Abbeyfield Primary Academy

The Abbeyfield Way: respectful, ambitious, happy and safe.

Sports Premium Key Achievements 2024-25

Activity/Action	Impact
Top up swimming for Year 6	As our schools swimming data is below national expectation, we used pupil premium to pay for top up swimming for the 24-25 Y6 cohort. When they first swam in Y4, a very high percentage of the cohort had a baseline score of 1 on entry to swimming lessons, indicating that they were able to swim between 0 and 5 m. Due to our local context, for over 60% of the cohort, school swimming was their first experience of swimming. We also have very high mobility, so we had several pupils who had joined us since Y4 and had never been swimming. For our 23-24 Y6 cohort, who did not receive top up swimming, their percentage of children meeting the 25m National Curriculum expectation was 19%. For the 24-25 cohort, who did receive top-up swimming, that percentage was 39%. This clearly demonstrates the huge positive impact of top up swimming.

Playground markings in FS2 and KS1 playgrounds	The new FS2 and KS1 playground markings encourage active play. Children have really benefited from the new playground markings and this has been noticed by teachers, during break times and also midday staff. Some children who do not usually choose active activities at break time have been observed using the markings. Children have enjoyed using the range of markings, including the throwing and jumping targets and teachers have used these to encourage active play. Next year, as part of their training, the new Sports Captains will be trained on how to use the markings with KS1 and FS children to encourage children to play actively and cooperatively.
KS2 Sports Day at the EIS	Children continued to show very high levels of engagement at KS2 sports day. In our area of extremely high deprivation, we have a high number of pupil premium and vulnerable children who are not able to access external sports clubs or facilities. This is an important way for us of closing the gap. Houses were used effectively in the competition, so that there could be an overall winner from the day. Children were able to understand how their points from individual events contributed to their House total. Children are now very aware of KS2 Sports Day and it is seen as a highlight of the year, raising the profile of sport across the school. KS1 children now look forward to the event as something they will be able to participate in when they move into Year 3. In 24-25, children were supported to make links between high profile athletics events, including the Paris Olympics, and the stadium and facilities they use for Sports Day, as well as the national athletes that train at the EIS. They saw athletes training on the smaller track, helping them to understand the work required to compete at a high level.

Skipping School for KS2	Pupils once again had the opportunity to participate in Skipping School, to promote the value of a physical activity that does not require complex specialist equipment, but which has very high gains in promoting active lifestyle and raising the heart rate. These activities were well received by children and observation showed that a high proportion of children continued to engage in skipping during breaks and lunchtimes. Continuing to use the funding in this way has a very positive impact on ensuring that our investment in skipping continues to be sustainable,
Participation in Girls Football tournament	This year, we invested Sports Premium funding in membership of the local Federation of Sports, which gave us access to a local girl's football tournament. We also invested in buying shin pads for the girls team and our PE coordinator volunteered to run after school training sessions. The girls won their local league and had the chance to go to the final, which was held at the Sheffield United training ground. This was a fantastic experience for the girls and really promoted the profile of girl's football and across school.
Get Set for PE resources	We invested in the Get Set for PE resources three years ago and have found it extremely helpful for developing staff confidence and competence in teaching well structured, progressive PE lessons. We therefore renewed our access to the online resource for three years.