



# The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department for Education

Created by





## Swimming Data for Y6 Summer 2024

*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| <u>Question</u>   | <u>Stats:</u> | <u>Further context</u><br><u>Relative to local</u><br><u>challenges</u> |
|---|---------------|---|
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?   | 92%           |   |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?  | 83%           |   |
| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?   | 100%          |   |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this? |               | We offered top up sessions to 33% of our Y6s this year.                 |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?   | No            | We have a qualified swimming coach on our staff team.                   |

## Review of last year's spend and key achievements (2022/2023)

| Activity/Action   | Impact  |
|---|---|
| <ul style="list-style-type: none"> <li>Completion and use of upgraded outdoor equipment for use in PE and at play times</li> </ul>                | <p>Children make full use of this in both lessons and play (weather-permitting).</p> <p>Key Indicator 3<br/>The profile of PE and sport has been raised across the school as a tool for whole-school improvement. Our values of being respectful and active have been evidenced in the children's use of the equipment. There is peer-management of fair and safe use of the equipment, supported by adults who understand the rules and safety implications around this resource.</p> <p>All children are motivated to be more active throughout the school day. Attitudes towards being active are almost universally positive.</p> |
| <ul style="list-style-type: none"> <li>Increase participation by girls in competitive sport</li> </ul>  | <p>There is no significant difference between the participation of boys and girls in our sports provision.</p>  |
| <ul style="list-style-type: none"> <li>Promotion of the Walking Bus as a healthy, active and environmentally positive start to the day</li> </ul> | <p>This is a very popular activity/offer at school. Numbers range from 10 to 30 children a day, younger children accompanied by their parents. There is no cost but SLT/teachers give an additional 30 minutes a day to do this daily. Parent volunteers now support this to ensure its continuation.</p>   |
| <ul style="list-style-type: none"> <li>Daily run/mile embedded in planning.</li> </ul>  | <p>Children have acknowledged the positive impact this has on their ability to focus. This had a particularly significant impact in the afternoons when attention levels were previously observed to dip.</p> <p>This is an action to maintain for the future.</p>  |
| <ul style="list-style-type: none"> <li>Improved resources at break and lunch times</li> </ul>   | <p>This had a positive impact on the range of games being played. This had the effect of encouraging a wider group of children to join in with active play.</p> <p>Wear and tear of equipment is an issue and careful consideration needs to be taken going forward to ensure that the lifespan is as long as possible and that the quality of and care for equipment is monitored.</p>   |

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|  | OPAL play project agreed to launch officially in November.   |
| <ul style="list-style-type: none"> <li>Taking part in competitive sporting opportunities and visits to watch sport</li> </ul>                      | The opportunities were reduced this year due to the impact of weather and the size and make-up of our cohorts having access to the locally-run competitions. Where possible, children were invited to participate. There was evidence of children of differing competencies taking part and children demonstrating our school values in the way in which they supported each other. The sense of gamesmanship and fair play was heavily evident in competitive behaviour, showing pride and joy in victory and grace and congratulation in defeat. |
| <ul style="list-style-type: none"> <li>Use of YourTrak resources to encourage walking or cycling to school</li> </ul>                              | <p>This had such a significant impact that children no longer seek the (badge) reward from this initiative but choose to use active travel to school. Our walking bus is very popular and a number of children cycle to school following their Bikeability sessions in the Spring/Summer.</p> <p>We can return to awarding badges if this reduces so we will monitor this closely.</p>   |
| <ul style="list-style-type: none"> <li>Employing sports coaches to work alongside school staff to deliver PE and extra-curricular sport</li> </ul> | <p>Costs for TLE increased by £2137. Engagement levels in PE and sport remain high. Clubs are always full and children participate well in PE lessons.</p> <p>Next steps are to ensure PE is planned to link to the wider curriculum as well as building on the existing progression. Outcomes for children are now also being tracked in terms of effort and progress.</p>  |

## Details of this year's funding (2023/2024)

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| How much (if any) do you intend to carry over from this total fund into 2023/24?   | £7615  |
| Total amount allocated for 2023/24   | £16950 |
| Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024 | £24565 |

## Key priorities and Planning for 2023-24

| Action – what are you planning to do  | Who does this action impact?  | Key indicator to meet  | Impacts and how sustainability will be achieved?   | Cost linked to the action  |
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| <p>Improved resources for active play at lunch and break times.</p> <p>Reorganisation of play times to enable older children to act as role models to coach, support and engage younger children.</p> | <p>Pupils to suggest and choose equipment for use in the playground across the age range.</p> <p>Staff to know what is available, where to store it and when it can safely be used.</p> | <p>Key indicator 4</p> <ul style="list-style-type: none"> <li>• Are children encouraged to be independent, to coach and officiate their peers?</li> <li>• Are pupils offered an exciting, varied and new range of activities beyond the PE National Curriculum e.g. yoga, skipping, relay games, creative games.</li> </ul>  | <p>Older children will be supporting their younger peers in a variety of playground games.</p> <p>Resources will be well used and respected.</p> <p>Resources will be updated as they wear.</p>  | £300   |
| <p>Increase opportunities for children to see live and competitive sport.</p> <p>Possibilities:<br/>Schools Day cricket<br/>Bath Netball<br/>Women's football<br/>Olympics in Paris</p>               | <p>Staff and parents to support out of hours trips or travel to matches.</p> <p>Children to engage in exploration of opportunities and different sports.</p>                            | <p>Key indicator 3</p> <ul style="list-style-type: none"> <li>• Raising the profile of PE and sport across the school, to support whole school improvement</li> </ul>  | <p>Increasing children's interest in competitive sport and their enjoyment of sport to support their enthusiasm for participation.</p> <p>Giving children diverse and positive role models in sport.</p>   | <p>£159 TV licence to be able to watch national and international sporting events live.</p> <p>£25 Somerset Cricket subscription.</p>  |
| <p>Investigate and book CPD for more staff to be trained in Forest School, therefore increasing access to outdoor active learning for more children across the school.</p>                            | <p>Staff require extended training and cover for their roles while they train.</p> <p>Pupils will benefit from widened provision.</p>   | <p>Key indicator 4</p> <ul style="list-style-type: none"> <li>• Offer a broader and more equal experience of a range of sports and physical activities to all pupils</li> </ul> <p>Key indicator 2</p> <p>Increasing engagement of all pupils in regular physical activity and sport</p> <ul style="list-style-type: none"> <li>• Could your lessons involve more activity?</li> <li>• Do you need to use school spaces and facilities more</li> </ul> | <p>We have already invested in a Forest School environment from our core budget which is currently staffed by one trained member of the team and one person supporting.</p> <p>This investment will sustain, expand and update the provision already in place.</p> | <p>£2300 Forest School training for 2 more staff to Level 3 (incl paediatric first aid, compulsory)</p> <p>£1000 cost of supply/ additional hours for cover for those staff while on training.</p> |



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|   |   | creatively?<br>Key indicator 1<br>Increasing all staff's confidence, knowledge and skills in teaching of physical activity.   |   |  |
| Increase profile and investment in Cross Country club and competitive events to increase the team size and potential success at events. | Staff and volunteers to motivate and support children, run the club and manage race events.<br><br>Admin staff to manage paperwork in relation to competition.<br><br>Children taking part and having their achievements recognised.  | Key indicator 5<br><br><ul style="list-style-type: none"> <li>Increased participation in competitive sport opportunities for all pupils</li> </ul>                  | This will enhance the sense of 'team' across KS2 children.<br>Children will learn to celebrate success and progress, enjoy winning and learn to manage defeat.<br><br>Raise interest in competitive sport through enjoyment of watching it. | Entrance fee for the league £60<br><br>New kit to enable more participants 25 x £10 £250<br><br>£450 cost of staff for 3 hours x 5 events and to run the club.   |
| Work closely with sports coaches to tie in sport/PE with the wider curriculum.  | Sports coach to support class teachers in planning and delivery of PE lessons.<br><br>Teaching staff to work closely with sports coach to ensure links are identified and developed across the curriculum.<br><br>Children to recognise and build on links across the curriculum. | Key indicator 3<br><br><ul style="list-style-type: none"> <li>Raising the profile of PE and sport across the school, to support whole school improvement</li> </ul> | Children recognise and can identify links across the curriculum.<br><br>Increased motivation for learning in PE for all pupils.   | £ 9165 cost of sports coach to work alongside teachers and TAs in delivery of PE and sport in school hours and after school clubs for all ages.<br><br>£500 in improved resources for teaching an expanded range of PE connected to the wider curriculum.<br><br>£100 in additional CPD hours working with the PE coaches in |

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|  |  |  |  | terms of wider curriculum planning and school values.  |
| <p>Target offer of active holiday clubs, in conjunction with coaching provider (TLE).</p>  | <p>Staff working cooperatively with TLE staff and management.</p> <p>Staff identifying children who will benefit from this provision.</p> <p>Children taking part in the holiday sports 'camps'.</p> | <p>Key indicator 2</p> <ul style="list-style-type: none"> <li>Increasing engagement of all pupils in regular physical activity and sport</li> </ul> <p>Do you still need to engage specific groups of children?</p>  | <p>More children given the opportunity to join holiday clubs based at school.</p> <p>Holiday clubs can run every holiday as a result of high levels of pupil engagement.</p> <p>Relationship with providers (TLE) sustained through ongoing professional dialogue and understanding of need.</p>   | <p>Currently offered free but could be supported if numbers increase significantly making that unsustainable for the provider.</p>             |
| <p>Expansion of activities on offer in EY/KS1 environments to improve access to and impact of active play on these cohorts.</p> <p>Evaluate need and possibility for outdoor and active provision in Y2/3 classroom (usually Y1/2 space).</p> <p>Evaluate resources needed to support newly-completed outdoor area in YR/1 (usually YR).</p> | <p>Staff identifying opportunities and needs and exploring possible solutions to this.</p> <p>Children sharing their ideas and exploring options then giving feedback.</p>                           | <p>Key Indicator 3</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Does your PE teaching enable the development of life skills that are transferred to other curriculum areas, wider school and beyond?</p> <ul style="list-style-type: none"> <li>Does your PE curriculum and enrichment offer plan for and deliver against personal development outcomes?</li> <li>Does your PE teaching aid fine and gross motor skill development?</li> <li>Is sport used as a vehicle to engage and raise achievement in other subjects, such as maths and English?</li> </ul> <p>Key indicator 2</p> <p>Increasing engagement of all pupils in regular physical activity and sport</p> <ul style="list-style-type: none"> <li>Could your lessons involve more activity?</li> <li>Do you need to use school</li> </ul> | <p>All children will recognise the physical and mental health benefits of active play during lesson times. "Physical activity has a huge impact on the cognitive function of the brain including retention and recall, it improves concentration but it also gives children better self-belief and self-image."</p> <p>Attainment in fine and gross motor skills improves. Evidence of increased retention and recall (monitor targeted individuals). Improved self-confidence and resilience.</p> | <p>£500 budget initially for development of resources in YR/1.</p> <p>Budget £200 for initial improvements to provision this year in Y2/3.</p> |

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|   |  | spaces and facilities more creatively?  |  |   |
| <p>Improve the profile of sporting achievement across the school.<br/>Already celebrated in assemblies and in school news.<br/>Create new display to share sports records.<br/>Plan rewards to celebrate progress, effort and success in sport.</p> | <p>Staff to create and maintain display and monitor success for termly rewards.</p> <p>Children to engage with the rewards system, to learn to value progress and effort as much as success and increase resilience in defeat.</p> | <p>Key indicator 5<br/>What competitive sport opportunities do you have in place within school (intra-school)?</p> <ul style="list-style-type: none"> <li>• Does your competition offer cater for children with lower levels of physical literacy (varying motivations, knowledge and understanding, confidence, competence levels).</li> </ul> | <p>Children with lower levels of physical confidence, motivation and competence participate fully in intra-school competitive sport (initially through Sports Day).</p> <p>Children making progress in this area are celebrated to increase motivation.</p> <p>Displays celebrate success.</p> | <p>£250 cost of rewards</p> <p>£100 cost of additional staff time and resources to maintain displays half-termly.</p> |

## Anticipated spend 2023-2024

| Key indicator 1 | Key indicator 2 | Key indicator 3 | Key indicator 4 | Key indicator 5 | Total  | Carry forward |
|-----------------|-----------------|-----------------|-----------------|-----------------|--------|---------------|
| £1100           | £1450           | £10299          | £1400           | £1110           | £15359 | £9198         |



## Key achievements 2023-2024

| Activity/Action   | Impact   | Comments   |
|---|--|--|
| <p>Key indicator 5</p> <ul style="list-style-type: none"> <li>Increased participation in competitive sport opportunities for all pupils</li> </ul>  | <p>We have a popular cross country club that trains once a week. The balance of boys and girls is broadly even in relation to our cohorts. 10-12 of the club compete monthly in the Mendip Junior Cross Country league. 4 of these are girls.</p>  | <p>This can be sustained due to the committed staff and volunteers who run the club and on-going support of parents to take children to events.</p>  |
| <p>Key indicator 2</p> <p>Increasing engagement of all pupils in regular physical activity and sport</p> <ul style="list-style-type: none"> <li>Could your lessons involve more activity? Do you need to use school spaces and facilities more creatively?</li> </ul>   | <p>Improvement of classroom environments to offer more active opportunities within the school day.</p> <p>Outdoor areas improved and equipment purchased for meaningful active play activities in 2 classes.</p> <p>Children are able to explore learning in more creative ways. Outdoor space is available in both classes at all times with provision enhancing learning within the classroom.</p> | <p>This cost was underestimated and totalled £1902.74</p> <p>Aim to expand this provision into play times and across the rest of the classes in school.</p>  |
| <p>Key Indicator 3</p> <p>Raising the profile of PE and sport across the school, to support whole school improvement</p> <p>Does your PE teaching enable the development of life skills that are transferred to other curriculum areas, wider school and beyond?</p> <ul style="list-style-type: none"> <li>Does your PE curriculum and enrichment offer plan for and deliver against personal development outcomes?</li> <li>Does your PE teaching aid fine and gross motor skill development?</li> <li>Is sport used as a vehicle to engage and raise achievement in other subjects, such as maths and English?</li> </ul> <p>Work closely with sports coaches to tie in sport/PE with the wider curriculum</p> | <p>New curriculum written in collaboration with PE coach and shared with providers to ensure training and expertise matches requirements.</p>  | <p>New coach in Autumn 2024 and new PE lead to embed and review the curriculum. May need to consider paying additional hours to ensure strong handover. Cost of contract increased by £960 pa.</p> |

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| <p>Key indicator 4</p> <ul style="list-style-type: none"> <li>Offer a broader and more equal experience of a range of sports and physical activities to all pupils</li> </ul> <p>Key indicator 2</p> <p>Increasing engagement of all pupils in regular physical activity and sport</p> <ul style="list-style-type: none"> <li>Could your lessons involve more activity?</li> </ul> <p>Do you need to use school spaces and facilities more creatively?</p> | <p>Equipment purchased and lunchtime play closely observed to identify development needs and opportunities.</p> <p>Outcome: OPAL play contract agreed to meet need, particularly to enhance provision at lunchtimes to ensure play is respectful and safe</p>               | <p>This was an additional spend, over and above planned for 2023-24. This used £5600 from the carry forward.</p> |
| <p>Key indicator 5</p> <p>What competitive sport opportunities do you have in place within school (intra-school)?</p> <ul style="list-style-type: none"> <li>Does your competition offer cater for children with lower levels of physical literacy (varying motivations, knowledge and understanding, confidence, competence levels).</li> </ul> <p>Improve the profile of sporting achievement across the school.</p>                                     | <p>Medals purchased for track events, field events added to create a full sports day.</p> <p>All children engaged and participated well. Successful sports day with high levels of parent attendance and positive feedback.</p> <p>Medals and stickers were motivating.</p> | <p>Leadership for this event passed to new teacher for the coming year, having shadowed in Summer 2024.</p>      |

Signed off by:

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| Acting Head Teacher:   | <i>Laurie Davies</i>                     |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | <i>Laurie Davies, Acting Headteacher</i> |
| Governor:  | <i>Amy Donald, Chair of Governors</i>    |
| Date:  | September 2024                           |