

How we report on Sports Premium

What is the Sports Premium Grant?

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the current academic year, to encourage the development of healthy, active lifestyles. Information on how much PE and sport premium funding primary schools receive and advice on how to spend it has been published.

Allocations for the academic year are calculated using the number of pupils in years 1 to 6, as recorded in the previous January census, and for 2019-20 were as follows:

- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1000 per pupil

In the case of a school which has opened or is due to open during the academic year, the above formula will apply based on pupils recorded on the autumn school census.

What should the grant be spent on?

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities

- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

The Association for Physical Education (<http://www.afpe.org.uk>) has useful information and guidance regarding the use and evidencing of the Sports Premium.

What should we report?

Academies and free schools must publish, on their website, information about their use of the premium by 31st July each year. A trust template for this can be found at the end of the document.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
 - perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is therefore essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Sport Premium Review and Action Plan 2023-24

Review of 2023-2024 plan. Allocation: £17,780

| Key achievements | Areas for future improvement and evidence of need |
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| <p>Development of PE leader – The PE lead has developed broad and overarching aims of the PE curriculum and developed a clear progression with broken down component knowledge of what pupils needs to learn. The PE scheme is well embedded and monitored</p> <p>Regular attendance at PE networks has developed the lead’s subject knowledge and ability to lead the subject. A monitoring schedule has been followed and assessment procedures developed.</p> <p>PE planning – A clear sequence of work is in place that ensures progression and provides opportunities for children to develop the competencies which build on proficiency and motivation. Research shows that children need hours of practise to develop competencies and enables skills to be taught across all year groups.</p> <p>Competitive sport – Children have had the opportunity to compete against each other and experience competition.</p> <p>A greater amount of extra-curricular provision has been well developed to enrich the school’s curriculum and offer a broader range of sporting experiences. These have run consistently throughout the year. The provision has provided excellent opportunities for all children to refine their skills, practise more and feel success. These clubs have been accessed by boys and girls equally. Equal access for ALL children has been successful this year. Many children who have previously found after school sports challenging, have been well supported to enjoy after school sport.</p> <p>Playtime and dinnertime activities have been well designed to improve the children’s motor competence, developing children’s gross and fine motor skills, coordination, control and confidence. Children are now organising and developing their own games at play times, collaborating and creating different games together or on their own.</p> | <p>PE lead to work with the SENDco to develop specific strategies to support pupils with SEND</p> <p>To ensure progression continues, the PE lead and SLT will develop a schedule to monitor the quality of instruction and feedback in PE lessons. Monitor the curriculum to ensure it continues to build knowledge and develop proficiency before learning moves on. Continue to provide CPD for staff to ensure teaching is of the highest quality.</p> <p>PE lead to develop links with local schools so that the children can compete in competitive sports</p> <p>Continue to develop a broad and ambitious extra curricular provision across the school.</p> <p>To continue to provide a free broad and ambitious extra curricular provision through extra-curricular clubs. To maintain playground equipment and promote physical activity.</p> |

The structured, well sequenced skipping program is motivating children to improve their technique and fitness.

Sports Plus have provided children with specific and complex needs to access targeted sports and activities. Staff have attended these sessions are planning similar targeted work into the children’s weekly PE provision. The children are participating in PE with greater focus and motivation. They have had opportunities to practise skills and interact with those around them.

Continue to research into playground activities that develop children’s motor competences.

Support for these children will need to continue next year.

Academic Year: 2023/24

Total fund allocated: £17,780

Date Updated: July 2024

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

| Action: | Intended Impact | Funding allocated: | Sustainability | End of year evaluation and next steps |
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| <p>Action</p> <p>Utilise expertise of a specialist coach to plan and deliver weekly sessions for targeted pupils with communication differences and who find whole class PE sessions demanding.</p> <p>Specialist coach to plan and deliver weekly sessions around growth motor skills for children who have been identified by OT as having poor gross motor development.</p> | <p>Intended Impact</p> <p>Children are accessing a smaller group with specific equipment and specific targets. Their confidence and coordination increase and they are improving their basic skills at their individual level.</p> | <p>£3000</p> | <p>Sustainability</p> <p>Staff grow in confidence to plan and deliver PE lessons during the week, building on what they have observed during WBA sessions.</p> | <p>Staff have grown in confidence and ability to teach children with communication differences and growth motor needs. Coaching strategies observed by the sports specialist have been embedded in extra physical activity times, resulting in these children accessing more physical activity time and teaching.</p> <p>Children have accessed good quality, consistent provision designed to meet their individual needs. Accessing smaller groups with specific equipment related to specific targets, has enabled greater progress. Children can now for example, climb stairs. Their growth motor skills have developed greater than other areas.</p> |
| <p>School has a growing number of pupils with communication differences. PE lead to work with SENDco to develop</p> | <p>ALL pupils are accessing quality PE lessons with clear outcomes.</p> | <p>£1500</p> | <p>Staff understand outcomes and are well trained in how to achieve these. Staff have clear, specific and actionable information which supports staff in meeting pupils' needs.</p> | <p>Staff are beginning to grow in confidence and knowledge when incorporating all children in PE lessons.</p> <p>2024-2025 - This will need to be continued</p> |

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| specific strategies to support pupils with SEND | | | | next year to improve further. |
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
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| <p>Embedding physical activity throughout the school day. Extra equipment and activities to be accessed by all children. Staff to teach children how to use equipment and how to develop game playing together. PE lead to work with all staff during playtimes and dinner times to model how to encourage children to create games and use the equipment.</p> | <p>Well designed playtime and lunchtime activities enable the children to develop and improve their motor competence. They begin to learn how to play together, take turns and create their own games.</p> <p>Behaviour improves, children build friendships.</p> | <p>£2500</p> <p>Training for dinner staff</p> <p>Purchase equipment</p> | <p>Staff become confident and skilled in guiding children how to create games. They are able to do this without continued support from PE lead.</p> | <p>Dinner staff are engaging more with children and encouraging them to play games, skip and explore the equipment. Children are collaborating well and share equipment across year groups with kindness and respect. 2024-2025 – develop further activities at lunchtimes so that the games can be rotated each term. Continue to work with dinner staff to build their confidence.</p> |
| <p>Develop a well planned and sequenced skipping club</p> | <p>Children are motivated to develop their skipping skills</p> | <p>LSP 2</p> | <p>Staff member becomes confident</p> | <p>Children have enjoyed skipping club and have</p> |

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| <p>during lunchtimes. Children's skills to be showcased in assemblies to raise the profile of physical activity and the benefits of skipping.</p> | <p>and challenge themselves to work through the sequence. More children are choosing to skip at playtimes.</p> <p>Behaviour at lunchtimes improves.</p> | <p>hours per week, equipment £2500</p> | <p>in leading skipping and motivating children to participate. Most of the equipment will last for a number of years. Skipping exhibitions become a monthly highlight in assemblies to motivate other children to skip.</p> | <p>developed some complex skills. Children who regularly skip are now encouraging and motivating others to join them.</p> <p>2024-2025 – develop a member of lunchtime staff to continue to drive the skipping club.</p> |
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
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| <p>Ensure high quality instruction and teaching of PE. To develop the teaching and learning of PE through clear planning. Progression of knowledge and skills is carefully monitored.</p> | <p>Expert teachers draw on their subject and pedagogical content knowledge to teach effectively. Teachers organise learning to tackle common misconceptions and structure learning in a way which enables substantial progress. The sequence of learning offers sufficient time to develop the competencies which build proficiency and motivation. Children will be engaged in their learning as they begin to feel success in their ability. Teachers have a clear progression of skills and</p> | <p>£2000</p> | <p>Once staff are trained and subject leader has the required knowledge and experience, PE monitoring will be a part of school's normal monitoring process.</p> <p>The sequence provides greater consistency of teaching and learning across the school. Staff have received CPD to ensure they are confident in teaching PE.</p> | <p>Teachers have developed their pedagogical knowledge and teach effectively. Greater consistency has been observed in monitoring and children are participating and performing well in PE. Planning supports teachers to identify potential misconceptions and builds on previous learning.</p> <p>2024-2025 Continue with CPD so that teachers become experts in the teaching of PE.</p> |

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| Continue to develop PE leader. Release time to research good practice in PE, attend networks and subject leader training. | examples of good quality learning and performance. PE leader's knowledge continues to grow. Improved confidence to monitor PE across the school including lesson observations, assessment monitoring and conversations with pupils. | £1000 | As PE lead and staff confidence grows in the teaching of PE, monitoring will become a part of the school's monitoring cycle and the PE lead will work more independently to ensure standards are maintained. | CPD for PE lead has enabled her to develop a sequence of learning that builds knowledge and develops proficiency. Monitoring has increased and feedback to staff has been targeted and appropriate. 2024-2025 to build a coherent monitoring schedule to check the quality of instruction and feedback during lessons and to check that learning is well embedded. |
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
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| To provide mentoring through sport for children with SEMH needs. | Regular sport has proven benefits for mental wellbeing that our pupils with SEMH needs would benefit from. This provides an aspirational sporting role model in a mentoring capacity. Children's confidence and coordination increases, and they are improving their basic skills at their individual level. | £1400 | Children are motivated by new experiences and staff can use these experiences to inspire future learning. | Some of our most vulnerable children have participated with growing confidence, independence and skill. Children have enjoyed participating in well planned sporting opportunities. Attendance has improved, children have wanted to come to school. Behaviour incidents had decreased. 2024-2025 Opportunities to build mentoring through PE to be built upon next year. |
| Provide free sports clubs for Reception and Key Stage | Extracurricular provision enriches the school's | £3700 | Extra curricular provision will continue to need funding next | A greater number of clubs were offered this year with more staff running these. |

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| <p>One children after school, focus on a range of sports and ensure all children have the opportunity to attend a club.</p> | <p>curriculum and offers a broader range of sporting experiences taught by experienced sports coaches. Children have opportunities to experience different sports, grow in confidence and improve motor competence.</p> | | <p>year.</p> | <p>All clubs were well attended throughout the year. Offering clubs at no cost enabled our disadvantaged families the opportunities to attend clubs throughout the year. Children enjoyed a wider variety of sports through the afterschool clubs. Extra-curricular provision has been well developed to enrich the school's curriculum and offer a broader range of sporting experiences. These have run consistently throughout the year. The provision has provided excellent opportunities for children to refine their skills, practise more and feel success.</p> <p>A greater number of children with communication differences have attended sports clubs this year with support being funded to enable them to attend. This has impacted positively on their independence and confidence.</p> <p>2024-2025 Free sports clubs to continue to ensure equity for all.</p> |
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Key indicator 5: Increased participation in competitive sport

| Action | Intended Impact | Funding allocated | Sustainability | End of year evaluation and next steps |
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| PE lead to organise competitive sporting opportunities for the children to participate in, both in school and with other schools Provide staffing and transport to facilitate this. | Children experience competition and are encouraged to set goals and be more active. Children have the opportunity to apply their learning in the context of a sporting competition. Children learn about winning and losing, good sportsmanship and being a team player | £500 | Build strong links with sporting venues in the area and make links with local schools so that this can continue in the future. Funding for competition between schools will need to continue. | Competitive sporting opportunities happened within school but not with other schools. This was due to increased cost of transport. 2024-2025 – to create greater links with local sporting amenities. |

SWIMMING IS NOT TAUGHT AT THE INFANT SCHOOL

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | % |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | Yes/No |

*Schools may wish to provide this information in July, just before the publication deadline.