Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding to:

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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2024**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

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
- fund capital expenditure

Academic Year:	2023-2024
Total Funding Allocation:	£17,710
Actual Funding Spent:	£17,844 (£17,710 funded through premium)

PE and Sport Premium Action Plan

Summary of key achievements from 2022 -2023	Key Impact from 2022-2023
• Year 6 swimming data above national pre-covid levels • Initial implementation of inter-house sports to develop competitive sport. • Successful in initial implementation of forest school and completion of leader training • Implementation of Golden Mile with provider increased laps over year • Purchase of equipment for field has developed a wider range of activity and participation of active games during lunch time play • Start of play leader initiative	• Pupils swimming above national levels • All pupils took part in competitive sport through inter-house competitions • Pupils in Year 3 benefitted from forest school activity – pupils behaviour improved following sessions •

Increased confidence, knowledge and skills of all staff in teaching PE and sport the profile of Physical Education and sport is raised across the school as a tool for whole school improvement			**Percentage of total allocation:**
Intent	**Implementation**	**Allocated funding**	**Anticipated Impact and how sustainability will be achieved**
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. What are you going to do and who are you targeting?*		*What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?*
<u>Staff are confident in delivering high-quality PE lessons through CPD to develop skills</u> Staff to work together to develop skills	• Survey staff to identify areas for development • Liaise with Premier Education to organise opportunities for this. • Provide staff opportunities to CPD and time to	£1760	IMPACT • Staff now more effective and confident in delivering specific

in delivery of a wider range of sporting activities. Release time to enable sessions for staff to shadow and work with Premier Education once areas of development identified.	work together with Premier Education		skills associated with a range of sports. • Pupils receiving better quality provision as a result of this.
<u>CPD of School Leadership of PE and sports is high-quality and with a focus on school improvement</u> Staff member identified to newly lead PE within the school – develop the skills to be able to deliver an improving attainment of PE within school. CPD program delivered with coaching by more experienced leader and SLT members	• Identify staff member to lead PE in 2023-24 following resignation • Release time for staff to work with SLT – establishing priorities and planning future actions • Release time for staff member to work with experienced lead and coaching with SLT and develop practice with Premier Education	£660	IMPACT • Successful transition to new approach and increase in pupils successfully engaging with regular and effective physical activity. • Development of more effective knowledge and skills of leaders. • CPD has delivered whole school impacts, e.g, curriculum, increased competitive sport and Golden Mile outcomes
Engagement of all pupils in regular physical activity			**Percentage of total allocation:**
Intent	**Implementation**	**Allocated funding**	**Anticipated Impact and how sustainability will be achieved**
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. What are you going to do and who are you targeting?*		*What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?*
<u>Adult Play Leader</u> Play leader works with pupils during lunchtimes to lead activities ensuring children are engaged in physical activities. Play leader to introduce a range of different sporting activities throughout	• Termly meetings to discuss outcomes • Time to liaise with staff to identify targeted pupils • Equipment audited to ensure there is sufficient resources to support a range of activities for children of different ages and skills • Current equipment replenished and maintained to ensure success of initiative	£4,000	IMPACT • Program has been effective is working with challenging behaviours and reducing/minimising the number of significant incidents – this is done by targeted intervention with high needs

the year. Focus pupils identified and engaged in more active play. Aim is to encourage more active play and organised sporting activity during break time. Aim to encourage more interaction and support between year groups, nurturing engagement of sport in pupils earlier.			pupils and encouraging them to support smaller pupils. • Pupils who have been less active in the past have continued to be identified to encourage engagement – this has been monitored by lunchtime staff and outcome successful • Continued higher engagement of pupils with SEND in physical activity, especially EHCP pupils. • Level of mixing within Year groups is higher – this has also had a positive impact on engaging reluctant pupils and increasing physical activity.
<u>Pupil Sport Leaders</u> Group of children in Year 3 are trained to be play leaders. They will lead and organise play with their peers and younger pupils. They will work towards bronze, silver and gold awards. Aim is to encourage more active play and organised sporting activity during break time. Aim to encourage more interaction and support between year groups, nurturing engagement of sport in pupils earlier.	• Organise group of children to take part in the award • Adult play leader to liaise with premier sport regarding activities that have to be completed before assessments take place • Awards given in assembly • Younger children are engaged in a range of different activities at playtimes and lunchtimes	£850	IMPACT • Higher engagement of pupils regarding physical activity. • Impact has also been an increased mixing of activity between different year groups – older and younger pupils encouraging reluctant participants to engage with structured activities
<u>Repair of Current Gymnastics equipment</u> Pupils are able to continue to access a	• Organise initial check by repair team • Carry out repairs when recommended • Staff training to ensure correct use and	£559	IMPACT • Equipment is now fully functional and is able to be

wide range of gymnastic practical equipment. Equipment enables pupils to access a high quality and extended provision within gymnastics	minimize any further damage.		accessed by all pupils • Gymnastics range of activities and provision is maintained.
The profile of PE and sport is raised across the school as a tool for whole school improvement			**Percentage of total allocation:**
Intent	**Implementation**	**Allocated funding**	**Anticipated Impact and how sustainability will be achieved**
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. What are you going to do and who are you targeting?*		*What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?*
<u>Celebration of sports achievements</u> Sporting achievements inside and outside of school are celebrated in whole school community worship. Encourage more pupils to take part in active and competitive sport in and outside of school. Development of sports day competition through use of outside partners.	• Ensure parents and pupils know to bring in awards on a Thursday • Names displayed in weekly newsletter • Use Twitter to celebrate achievements • Release time to facilitate plans and initiatives	£590	IMPACT • Increasing number of pupils brining in awards to share • Sports day completed with increased competition • All competitive activities to encourage involvement and engagement of pupils and families. • House system to develop competition.
<u>Healthy Eating and lifestyles</u> Healthy eating is a focus during healthy St Swithun's week. Children have a better understanding of how diet and physical activity contribute to a healthier lifestyle. Early Morning Whole School physical	• Planned into healthy St Swithun's week • Resources purchased • Healthy eating sessions for parents organized • Early morning physical activity organised	£600	IMPACT • Healthy Eating took place during Healthy St Swithun's Week • Pupils encouraged to try a range of different fruits and healthy recipes – feedback from staff related to high level of pupils engagement and willingness to

activity during week to encourage pupils to be more active on a daily basis.			try new experiences as involved in cooking.
<u>Additional monitoring of new PE curriculum and wider opportunities implementation</u> Monitoring of skills taught across the school. Strengths and areas of development identified and next steps actioned with staff CPD Focus on use of new school PE scheme of work and effective implementation alongside the support of a more experienced leader – improve quality of physical education within school.	• Termly additional monitoring to ensure accurate implementation of new approach • Conversations with staff • Liaison with Premier Education to ensure most effective coverage and implementation of curriculum for active pupils • Additional focus due to liaising with Premier Education	£660	IMPACT • Curriculum fully embedded through support of CPD and coaching with experienced lead. • Outcome has been better provision for pupils and increased engagement and enjoyment of pupils. • Time has enabled additional enrichment activities to be identified and implemented (E.g – increased competitive sport and links between schools)
Broader experience of a range of sports and activities offered to all pupils			**Percentage of total allocation:**
Intent	**Implementation**	**Allocated funding**	**Anticipated Impact and how sustainability will be achieved**
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. What are you going to do and who are you targeting?*		*What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?*
<u>Forest School</u> Forest school is offered to develop resilience, teamwork and outdoor adventure skills. Children are actively involved in the outdoor world around them. Increase Physical activity in those pupils identified as being less active in sport.	• All classes have access to a period of forest school sessions at some point in the Year. • Timetable created for Classes have access to forest school sessions on a rotation basis • Further resources identified following 22-23 sessions and purchased this year. • Maintaining current site to ensure continued use.	£2200 Plus additional resources to further develop and maintain site : £985	IMPACT • All classes have now completed Forest school sessions with leader for second round. • Pupil engagement in physical activity has been excellent – even from pupils identified as being less active. • All pupil feedback has been positive and pupils identified as

			mental health concerns have been targeted during sessions. • Effective link through Family Support Worker also means that the sessions have enabled early identification of pupils at risk of mental health challenges.
<u>Imoves</u> Children are regularly involved in physical activity throughout the school day to ground and relax them. Activities also used and linked to the curriculum. Increase physical activity throughout day – outside and in addition to directed PE time.	• Purchase imoves • Monitor usage – ensure all classes are accessing and encouraging movement • Staff training for new staffing • Pupil voice • Time for PE lead to monitor usage	£1, 450	• Increase in pupil use in KS2 – pupils' feedback positive and staff report increased sustained physical activity. • EYFS continue to report impact of imoves in encouraging all pupil to move and be active, even those who can be reluctant to engage in physical activity with peers. • 88% of Reception pupils were working at the expected standard for gross motor skills • Cohort engagement throughout school has increased this year.
<u>Sports Club</u> Pupils can attend a sports club for a nominal fee. Pupils engage in extra curricular activities (1 hour per week), try new skills, develop and practice learned skills	• Clubs booked and ready to implement • Staff to approach parents of children they think would benefit from the club • Pupils attending monitored • SEND and PP pupils to be prioritised to ensure equal access – approach families before club dates shared	£1,500	IMPACT • Pupil uptake is high and club well attended. • PP pupils also supported through use of Pupil Premium funding.
Increased participation in competitive sport			**Percentage of total allocation:**

Intent	Implementation	Allocated funding	Anticipated Impact and how sustainability will be achieved
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. What are you going to do and who are you targeting?*		*What do you expect pupils to now know and expect them to now do? What do you anticipate the changes to be? How will this become sustainable?*
<u>Golden Mile</u> Children are physically active throughout the school day	• Baseline measurements to be completed • Weekly class rewards • Certificates to be awarded when milestones met • Termly challenges • Home to school challenge • Exit measurements completed Golden mile to be incorporated into newsletters to encourage competition	£590	IMPACT • Increase in pupil distances covered this academic year • All classes engaging and pupils are increasing in sustained running during each session – data evidenced on platform
<u>Inter house competitions</u> All pupils take part in inter house competitions. Raise the number of opportunities for competitive sport and with a wider variety of sporting activities, e.g archery.	• Organise events • Scheduled in school diary for 2023-24. • Further outdoor activities to utilise new resources • Celebrate achievements of teams	£1,000	IMPACT • Inter-house competition taken place, including curling and archery. Full participation by pupils and positive feedback from staff and children. • Use of model, taking rotation to compete, has been a success. Creation of “Mini sports days” has been beneficial for developing competition and resilience. • Continue next year with a different variety of sports. • All pupils have taken part in competitive sport throughout year
<u>School to School physical activity/Competition</u>	• Identify activities which are part of curriculum and those not yet included – include in shared	£440	IMPACT • Shared Residential completed

Competitions with other schools developed. Development of specific events/activities to create more competitive interactions with schools. Active engagement of Schools and physical activity through shared residential with partner schools.	residential. • Identify resources/time needed to facilitate interaction with partner school. • Time provided to liaise at visit/team leads across school to ensure shared residential physical activities		• Focus on additional interaction and competition between pupils • Continue to implement approach across further year groups in 24-25

Meeting National Curriculum Requirements for Swimming and Water Safety

The pupil outcomes of the statements below must be reported on the school website for the current Year 6 cohort	**Statistics**	**Further context** **Relative to local challenges**
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at **least 25 metres?**	84%	Pre-covid national levels were 78% able to swim 25 m when entering Year 7. School outcome is positive against this measure. Only 2 pupils not met standard as cohort is only 12 pupils large.
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	80%	Pre-covid national levels were 78% able to swim 25 m when entering Year 7. School outcome is positive against this measure. Only 2 pupils not met standard as cohort is only 12 pupils large.
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	80%	Pre-covid national levels were 78% able to swim 25 m when entering Year 7. School outcome is positive against this measure. Only 2 pupils not met standard as cohort is only 12 pupils large.
Schools can choose to use their 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?	No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	Lessons are delivered by Outside provider

Additional information that could form the basis of a report to governors

Summary of key achievements for 2023 -2024	Key Impact for 2023-2024	Summary of key plans for 2024-2025
• Forest school activity developed more successfully and all classes have now taken part. • Play leaders more fully embedded in school – Silver level awarded. • Competitive sport increased in school – all pupils taken part in multiple events. • Staff feel more confident in delivering specific sports after CPD in working alongside specialists. • Swimming attainment above Pre-covid national levels.	• Adult and pupil play leaders have increased organised fitness and games at lunchtimes. • Increase in competitive sport events and pupils have responded to this positively and have feedback keen to continue program in 24-25. • Significant increase in miles ran through Golden Mile initiative – pupils fitness improving • Pupils previously identified as inactive have engaged positively with Forest School physical activity.	• Greater school to school competition with wider community • Wider variety of clubs and sporting provision from outside coaches – increase sporting involvement with local community • Further development of play leaders to ensure that break time play has a focus of active and fitness play

Signed off by		Date
PE Lead	Eddie Kirk	12.07.24
Headteacher	Anita Whitehurst	12.07.24
Governor	Diane Osborne	12.07.24