

Claregate Primary School: Sport Report for Parents / Carers September 2025

The school publishes a Sport Report every April and September, because priorities and funding vary throughout the year.

What is Sport Premium?

In September 2013, the Government paid a special grant with the intention of boosting the Olympic legacy and improving sport provision. This funding has been sustained, although it has not risen in line with costs. This report is to inform you of the detail of our spending plans and how we intend to improve competitive sport and PE at Claregate.

School Sports Income for the academic year is £19,431.

Key Government Priorities and Planning 2025 / 2026

The Government ask us to capture our intended annual spend against 5 key indicators as below. They ask us to be clear about our success criteria and evidence of impact that we intend to measure to evaluate for pupils today and for the future.

KI1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.

KI2. Engagement of all pupils in regular physical activity.

KI3. The profile of PE and sport is raised across the school as a tool for whole school involvement.

KI4. Broader experience of a range of sports and activities offered to all pupils.

KI5. Increased participation in competitive sport.

How will we spend the Sport Premium in 2025/2026?

Activity	Itemised Cost	Overall Cost
Sports coach to run "Cool Kids" lessons with Reception and Year 1 pupils.	£25 per hour x 1 hour per day x 5 per week x39 weeks.	
Teaching Assistants to observe and learn techniques. KI2		£4,875
Sports coach to teach ½ hour PE lesson per week observed by Nursery staff. KI1	£13 x 39 weeks.	£507
Fairplay additional lunchtime coaching with Reception alongside Mid-Day Supervisors – leading their understanding of sporting possibilities. KI1, KI2	£25 per hour x 1 hour per day x 5 per week x39 weeks.	
Fairplay lead PE lessons Year 3 to 6 observed by and in collaboration with class teachers. KI4 KI3	£25 x 2 hours per 5 days x 39 weeks.	£4,875
Fairplay after school Gymnastics club. KI5	£31.25 x 1 days x 39 weeks.	£9,750
Swimming teacher for Year 4. KI2	£26 per week x 39.	£1,218.75
		£1,014

Total Expenditure		£22,221.75.
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The above figures show that we are continuing with successful initiatives from last year, where the funding was provided by Sports Premium. However, there are fewer initiatives in 2025/26 that came from the school's own budget.

What Improvements and Opportunities will the Sports Premium create in 2025/2026?

Planned Outcomes for 2025/2026

1. "Fairplay" company will provide a highly qualified and talented sport coach into schools for half a day a week to :-

- Ensure that teachers give pupils access to more exciting and engaging PE lessons and have expert input - particularly in gymnastics. K14
- Ensure that younger pupils have the core strength and stability to be able to participate fully in sport throughout the school. K12
- Ensure good breadth and balance in the planned curriculum. K14
- Stimulate and teach high aerobic impact sport on the Reception playground. K12
- Teach Reception age children how to play sport fairly, allowing them to be more independent in this at KS1. K15
- Hire a swimming teacher to accelerate how quickly children new to swimming gain water confidence. K12 K15

We have assessed each year group and identified the needs into different specific targets for the sports coach to develop. The Sports Premium will pay for improvement to the following.

Planned Improvements in Outcomes for Specific Year Groups for 2025/2026	
Nursery	Although the children will be new, fewer tend to play outdoors, or have opportunities to visit the park, so Hayley will develop their stamina and strength to climb and hold using their legs to push upwards and their hands to grip. K11
Reception / Year 1.	We do not know many of these children at the time of writing, but we expect it to be the development of core strength and proprioception, so we are planning "Cool Kids" sporting opportunities with a focus on balance and control. K11
Year 2	Developing their own ideas in dance. General co-operative skills – talking, planning and performing. K12
Year 3	General balance and co-ordination in a variety of PE genres.
Year 4	In the past the top three groups have progressed well, but very few newcomers progress to being able to swing 25m. A qualified sports coach from central baths will teach water confidence to pupils who are new to swimming, and this should accelerate progress from starting points.
Year 5	Creating, developing and improving routines in dance or gymnastics. Invention and originality. Link this to gymnastic competition. K15

Year 6	Bilateral co-ordination. Head below legs movements such as handstands, cartwheels, forward and backward rolls. Jumps and landing. Link this to gymnastic competition. K15
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Last year - what we did to achieve these outcomes and was “extra”.

Planned Improvements in Outcomes for Specific Year Groups for 2024/2025	
Reception / Year 1.	The development of core strength and proprioception.
Cool Kids is an Occupational Therapy intervention that children love. We mapped out the corridor with tape, so may carried on while walking in this space on the way to toilets etc. Many progressed out of the group once their balance and core strength improved, and other children could join. This was a springboard into Year 1 PE and dovetailed extremely well with “Bikeability” which also focussed on core skills.	
Year 2	Teamwork and co-operation. Sharing, passing, turn taking.
The Year 2 teachers assessed this in “Proof of Progress” or POP tasks and particular gains were in taking weight on different body parts – hand(s) / hands and feet / prone position. Gymnastics with Hayley really helped this. The contrast with the work Morgan did outdoors in “Games” lessons particularly helped with teamwork and co-operation, especially when the purpose of the game and the briefing was on co-operation. Particularly good progress was made by SEND pupils.	
Year 3	Teamwork and co-operation. Sharing, passing, turn taking.
Both of these year group made tremendous progress and invasion games, tactics and competition thrived once expectations were firmly established.	
Year 4	Teamwork and co-operation. Positive responses to losing in competitive situations.
This worked for the vast majority of children, but there were still a few negative reactions to losing if not directly supervised e.g. informal games at lunchtime.	
Year 5	Teamwork and co-operation. Tactics of specific sports and working together. Tolerance of others not as able as them.
Team tactics flourished especially in football and netball. Children were encouraged to not “over celebrate” as they have seen on TV - to the detriment of others and are now comfortable with each other. Managing games of football at lunchtime with a sports coach was the most successful aspect of PE intervention and football would not have been possible if a sports coach had not been present.	
Year 6	Teamwork and co-operation. Inclusion of girls via more girl centric physical activity e.g. dance, aerobics.
The girl’s enjoyment of PE thrives especially if they were involved in the gymnastics competition and enjoyment surveys showed rates soured from last year. We pass them on with a love of PE and physical activity. Some girls were still body conscious and less likely to enjoy PE.	

How did we do last year in whole school initiatives?	
Activity / Action	Impact and Comments
Whole School Planned Outcomes	

Ensure that teachers give pupils access to more exciting and engaging PE lessons and have expert input particularly for gymnastics.	We finished second in a Wolverhampton gymnastics competition in 2025. This has been the most successful initiative for the last three years. Teachers learned so much from the sports coach in terms of specialised and technical teaching points e.g. breaking down moves into constituent parts for cartwheels, forward rolls etc.
Ensure that teachers improve pupils' knowledge of techniques progressively and sequentially.	<p>The most important skill to teach sequentially is throwing and catching. In the Early Years, Year 1 and 2, the children progressed from underarm throwing for accuracy to overarm throws for distances and worked really well in being able to catch different size objects starting with the easiest – squashy toys and beanbags, to larger balls and then smaller balls. At Key Stage 2, pupils improved particularly well in using catching skills in team sports i.e. receiving passes while still but then on the move without dropping it. They told us that they particularly enjoyed basketball.</p> <p>Bat and ball skills are difficult to teach and for children to master, because it involves complex hand eye co-ordination. Practicing individual skills intensely before playing games of hockey, tennis, cricket and rounders worked well e.g. cushioning when receiving the ball in hockey.</p> <p>Early Years pupils also learned to move at different speeds for different games. Initially every activity was 100 the fastest they could go, but in teaching changes of direction, bursts of energy and matching this to task, it became easier as the year went on.</p> <p>In gymnastics, sequencing movement began with low and high and progressed to more complex movements. Some hidden talents were revealed which contributed to the success in competitions. It was most essential to have trained input as gymnastics is particularly technical.</p>
Ensure that teachers embed well-grounded basic principles in PE teaching, so pupils excel in sport.	<p>Lesson structure improved with warm up stretching and activity as well as warm down activities. Teamwork and communication with peers improved vastly, particularly when encouraged to work with people they wouldn't usually work with e.g. house teams which is random and not based on friendship group.</p> <p>In football, one development was using a name rather than shouting "my ball" or "mine".</p> <p>Communication rules in terms of showing respect, acknowledging each other's achievements and well-judged peer assessment where pupils analysed their own work and gave feedback constructively.</p>
Ensure breadth and balance in the planned curriculum.	This was the first full year that the new Knowledge Organisers were implemented. Teachers and sports coaches were involved in joint planning. The curriculum changed and improved with Tchoukball, rebound games multi sports, handball and their own invented games such as obstacle courses and inventing team games with given equipment. Without specialist sports coaching, these are the aspects of PE that are not always as well taught.

Reporting Swimming Achievement

% of children that swim competently, confidently and proficiently over a distance of at least 25 metres	In Year 6 July 2025, 47% of children could swim competently and confidently over 25 metres or above.
% that use a range of strokes effectively, for example, front crawl, backstroke and breaststroke	In July 2025 47% could use these three strokes proficiently
Performing safe self-rescue in different water-based situations	47% were swimming strongly enough to demonstrate self-rescue techniques.

Commentary

26.6% of pupils who were in Year 6 in July 2024, had not been taught swimming at Claregate Primary School, because they were new to the school in Year 5 or 6. Reportedly none of them can swim 25m - many of them have never been swimming due to lack of facilities in their home country. As we have previously stated, swimming provision in Wolverhampton is very limited due to historical closure of pools and pool time for schools is fully booked giving each year 4 pupil a term and a half swimming.

Commentary

The procurement of a two highly trained and well-skilled sports coaches enhanced the quality and breadth of the PE curriculum. Pupils show more advanced gymnastic skills due to the specialist coaching and we finished second in the Wolverhampton Gymnastics Competition. We spent Sport Premium money so joint lessons could be taught. Coaches also learned from teachers in terms of organisation and pupil management (knowing their needs well) and teachers learned technical coaching skills, moving more able pupils to greater depth of performance through tactical awareness, especially in the older year groups. Pupils also showed better endurance as they get re-used to having pumping hearts. Staff's confidence, knowledge and skills in teaching PE and sport consequently grew because they observed sports coaches and planned lessons jointly. The engagement of pupils increased because they were more involved in lessons.

We raised the profile of sport and PE across the school to support whole school improvement because we offered an increased range of sports and physical activities e.g. a new football club training for a local competition. Participation in competitive sport increased with a new football and gymnastics club. PE attainment improved, as did physical activity levels. We also found that in most year groups pupils brought their skills into lunchtime and playtimes ensuring that more children were active for a longer period.

If you are a Parent / Carer and you want to see what your child will be covering in curriculum P.E. please go to the school website, scroll down and look for Knowledge Organisers the click PE.

If you have further comments about PE and Sport at Claregate, or if there is other information that you would find useful, please let us know. After school club provision will change as the year progresses and we will introduce other sports. Sign up is every half term so watch out for notifications on SchoolsComm of what is on offer.

Sustainability of the Sport Provision

The role of the sports coach is to "team teach" and train staff in the delivery of PE lessons. As we said above the skills of both are enhanced. PE teaching is of a high standard and if the funding was withdrawn there would be a teaching legacy. We never use sport premium for releasing teachers to do administrative, managerial or planning / assessment. If the funding finishes, we will then have trained staff to carry on the work that has been done in lessons.

In 2025/2026 that will be put to the test because any sports coaching funded by the school outside of the Sport Premium has ceased and teachers will take on the lessons themselves having had two years of coaching.

If sports money finishes, the school aspires to fund the after-school provision itself and to maintain the amount of competitive sport that is done now.

The quality of sports coaching is monitored by phase leaders and the Deputy Headteacher on a schedule.