**Sports Grant Spending 2024-2025**

Funding allocation

Estimated Total: £17,200

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| **Initiative** | **Cost** | **Rationale** | **Objectives/Aims/Key indicator** | **Sustainability** | **Impact (completed in July 2025)** |
| KICK | £7,980 | Offer a broader range of physical activities on offer. | To introduce children to brand new sports that have never been taught before. | Children will be exposed to: boxing, rugby, tri-golf, korfball and skip to the beat. Children will then be able to select these in the future as extra-curricular sports. |  |
| Additional swimming teacher | £1,120 | Provide targeted support to improve swimming outcomes. | The profile of swimming is raised across the school as a tool for whole school improvement. | Attainment will continue to rise. Last year 64% of our Yr6’s met the National Curriculum requirement – this was the highest to date. In 21/22 it was 13%. |  |
| Lunchtime sports midday employed every day. | £4,715 (£2,261 / £2,454) | Increase engagement of all pupils in regular physical activity and sport at lunchtimes. | Children are engaged in active play during lunchtimes. Healthy body / healthy mind. | Children are being taught new sports over a rolling programme. This is allowing for the specific teaching of skills and opportunity to practise these skills. |  |
| Stockport County lunchtime coach | £3,041 | Increase engagement of all pupils in regular physical activity and sport at lunchtimes. | Children are engaged in active play during lunchtimes. Healthy body / healthy mind. | Children are taught by specialists in their field. The coaches teach the sports above. |  |
| PE equipment | £2,452 | Offer a broader range of physical activities on offer. | To have the resources to offer a broader experience of a range of sports and physical activities to all pupils. | Children will be exposed to more sports aiding transition into high school.The sports will be on a rolling programme so children frequently get the opportunity to improve their skills. |  |
| Total spend | £19,308 |  |  |  |  |