



Sports Premium Data 24/25

The amount of premium funding received: **16,720.00**

A full breakdown of how it has been or will be spent

CPLD through affiliation: £1555

Affiliation costing: £3110

Internal expenses: £525.00

Internal learning and development: £1000

Coaches and CPD for staff: £1555

Experiences: £8977.00

The impact seen by the school on pupils' participation and attainment in PE and sport

Over the course of the academic year, sport provision has seen significant growth and impact across multiple areas of the school community. The introduction of sensory circuits has been particularly effective in supporting students with additional needs, offering structured physical activity that enhances focus, regulation, and readiness to learn. These circuits have not only improved engagement in PE lessons but have also contributed to a more inclusive sporting environment. Alongside this, the development of young leaders has empowered pupils to take ownership of sport within the school, fostering leadership, responsibility, and peer mentorship. Their involvement in planning and delivering activities has created a vibrant and student-led culture around physical education.

School swimming has also made notable strides, with increased participation and targeted support ensuring that more students meet national curriculum requirements. The programme has been tailored to accommodate varying levels of ability, and its success is reflected in improved water confidence and skill acquisition across year groups. Beyond the school gates, students have been encouraged to engage with sport in the wider community, building confidence through participation in local clubs, outreach programmes, and inter-school events. These experiences have not only enhanced physical literacy but have also nurtured resilience, teamwork, and a sense of belonging.

Staff development has been a cornerstone of this progress, with new team members receiving robust support through structured induction, ongoing CPD, and mentoring. Regular 1:1 meetings with trust champions have provided a valuable space for reflection, goal setting, and the sharing of best practice. These sessions have helped align staff with the school's vision for sport, while also identifying opportunities to enrich provision. The use of affiliations with external organisations has further strengthened the offer, enabling the school to host inclusive and competitive events that celebrate achievement and broaden access.

As a result of these combined efforts, students have increasingly represented the school at competitions and community events, showcasing their talents and embodying the values of sportsmanship and perseverance. The visibility of these opportunities has inspired wider participation and raised aspirations across the student body. Sport is now firmly embedded as a vehicle for

personal growth, inclusion, and excellence, and the school continues to build on this momentum with a clear commitment to innovation and collaboration.

How This improvement will be sustained

1. Embed Reflective Practice Across Staff

Encourage regular reflection through termly review meetings, peer observations, and shared best practice sessions. This helps staff continuously refine their delivery, stay aligned with the school's vision, and remain responsive to student needs. Creating a simple framework for reflection: such as "What went well, what could improve, and what's next?" can make this process accessible and impactful.

2. Strengthen Community and Club Partnerships

Deepen relationships with local sports clubs, leisure centres, and community organisations to offer sustained pathways for students beyond school. These partnerships can provide coaching support, access to facilities, and opportunities for students to participate in community events or trials. A termly calendar of joint initiatives can help keep momentum and visibility high.

3. Develop a Student Sports Council

Establish a student-led sports council to give pupils a voice in shaping provision. This group can help plan events, promote participation, and gather feedback from peers. It also reinforces leadership development and ensures sport remains relevant and engaging for all age groups. Rotate membership to include a wide range of students and perspectives.

4. Track and Celebrate Progress

Use simple data tools to monitor participation, achievement, and wellbeing outcomes linked to sport. Celebrate milestones like first-time competitors, improved swimming confidence, or leadership contributions through assemblies, newsletters, and displays. Recognition builds pride and motivates continued involvement.

5. Invest in Ongoing CPD and External Affiliations

Continue to prioritise professional development through workshops, training days, and affiliations with national bodies (e.g. Youth Sport Trust, Swim England). These connections bring fresh ideas, resources, and credibility to your programme. Encourage staff to attend external events and share learnings back with the team.

By 31 July each year, the academy must also publish the percentage of pupils in year 6 who have met the national curriculum requirement to:

SCHOOL NAME: <i>Stubbin Wood School</i>	DfE	POOL: <i>Clowne</i>
<i>Meeting National Curriculum requirements for swimming and water safety.</i>		
<i>What do I report on?</i>	<i>Guidance:</i>	
<i>What percentage of your current Year 6 cohort swim Competently, confidently, and</i>	<ul style="list-style-type: none">• Swimmers can use any stroke. For example, some common strokes, front crawl, backstroke, or breaststroke to complete their distance swim.	

<p>proficiently over a distance of at least 25 metres?</p> <p>33.3%</p>	<ul style="list-style-type: none"> • Swimmer must complete the 25m without stopping. • Swimmer must not look like they are in difficulty at any point – competently swimming 25m. 						
<p>What percentage of your current Year 6 cohort use a range of strokes effectively, for example, front crawl, backstroke, and breaststroke?</p> <p>33.3%</p>	<table border="1"> <thead> <tr> <th colspan="3" data-bbox="592 342 1399 405">Minimum standard (example strokes)</th> </tr> </thead> <tbody> <tr> <td data-bbox="592 405 855 768"> <p>Front crawl: Hands mainly pull down to hips and over the top of the water. Alternating leg kick. Swimmer chooses how to breathe/not put face in.</p> </td> <td data-bbox="855 405 1123 768"> <p>Backstroke: Mainly flat body position, alternating leg kick and some recognition of back stroke arm pull order (thumb-twist-little finger in).</p> </td> <td data-bbox="1123 405 1399 768"> <p>Breaststroke: Arms then legs with inconsistent breathing/not put face in.</p> </td> </tr> </tbody> </table>	Minimum standard (example strokes)			<p>Front crawl: Hands mainly pull down to hips and over the top of the water. Alternating leg kick. Swimmer chooses how to breathe/not put face in.</p>	<p>Backstroke: Mainly flat body position, alternating leg kick and some recognition of back stroke arm pull order (thumb-twist-little finger in).</p>	<p>Breaststroke: Arms then legs with inconsistent breathing/not put face in.</p>
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<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water – based situations?</p> <p>33.3%</p>	<p>Examples of safe self-rescue:</p> <ul style="list-style-type: none"> • Treading water for 20 seconds. • Star float on the back holding for 3 seconds. • Log roll from front to back. • Signal for help. • Sculling • Reach rescue • Throw rescue • H.U.D.D.L.E position • H.E.L.P position 						

Signed: Megan Davis

Position: PE Lead

Date: 19.09.25

Signed: Mark Fairbrother

Position: Principal

Date: 21.09.25