Learning’ in lessons 22-73% are aware of ‘Head Learning’ in</p>	<p>£474.38 (£184.88 + £289.50) Spent Oct’ 24 (Total £474.38)</p> <p>£0</p>	<p>P.E. lesson fully resourced with good quality equipment, sufficient numbers of pupil/ball/racket ratio.</p> <p>DB team/taught alongside colleague – Summer 2.</p> <p>Audit of pupils to reflect clear learning intentions and continued enjoyment and positivity towards PE lessons and sport at Cherry Tree.</p> <p>Teachers confidently using designated assessment tool and scheme and units to teach and assess P.E. skills.</p> <p>Pupils can articulate P.E. learning in lessons and to visitors.</p>	<p>July and September 25 – Repeat audit of equipment and purchase further equipment to ensure levels topped up and quality of PE equipment continues.</p> <p>Visible Head, Heart, Hands learning examples on PE display in KS2 – Y4/5/6 block. Interactive with lift up flaps to encourage interaction.</p> <p>Clipboards with laminated Head, Heart, Hands visual prompts given out at the start of the year for use in PE lessons and to reinforce types of learning.</p>	

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<p>To deepen staff knowledge and understanding of the scheme of work for PE – GetSet4PE.</p>	<p>lessons – lower percentages in Y5/6 1-56% are aware of ‘Heart Learning’ in lessons – again lower in Y5/6</p> <p>Introduce/provide clipboards for PE teaching with visual prompts to raise this profile. DB/LR</p> <p>Develop further the use of PE assessment (linked to GetSet4PE assessment tools) to ensure that it’s simple and effective - with main focus on pupil learning at selective points in the year to aid reporting and feedback to PE Team as to the trends/needs identifiable in our pupils and different year groups at CTH.</p>		<p>KS2 Survey – July 25 – returned the following feedback and information regarding H,H,H learning: Y2 – About 20% not enjoying P.E. and saying no to recognising the H,H,H. Y3 – A dip in the % saying yes to enjoying PE lessons but a slight increase in those aware of head/heart learning. Y4 – Significant shift in % saying yes to enjoying PE and recognising H,H, H. Y5 – A dip in % enjoying PE but big increases in numbers saying yes to recognising H,H,H learning. Y6 – A dip in % enjoying PE but significant increase saying yes and sometimes to recognising head & heart.</p> <p>PE Assessment Tool – Pre-filled sheets with H,H,H foci – trialled in Years 3,4,5 and 6. EH – feedback: Y6 – Good hand-eye co-ordination, returning a dig shot in volleyball Y5 – Increased confidence in leading others through Yoga moves and giving feedback. Y4 – Good progress in developing basic racket skills and co-ordination (Tennis) and moving into space, maintaining possession and scoring goals (Netball).</p> <p>Areas to improve: Y6 – Develop communication, teamwork and game understanding to foster more purposeful performance and co-operative play. Y5 – Prioritise more collaborative strategies to strengthen overall team dynamics. Y4 – Use vocabulary cards to reinforce language and support learning.</p>	<p>KS1 Assembly on 2/7/25 – indicated KS1 pupils other than 1 class, were not really aware of the 3 types of learning in PE. More effective, profile raising of H,H,H needed in Autumn 25.</p> <p>SLT and T&L Team to feed into discussion as to what would be suitable or necessary form of assessment for PE. E.g. 2 or 3 topics for each class/year group assessed each year to identify common themes to present as a focus point for the following academic year?</p>
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<p>C To support staff capability and work alongside a teacher/coach and target small groups of children to help them develop their skills further.</p>	<p>Purchase scheme for the next 3 years with discount to ensure long-term commitment and to embed scheme in teaching of PE. Paid – 13/7/23 for 3 years. Next renewal – 14/7/2026</p> <p>From Autumn 1 – Premier Education coach to be employed each week - x1 afternoon per week. Coach focus:</p> <p>(1) Provide a lunchtime activity to support physical activity on designated playground. (2) Work alongside teacher to focus on fundamental intervention activities in running/jumping/throwing with certain pupils/groups. (3) Run after-school club for designated year groups/pupils.</p> <p>Run interventions over a 3-week duration/class to have meaningful impact. After-school clubs to once again be provided 'Free of charge'.</p>	<p>£6037.50</p> <p>35 weeks</p> <p>Less £517.50 – 3 weeks of Autumn Term to be used as a credit. (£400)</p>	<p>Feedback from discussions between LR (Premier Education) & DB</p> <p>Six free after-school clubs provided this year to children/parents.</p> <p>Y2 Football Y3 Football Y4 Dodgeball Y5 Dodgeball – 19/20 attended Y6 Football Y1 Fundamentals/Athletics Sports chosen in response to class/Sports Council feedback.</p> <p>Interventions (afternoons – within PE lessons and in small groups) more effective in lower year groups/KS1. Most Y6s relatively confident and develop the skills quickly. (Balance & Co-ordination, running, jumping, throwing and catching). Keeping the groups (6-10 in number) the same and focusing on one element of the above skills proved more effective. As did having a HA pupil to help model and demonstrate skills in each group.</p> <p>Certainly, where children have had interventions in both Y1 and Y2 (over 2 years) they have shown good development. Y1 pupils still struggle with readiness and concentration but overall – pupils understanding of running, jumping, catching and throwing has progressed.</p>	<p>Next year's budget to include renewal of GetSet4PE scheme – for 1 or 3 years. For 1 year – EYFS, KS1 and KS2 - £585. For 3 years – EYFS, KS1 and KS2 - £1490 (price per year = £496.67).</p> <p>PE Team to consider using Premier Education coach – for lunchtime, afternoon, after-school club interventions and extra-curricular provision in 1 or 2 half-terms next year – possibly Spring 1 and 2. To be directed specifically at 1 or 2 year groups for impact on fundamental PE skills or specific needs. Could be themes like – 'Bags of Character' to boost confidence, problem-solving, leadership or self-esteem.</p> <p>Likely costings – approximately £2000 for Spring 1 and 2 terms.</p>
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Key indicator 2: The engagement of all pupils 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				Percentage of total allocation: 0 %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>(A) Set up – Cycle, Scoot, Walk to School challenge, recording system with rewards for whole school.</p>	<p>Promotion of healthy ways to come to and from school. Highlight this in line with supporting the climate and living healthy, active lifestyles.</p> <p>Take part again in the Big Walk and Wheel challenge in 2025. In 2024 – Cherry Tree Hill recorded 2701 active journeys – compared to 687 in 2023. Our daily average – based on our best 5 days was 46% of our children taking active journeys to school.</p> <p>Sports Council, School Council, Eco Committee to ask classes and discuss ideas to develop active journeys further and promote this in school. Link to Big Walk and Wheel Initiative.</p>	<p>£0</p>	<p>Once again, Cherry Tree Hill took part in the Big, Walk and Wheel – 24th March to 4th April – minus 1 day due to an INSET day.</p> <p>We recorded 2749 active journeys, an increase on last year, despite being involved on one less day. Our daily average – based on our best 5 days was 50% - an improvement on last year. We were 630/1299 schools.</p> <p>Posters on all classroom doors – enhanced profile of this initiative.</p>	<p>Continue with involvement and promotion of Big, Walk, Wheel again in 2026 – to keep the profile of active journeys visible in the school.</p> <p>Need to find a way of linking all the Bikeability that takes place in Y1, Y4 and Y5 and the use of our CTH 1km route that is widely used and link this with a move to greater active travel. Especially with bus routes coming past the school and the issue of parking on Sunny Grove. This could be a main focus for the School Council, Eco Committee & Sports Council next year?</p>
<p>(B) Train (Y6) pupils to be Mini Sports Leaders to increase physical activity levels of pupils across the school and develop Y6 pupil confidence and leadership skills.</p>	<p>DB to set up Y6 Mini-Leaders across all school playgrounds (lunchtimes) from Oct/Nov’ 2024.</p> <p>Training to Y6 ML’s to be delivered and ML rotas to start then.</p> <p>Adjust rota/activities according to ML feedback in January 25.</p> <p>Continue to follow trend of 40/90 Y6 pupils involved as Mini Leaders during the 23-23 year.</p>	<p>£0</p>	<p>68% of Y6 pupils took on some Mini-Leading at some point during the year. Many continued throughout the year – from October to July.</p> <p>24/30 Eagles, 17/29 Hawks and 18/28 Kestrels pupils. 59/87 = 68%.</p> <p>Many children involved were not members of the school football teams – boys and girls - but many were those who find lunchtimes difficult. ML continues to give a purpose to many children and encourage responsibility, organisation and helping others.</p>	<p>DB to implement Y6 Mini-Leaders again Sept/Oct 2025.</p> <p>Feedback from 2024/25 Mini-Leaders:</p> <ul style="list-style-type: none"> *Younger children loved the parachute and obstacle course games. *Dodgeball and competitive games like tag rugby and football also popular. *MLs appreciated support from midday supervisors when starting and if needed when children not listening.

<p>C Mini-Leaders to promote and implement a termly calendar of Playground Challenges for Years 2 to 6. Enable children to practice basic running, jumping and throwing skills and be more active during lunchtimes and develop physical activity.</p>	<p>Mini-Leaders to run playground challenges. Aim to set up – Autumn 2. Create clear plan of challenges for the year to boost physical activity in the CTH school day. Purchase appropriate equipment.</p>	<p>£0</p>	<p>This did not happen this year.</p>	<p>*MLs need to be more reliable in doing their turn and should be more responsible when putting equipment away. DB to feed this to JB & Middays and in the training of the next MLs. Remove from plan for 24/25. Re-consider if another activity is needed since 'Zones' of varied play have been introduced at lunchtimes now.</p>
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<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Percentage of total allocation: 8 %</p>
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Intent	Implementation		Impact	
<p>Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: What do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>A Implement consistent house competitions – x3 a year and publish results in school and on the website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. Develop events to encourage Y1/Y2 participation, e.g. Throwing event – throwing a basketball/soft ball into hoops.</p>	<p>DB to introduce and publicise competitions – prioritise 3 or 4 competitions for Y1 to Y6, provide clear sport and organisational details to teachers to run competitions at the start of each term. 2024-25 Calendar: Autumn 2 – Cross Country Spring 1or 2 – Netball/Handball/Football Summer 1 – Throwing events – Y3, Beanbag, Y4 Tennis Ball, Y5 Foam Javelin, Y6 Shot Put. Summer 2 – Athletics/Sports Day Sports Council to ask classes for feedback and ideas on these competitions or other suggestions – Autumn 24.</p>	<p>£0</p>	<p>Children do respond enthusiastically to challenges and are able to transfer sports skills, teamwork, determination, resilience to different sports. Pupils can use skills and tactics learnt in lessons and also apply their thinking, emotional and physical learning across to different sports. All those who attended inter-schools competition showed resilience and behaved well in these events. 3 House sports competitions took place this year: Cross-Country, Netball/Handball and Athletics/Sports Day. KS2 took part in all 3. KS1/R/EYFS in the Athletics/Sports Day.</p>	<p>Decision by PE Team/Head to consider re-branding the House Sports competitions to raise their profile for 2025-26. Use Sports Council consult classes to get ideas from the children.</p>

<p>B Develop efficient publicity of school sport through the noticeboard, website, school app and newsletters in 24-25 to ensure effective and visible promotion of sports and PE at Cherry Tree Hill.</p> <p>School noticeboard is prominent and displays information and celebrates achievements in sport to raise the profile of PE and Sport to pupils, parents and visitors.</p> <p>Page on the school website dedicated to sports and display sports reports, photos, and future events.</p> <p>Dedicated section of the newsletter used to raise the profile of sport.</p>	<p>DB to keep updating KS2 noticeboard in Sunny Grove corridor – with focus on HHH learning and skills but also include information on forthcoming competitions and sports reports. Also promote and recognise those on the Sports Council.</p> <p>Revised website pages, continually updated every 2 months. DB/LR/EH to collect reports from pupils and photographs from teachers leading the events to add to website. Reports to focus on advice for future attendees at the sports events.</p> <p>DB to publish Sports Council newsletter on the website and forward to PA and office to go out on School App. Autumn 2, Spring 2 and Summer 2 editions.</p> <p>Sports and activities and experiences promoted and visible to the school community. Regular sports report on School App.</p>	<p>£ 0</p> <p>£0</p>	<p>Pupils are more able to explain, describe and understand their learning in P.E. lessons, e.g. Head, Heart, Hands - clearly displayed, along with team certificates from DCCT events and festivals and events (House & DCCT) to come.</p> <p>Information has been provided on House Sports Competitions, DCCT festivals, competitions, sports teams and clubs.</p> <p>KS2 noticeboard provided detail of house competitions, Head, Heart, Hands learning with interactive lift-up flaps and details of Sports Council work. Noticeboard in a prominent position for Y4/5/6 pupils. Sports Council published 2 newsletters this year – sent to classes and put on display.</p>	<p>Sports Council to continue to produce a termly (3x a year) newsletter in 25-26 and this go out with parent newsletter to raise profile to parents.</p> <p>Noticeboards/display boards across the school are being reviewed by T&L and SLT teams, ready for 25-26.</p> <p>Website information to be simplified but kept up to-date with a summary of events/activities.</p>
<p>C Continue to develop Sports Council to play an active role in our sports provision by promoting a pupil voice, holding a fundraising event, creating a termly newsletter and reporting on some competitions and events.</p> <p>Plan Sports Council meeting dates in advance, especially linked to creating the newsletter.</p>	<p>Sports Council to take active role in school again this year and take ideas from and feedback to classes. (EH). Elections in October 24.</p> <p>Carry out pupil survey in Autumn 24 to ask children about house competitions, a fundraising event, how to promote fitness and active travel to school.</p> <p>Report on sports events and create a termly newsletter.</p>	<p>New badges x10 = £12.00 & New Folders for Sports Councillors £ 12.00 X25 A4</p>	<p>Classes aware of their Sports Council representative and pupils aware of what activities the sports council does in school. Newsletter produced on a termly basis, which included feedback from pupils after events with DCCT, sports stars and world event information. Classes contributed to decisions on house sports competitions, and after-school clubs. Councillors also helped promote the Big, Walk and Wheel event.</p>	<p>Continue 'Children's Voice' initiatives – asking for opinions on competitions and after-school clubs and include ideas on improvements to Sports Day in 25-26.</p> <p>Sports Councillors to be elected again in September 25 – using an application process and for DB to consult with teachers in order to make the Council as active as possible.</p>

<p>(D) To affiliate with Derby County Community Trust as a core school, to use their expertise to enhance PESSPA across the school.</p> <p>Meet again with JS this year, as PE Team to discuss provision and areas for development in order to achieve 'Gold' Sports Mark again – following on from 23-34 award.</p>	<p>To use colleagues at DCCT as a point of contact for queries, issues, advice and assistance. Seek to use DCCT expertise beyond courses and competitions to enhance PESSPA at Cherry Tree Hill. Arrange meeting with JS in Autumn term to carry out health check and review. Follow this with 1 or 2 clear actions to develop what we do. Continue affiliation in 24-25 – to provide wide range of sporting festivals etc. To raise provision and profile through participation in sports festivals, use DDCT staff to deliver elements of staff meetings/Inset days and access other initiatives, e.g. health, leadership and coaching.</p> <p>Look at other courses/training/packages to buy into for 24-25 using DCCT. E.g. greater opportunities for KS1 and EYFS.</p>	<p>£ 1850 (Core Affiliation 2024-25)</p>	<p>Regular contact with DCCT is used to support PE Leads decision making this year.</p>	<p>Continue affiliation with DCCT – Core Affiliation - £1950 cost for 2025/26.</p> <p>Affiliation interest registered by DB – July 2025.</p>
<p>(E) To organize the gymnastics equipment and placing/organization/accessibility of equipment in both LG and SG hall.</p>	<p>Gymnastic equipment and photographs for display on walls/equipment in situ to assist children and teachers in use of such. Promotion on developing core strength, balance, co-ordination.</p> <p>Look to create display to highlight key gymnastics skills, movements and exercises for strength.</p>	<p>£ 0</p>	<p>INTENDED IMPACT: Post installation, pupils should be more enthusiastic and motivated to participate in gymnastics lessons and be excited to use and develop their skills using the new apparatus and equipment.</p> <p>July 25 – equipment in both halls re-organised and photos/images on display to develop use of equipment in lessons.</p>	<p>Staff survey to consider impact and use of equipment and displays and also assess new CPD needs in Sept/Oct 25 – in light of ECT and all staff P.E. needs.</p>
<p>(F) To improve playground markings and courts on playground 3 and 4.</p>	<p>Install new Netball posts to make these a permanent fixture on playground 3. DB & SW to liaise – install – Autumn 24.</p>	<p>£0</p>	<p>New posts will provide a better court for the school netball team and also playtime activities.</p> <p>New posts installed in April 25.</p>	<p>Yellow court lines to be painted on during the summer holidays – July/August 2025.</p> <p>School can host Netball competition matches next year – 25/26.</p> <p>Purchase pads and barriers for breaktimes so posts are not misused.</p>

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 64 %
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>A To develop balance/learn to ride/cycling skills across the whole-school by putting in place a scheme that develops these on an annual basis from Y1 through Y4 and to Y5.</p> <p>B Book a range of competitions for different pupils to enjoy participating in throughout the year. To motivate different groups of pupils from different year groups.</p> <p>To book more PLUS events to support and aid transition for identified groups of children.</p>	<p>DB to book Bikeability with Cycle Derby to deliver:</p> <p>Year 5 + any additional Y6s – level 1 courses and non-riders – Spring 25 – Booked weeks – 21/4 and 28/4.</p> <p>Year 5 – level 2 courses – Spring 25 – Booked week – 3 days – 31/3.</p> <p>Year 4 – level 1 and non-riders Spring & Summer.</p> <p>CT to book</p> <p>Year 1 – Balanceability course – Spring 25.</p> <p>Maintain registers of children and achievements. Report achievements on website. Look at booking Cyclo-Cross events through DCCT or bringing in an external provider to host at CTH.</p> <p>To book a range of competitions and festivals for the academic year 2024-25 to provide opportunities for children from all year groups to participate and involve various teachers/staff taking the lead at these events – in 23-23 – at least 23 members of staff supported and lead the trips to the events.</p>	<p>£240 (Bike Hire)</p> <p>£1000 (Y1 Balanceability Course) X15 Half-Days</p> <p>£ Included in Schools Affiliation package (See 3(F)).</p>	<p>Outcomes comparing last 2 years.</p> <p>Y5 completed level 2 competence – riding safely on the roads. 24/25 - 72% (61/85 pupils), 23-24 – 80% (70/88).</p> <p>Y4 completed level 1 Bikeability course – 24/25- 97% (84/87 pupils), 23-24 – 91% (77/85)</p> <p>100% of Y1 pupils completed Balanceability sessions – 24/25 – during Spring 2, Summer 1 and Summer 2. Also 100% in 23/24.</p> <p>Enthusiasm to participate in sessions is high in Y1 and Y4 but a reluctance to take part, take on the challenge or ride has been noticed this year.</p> <p>More pupils including SEN, different year groups, boys and girls experience festivals and competitions against other schools.</p>	<p>Re-book Bikeability with Cycle Derby for Y5, Y4 and Y1 for next year – at similar times.</p> <p>Booking system is being digitised for 25/26.</p> <p>Aim to develop/promote the link bikeability, active travel and the lkm fitness within the school grounds by introducing a Cyclo-Cross at CTH next year, funds allowing.</p> <p>Continue to book and organise a full range of competitive (Aspire), fun and engaging (Inspire) and (Plus) events in 25-26.</p> <p>Consider using more of the SSP funding for teachers covering/leading these events.</p>

<p>Promote sporting culture and fair play among pupils and encourage participation in different sports.</p>	<p>Continue to offer, double the number of events/greater number of children participating/gaining experience compared to 22-23.</p> <p>Aim to book at least 3 Plus events in 24-25.</p> <p>DB/LR/EH to book range of events. Inspire (I), Achieve (A), Plus (P)</p> <p>JH/TS to set up Friday/Wednesday Football lunchtime club for boys and girls and use the Derby and District School's 7-a-side Football competitions to motivate pupils.</p> <p>League entry fee to be paid – Derby and District Schools Football Association. Continue with Netball after-school club and enter the league again this year.</p> <p>Aim to provide more after-school or lunchtime clubs for gymnastics, netball, football, possibly rugby to allow Y5/6 pupils to develop skills in readiness for competitions. Last year – Y4/5/6 Dodgeball, Y2/3 Football, Y4/5 Tennis, Y1/2 Athletics clubs took place.</p>	<p>Estimate of costs based on 23-24 events attended, including transport.</p> <p>£1,400 7 x Coach hire & £600 9 x £100 Mini-Bus & Taxi Hire</p> <p>12 Events during the day – £200 (Supply Cover) x4 £ 800</p> <p>£25</p> <p>£ Included in cost – see 1 (C)</p>	<p>Events attended this year: KS1 Fundamentals (I) Y2 30 pupils, Y3 Megafest (I) 30 pupils, Y6 Dodgeball (I) 10 pupils, Y4 Archery (A) 6 pupils, KS1 Christmas Mega Fest – Y1 (I) 30 pupils, EFL U11's Football Cup (A) 9 pupils Y6.</p> <p>Spring term (2025) events booked: Y5 Mega Fest – Invasion Games (I) 30 pupils, Y6 U11 PLPS Girls Football Cup 9 girls (A), KS1 Sportshall Athletics Y2 (I) 30 pupils, KS2 Target Games Megafest (P) 5 pupils, All Stars Cricket Y4 (I) 10 pupils, #thisgirlcan Festival Y3 (I) 15 pupils, KS1 Fitness is Fun Y1 (I) 30 pupils, KS1 Fundamentals R (I) 30 pupils, Tri-Golf Y5 (I) 10 pupils.</p> <p>Both girls and boys Y6 football teams have a similar profile across the school – EFL U11s Cup (Boys), PLPS U11s Cup (Girls). Both girls' and boy's teams to compete in Derby City leagues and cup competitions. Both boys' and girls' teams both finished 2nd in their leagues this year. Both teams played 12 matches. Lunchtime football clubs were attended by around 20 Y6 boys and 20 Y6 girls each week.</p> <p>Netball club up and running – Oct 24.</p> <p>After-school clubs run this year: Aut 1 – Y2 & Y3 Football Aut 2 – Y3 Football & Spr 1 – Y4 Dodgeball Spr 2 – Y5 Dodgeball Sum 1 – Y6 Football Sum 2 – Y1 Fundamentals/Athletics</p>	<p>Different events to consider next year: Cyclo-Cross, Boccia, more (Plus) events again, golf, rounders, cricket and possibly tennis.</p> <p>Continue to offer the same equal access to football – e.g. lunchtime clubs, league and cup competitions in Y6 for both boys and girls.</p> <p>Continue with entry into the Netball league 25-26.</p> <p>After-school clubs to once again be provided 'Free of charge' to parents/children – across the school year groups.</p>
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<p>C To support an improvement in swimming skills among our pupils and to ensure more pupils can achieve the end of Y6 expectations: Swimming 25 metres Use a range of strokes effectively.</p>	<p>Core swimming booked by SB for our Y3 pupils and additional 'Top-Up' swimming provision provided this year for our Y5 pupils for the year 2024-25. Swimming booked at Moorways from 9/9 to 18/7 – 36 weeks. Previous swimming statistics shows a significant need for this intervention – many of our Y3 pupils have never been swimming/introduced to water and the numbers not achieving the end of Y6 outcomes (despite core swimming provision) are significant.</p>	<p>£9270.36 -£175 Credit Plus Transport £220 x 10 months £2200</p>	<p>On reaching Y5, more pupils can achieve the required end of Y6 expectations. In the current Y3s numbers that had prior swimming experience, recorded as in stages 1-3 and in 4-6: Cheetahs – (9/29), (21/29) and (6/29) Lions – (*/*), (21/29), (5/29) Tigers – (11/30), (21/30), (3/30)</p> <p>In comparison, the current Y5s, who didn't swim in Y3 starting, recorded as in stages 1-3, 4-6 and achieving 25m: Falcons – 71%, 25% and 25% Harriers – 66%, 30% and 26% Ospreys –32%, 61% and 21%</p>	<p>Book additional swimming for Y5 in 25-26. Booked by SB in May 25. Both Y3 and Y5 to continue swimming lessons in 25/26.</p> <p>Core swimming to remain in Y3 with 'Top-up' swimming for Y5 to have more of an impact on more pupils achieving the end of Y6 expectations.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: See Above % part of KI 3 and KI 4
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>A Termly House competitions occur and information is published on the school website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 3 – point A)</p>	<p>Provide Key Stage 1 pupils with their first experience of taking part in a school sport competition</p> <p>See above.</p>	<p>£ As above</p>	<p>See above</p> <p>See above</p>	<p>(As per Key Indicator 3 – point A)</p> <p>(As per Key Indicator 4 – point B)</p>

<p>(B) Book a range of competitions for different pupils to take part in and represent their school. (As per Key Indicator 4 – point B)</p> <p>(C) Enter additional competitive sports competitions where and when suitable, to provide further challenge to some pupils but also aid transition for others.</p>	<p>Odyssey Collaborative Trust – Y6 – Athletics event – June 25. Cherry Tree Hill Primary School finished in 2nd place overall (2 years in a row!).</p>	<p>£ Included in Schools Affiliation package.</p> <p>£0</p>	<p>See above</p>	<p>(As per Key Indicator 4 – point B)</p>
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Signed off by	
Head Teacher:	<i>P.Appleton</i>
Date:	<i>July 2025</i>
Subject Leader:	<i>D.Banks & L.Randall & E.Hopkins</i>
Date:	<i>July 2025</i>
Governor:	<i>J.Christie</i>
Date:	<i>July 2025</i>