



RAVENSTHORPE
PRIMARY ACADEMY

Respectful, Proud, Aspirational

PE & Sports Premium

Review of 2024/25 & Planning 2025/26



Proud to be part of

PETERBOROUGH KEYS
ACADEMIES TRUST



Review 2024-2025

- This document is used as preparation for the completion of the statutory digital reporting tool introduced in June 2025. We will upload data (including swimming) from this template onto the platform once it becomes accessible.
- Before decisions are made about how the school is going to use the PE Sports Premium funding for the following academic year, we use this document to reflect and evaluate the impact of the funding.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

PE & Sports Premium Grant Received	£19,270.00
Expenditure	£19,885.66



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Reviewing impact of current provision – July 2025

WHAT WENT WELL?	HOW DO YOU KNOW?	WHAT DIDN'T GO WELL?	HOW DO YOU KNOW?
High quality sport provision (facilitated by Just do Sports) in PE lessons across all year groups.	All pupils meet their national advisory of two hours high quality PE provision Internal and external QA of sport (Ofsted summer 2024) recognised the effectiveness of provision. PE is recognised as a strength at the school in the most recent Ofsted inspection (June 2024). Pupils speak positively about sport and the staff who facilitate it.	Impact of swimming lessons where pupils are attending lessons once a week for a term.	Feedback from staff witnessing sessions. Year on year low % of pupil leave Y6 able to swim 25 metres.
A varied number of clubs are offered for all year groups and supported cost. 7 clubs offered per week, per half term and they differ depending on the time of year.	More pupils eligible for PPG access to the after-school clubs. More pupils with identified SEND attending. For pupils unable to attend after-school sports clubs, the school offers sport activities at lunchtimes. The variety of after-school clubs has allowed the school to enter more sporting competitions, having recognised candidates through regular practice after school.	Numbers remain lower for some clubs. Similar families/ children signing up for the clubs. Where pupils have complex needs and require adult support, the school has struggled to be able to meet needs due to budgetary constraints.	School has data tracking the attendance and uptake. Feedback from parents for pupils with SEND. YOY low % of pupil leave Y6 able to swim 25 metres
Developed assessment of PE in all year groups.	Coaches maintain detailed assessment of pupils using the Get Set for PE assessment tool – this information is used inform lessons. At the end of each term the assessment is collated to finalise an overall judgement for PE. 75% of pupils are working at ARE at the end of the year.	The use of assessment information strategically to improve % of pupils achieving ARE.	25% pupils are working below the expected standard for PE. Using data strategically to identify any areas is not yet in place. Support PE leader to identify trends or specific areas where targeted work can support more pupils to achieve ARE? Including intervention.
Increased participation in competitive sporting events	This year the school has participated in more inter-school sporting events including: Longthorpe Fun Run, Panathlon Event, Y6 Girls football transition, Netball tournament, Football fixtures, Tennis, G&T event, Hockey tournament, basketball fixtures, Tag rugby	Participation in sporting activities outside of the Trust. Awareness of what local competitions are available is limited, look to build relationships with schools within walking distance which reduces travel costs.	Did not participate in wider, cluster, city sporting events as a school.
In school physical education provision for pupils with SEND.	Pupils in High Need Provision have weekly access to PE lessons delivered in small groups/ 1:1 by a sports coach. Attended two SEND inter school sporting events (Panathlon) for groups of pupils.		Not all pupils with SEND were able to experience participating in inter school events.



Reviewing impact of current provision – July 2025

WHAT WENT WELL?	HOW DO YOU KNOW?	WHAT DIDN'T GO WELL?	HOW DO YOU KNOW?
Raised profile of sport across the school with three whole school sporting events – Family Olympics (Autumn), Winter Games (Spring) and Sports Days (Summer)	Sport is an integral part of school and school leaders highlight the importance of sport to help support healthy lifestyles and manage mental health. Three events throughout the year, one that includes families enhance the provision from PE lessons and provide an opportunity for pupils to compete competitively and work as a team.		
Using sport within school as a tool to encourage social skills. This has been done through allowing year 6 children the opportunity to lead and support events, which are open to a wide range of adults and children, across different year groups.	Rather than using external students from partner schools or extra staff, year 6 children were given the opportunity to support children to complete their sports day events. This involved modelling behaviors and techniques, while also interacting and explaining with the correct vocabulary demands, to parents, carers, and teachers. This allowed them to showcase their understanding and passion for sports.	The year 6 children were informed of this role and the stations, rather than included in the organisation.	The year 6 children could be included in the design and organization, this could evolve into designing techniques support flash cards for stations and a score system they feel more comfortable with, allowing for more accurate results.



2025 – 2026 Planning

- Ravensthorpe uses the [PE & Sports Premium: Conditions of Grant](#) document to ensure all spending of the funding conforms with the terms outlined.
- This template is a working document and is amended/updated throughout the year.
- Based on the evaluation of last year's funding, decisions are made about how we intend to use this money this academic year; how we will do it, what impact we expect it to have.
- It is important that the funding is used effectively and based on our school's needs.
- Schools must use the funding to make additional and sustainable improvements to the PE and sport for all pupils.

ANTICIPATED PE AND SPORTS PREMIUM £18,930.00



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Intended Actions 2025-2026

What are your plans for 2025/26?	Key Indicator	How are you going to action and achieve these plans?	Cost	Intended Impact	How will you know? What evidence do you have or expect to have?
Intent		Implementation		Impact	
Increase number of pupils attending after school sporting clubs.	2	In autumn 2025 survey pupils and parents to find out which clubs pupils would like to have available and work with Just Do Sport to look to putting these clubs in place. Identify pupils who may benefit from subsidized places. Leading sports staff to complete Key stage 1 and 2 Assemblies to promote clubs.	£5390	Clubs on offer are what the pupils want, and more pupils attend. Including more SEND and PPG	½ termly tracking of attendance including tracking of pupils with identified SEND and eligible for PPG
Increase opportunities for more pupils with identified SEND to participate in competitive sporting activities.	2	Purchase Panathlon resource and use during family Olympics include inclusive events e.g. Boccia, blind folded sports etc. In Summer term hold a Panathlon sports day for pupils. Purchase resources to support. Purchase membership to National Sporting Association	£125 £500 £175	Improve inclusivity of whole school sporting events and broaden understanding of the school community – link with the school's value 'respectful'	More pupils with SEND achieve ARE in PE. Pupil voice for this group of pupils shows increased enjoyment in PE activities in school.
Increase the percentage of pupils being able to swim 25 metres by the end of year 6.	3, 5	Consider swimming provision – can pupils top up swimming more regularly than once a week for a shorter period? Explore the use of a 'pop up' pool to make swimming tuition provided by school more effective?		Pupils have the opportunity to swim more frequently. The efficiency of the financial cost for this provision improves. Pupils realise the importance of swimming as a life skill and more pupils are able to swim 25 metres.	Increase the % of pupils able to swim 25 metres at the end of Year 6.
Continue to develop the use of PE assessment data that will lead to more pupils (at least 80%+) achieving ARE by the end of summer term 2026. To improve outcomes for disadvantaged pupils in school	1, 3	PE leader to have cpd release to review summer term 2025 data and working with T&L leader (DHT) and KB, identify any trends or areas of need and use this information to build in targeted work during lessons. Continue membership for Get Set for PE	£180x6- £1,080 £585	PE leader knows the strengths and areas for development across school, year groups and groups of pupils.	We expect to see a higher amount of students working at ARE. At least 80% of pupils are achieving ARE in PE and more pupils achieve GD by the end July 2026. The attainment gap between non disadvantage and disadvantage closes.



Intended Actions 2025-2026

What are your plans for 2025/26?	Key Indicator	How are you going to action and achieve these plans?	Cost	Intended Impact	How will you know? What evidence do you have or expect to have?
Intent		Implementation		Impact	
Broaden lunchtime provision – OPAL	2, 4	PE leader and JDS team to work with BB and SB to implement OPAL lunchtime provision during 2025-26 and participate in training Sport coaches supporting Sporting activities at lunchtime Purchase resources for OPAL	£3,000 £8,580 £2,000	To encourage a wider range of sporting accessibility for children and creative play, which should encourage further engagement in sport and prolonged engagement to reduce Sedentary lifestyles.	Reduction of behaviour incidents at lunchtime. Number of pupils in the lunchtime room reduces. Attendance improves
Look at ways to widen the school's engagement in local & trust sporting events.	2, 5	PE leader and JDS to meet with James (Thorpe) to identify the events the school can participate in and add dates to the school calendar. Look at other opportunities that may be available through Sport England and locally (ice hockey, climbing wall, PRC – tag rugby etc)	£500	Increase the number of events the school participates in.	>12 external/ inter-school events attended in 2025/26
Use the school values (Respectful, Proud, Ambitious) and motto (Work hard, be kind, be you and great things will happen) as the foundation all physical activities are built on in the same way as the Olympic Values (Excellence, Respect and Friendship).	3	Invite sports people into school to talk about their commitment, dedication etc and what they have to do/ stop doing in order to be strive to be the best they can be. JDS will support this by inviting their semi professional staff in to speak, while also leaning on further contacts eg (Peterborough Sports player, Ice Hockey, Athletics) Introduce 'Person of the match/ event/ PE lesson' to acknowledge those pupils demonstrating the values. Purchase trophy or special tshirt	£1500 £500 £250	Hopefully this will encourage the children around positive behavior changes and the understanding of resilience and commitment within sport.	We will invite the children to complete a poster on the values of this, with a prize for the best poster. This will show their understanding and engagement in the area, while also reinforcing the school values, so they understand what is expected and the aim for all staff, students, and sports role models.



Swimming

Question	Stats:	Further context
What percentage of your current year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	26%	These children were unable to attend swimming last year due to our local pool closing and the year previous due to covid.
What percentage of your current year 6 cohort can use a range of strokes effectively (for example, front crawl, backstroke)?	32%	Children are assessed by Stanground Academy, Assessed on Thursday 10 th July, assessed in Front crawl, Back crawl and receive specific measurements in metres.
What percentage of your current year 6 cohort are able perform safe self-rescue in different water-based situations?	75%	This area is not recorded as tangible data in the sessions the group attend.

