



*Sport Premium Plan 2024-2025*

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Pupil’s participation in PE lessons remain high, if PE kits are forgotten there are spare at school so that all children engage in sports regularly.</li> <li>● Safe practice in PE is part of each lesson.</li> <li>● Links have been made to wellbeing of children and physical exercise to encourage staff to engage in more active lessons where possible.</li> <li>● Swimming lessons for Year 2 are successful and an incentive for attendance.</li> <li>● Enrichment activities take place throughout the year.</li> <li>● Active playtimes are encouraged by the play leader.</li> <li>● A full curriculum is devised, and staff should have received sufficient training to enable a successful, schoolwide roll out.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to encourage highly active PE lessons where the aim is 95% of the lesson to be an active lesson.</li> <li>● Continue to encourage children and staff to access at least 30 minutes of physical activity daily.</li> <li>● Increase number of after school sports clubs accessible to pupils.</li> <li>● Increase range of after school clubs and sports offered.</li> <li>● Engage in joint sports activities with the junior school.</li> <li>● Increase entry into competitive sports festivals across KS1.</li> <li>● Increase range of physical activity for playtimes – OPAL</li> <li>● SEND interventions for PE.</li> <li>● Additional use of sensory circuits in SEND sessions.</li> <li>● Assessment – What does ARE look like?</li> <li>● Early years PD – How are we encouraging pre and post writing skills?</li> <li>● Balance ability – Increase the profile for EYFS pupils</li> <li>● Programme of dance / gymnastics through the year to encourage core stability?</li> </ul>

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	N/A
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	N/A
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	N/A
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	N/A

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

<b>Academic Year: Sept 24 - 25</b>		<b>Total fund received for 2024: £16,903</b>		<b>Date Updated:</b> Oct 24	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 87%
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	
<p>To ensure that all pupils in school access the national weekly recommendation of Physical Education (2hours).</p> <p>To ensure that physical activity lessons are 95% active.</p>		<ul style="list-style-type: none"> <li>Devise a timetable outlining sessions for each class to use the hall space.</li> <li>Sufficient equipment available for staff to deliver their PE sessions.</li> <li>New PE curriculum to be devised alongside complete PE.</li> <li>Subscription to complete PE for teaching programme.</li> </ul>		<p>£1110 autumn £1764 £1030 spring £845 £1,680 summer £1750</p>	
To ensure that all KS1 pupils engage in at least 30 minutes of physical activity per day in school.		OPAL education project. Launching Spring 1. Resources purchased / sourced.		£6,600	
Sustainability and suggested next steps:					

<p>Staff training in high quality play out doors through OPAL.</p> <p>Parents training through OPAL.</p> <p>Pupils in Year 2 to access swimming lessons during Spring and Summer terms.</p>	<p>Autumn 2</p> <p>Spring 2</p> <p>Summer 1</p> <ul style="list-style-type: none"> <li>Swimming to be booked with local leisure centre along with transport.</li> </ul>	<p>See below.</p>		
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Swimming impact

**Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** Percentage of total allocation:

Intent	Implementation	Impact	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	
<p>SEND pupils have additional access to sports coaching to improve physical movement / literacy / listening and</p>	<ul style="list-style-type: none"> <li>Specific sessions to be in pace for SEND pupils to allow for targeted and specific</li> </ul>	<p>Included in sports coaching fees above.</p>		

<p>attention.</p> <p>Introduction of sensory circuits into the daily diet of SEND pupils and to improve regulation.</p> <p>Physical literacy programme is implemented in foundations stage for those pupils who require additional support with fine and gross motor skills.</p> <p>Assessment of PE is considered and ARE children are carefully identified. Teachers know what ARE looks like and can assess pupils accurately.</p>	<p>intervention which moves learning and attention forwards.</p> <ul style="list-style-type: none"> <li>• Daily timetables for SEND pupils show that this provision is part of daily movement and teaching sessions.</li> <li>• Groups are identified, assessed and skills improved over the spring / summer terms.</li> <li>• CPD is given to staff as part of suite of staff meetings indicating key features of ARE at each year group.</li> <li>• Assessment systems are established and in working practice.</li> <li>• Exemplar ARE materials are produced for each year group .</li> </ul>	<p>SEND training costs school to cover.</p> <p>Included in sports coaching fees.</p> <p>Subject leadership release time covered by school</p>		
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**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:

15%

<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	
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Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
OPAL training for staff on high quality outdoor play and risk	<ul style="list-style-type: none"> <li>• Staff meeting time designated to training</li> <li>• Working party for implementation</li> <li>• Play leader outside for consistent approach</li> </ul>	See above costing		
Staff to work alongside staff from AM sports in PE sessions to improve knowledge of the PE curriculum and to increase confidence in its delivery. PE lead to team teach several sessions to ensure continuity and increase subject knowledge of staff.	<ul style="list-style-type: none"> <li>• One planned coach led session per week attended by Teaching staff</li> </ul>	See above costing		

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

Percentage of total allocation:

13% + school additional funding

Intent	Implementation	Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:
			Sustainability and suggested next steps:

<p>Additional achievements: Year 2 pupils access swimming sessions in the spring and summer term.</p>	<ul style="list-style-type: none"> <li>• Liaise with the swimming pool, bus company and parents so that the children can access this.</li> </ul>	<p>£3444 £1613</p>		
<p>Dance after school club established.</p>	<ul style="list-style-type: none"> <li>• Street dance club runs for summer term.</li> <li>• PP children are identified and given opportunity.</li> <li>• Children perform for others.</li> </ul>			
<p>After school clubs run by sports coaches offer a range of sports.</p>	<ul style="list-style-type: none"> <li>• Autumn term: Multi skills and gymnastics.</li> <li>• Spring term team games.</li> <li>• Summer term running and athletics.</li> </ul>	<p>Covered by Sports costings above.</p>		
<p>Balance ability club runs for foundation stage children.</p>	<ul style="list-style-type: none"> <li>• Ensure bikes are in good working order</li> <li>• Training for staff</li> <li>• Delivery of programme for pupils in spring term</li> </ul>	<p>School to cover the costing.</p>		



	into the terms. <ul style="list-style-type: none"> <li>• Team plays 1 competitive game in summer term.</li> </ul>			
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Signed:	
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Governor:	Maxine Govier
Date:	