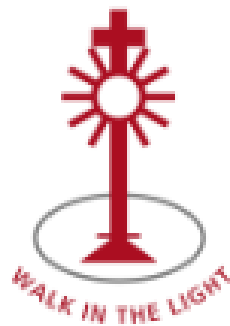


# Primary PE & Sport Premium Funding



2024/25



## Review of last year (2023-24)

What went well?	How do you know?	What didn't go well?	How do you know?
Statutory swimming provision. No catch up swimming needed until 25-26.	<p>100% of the current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>100% of the current Year 6 cohort can perform safe self-rescue in different water-based situations.</p>		
<b>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</b> - Whole staff training on PE passport (through NPCAT) Teaching and Learning Training (PE lead or NPCAT) Staff have become more confident in their ability to accurately assess children. Staff have received support in areas in	Staff are following the teaching and learning model (retrieval, vocabulary, explain and model, check for understanding and applied learning). Vocabulary is being explicitly taught in each topic which increases in challenge as the key stage progresses. Staff are confidently using PE Passport for lessons and	Use assessment data in lessons to extend the children's learning. Allow children to use technology more when doing peer and self assessment. Encourage pupils to articulate their learning and skills more effectively.	Not evidenced enough in pupil voice/learning walks.



<p>which they feel they need to improve. NPCAT Sport Development Coach to work alongside staff to support.</p> <p>Clare Harding/Jade Richardson (NPCAT) has supported staff CPD, prioritising teaching and learning model, assessment and physical development in EYFS.</p>	<p>assessments. They keep these up to date throughout the year. PE lead kept track of all pupils (including those who are PP, SEND, boys, girls etc)</p> <p>Monitoring has been conducted by PE lead (with support from Clare Harding - NPCAT Strategic Lead)</p>		
<p>Key Indicator 2: Engagement of all pupils in regular physical activity</p> <p>Introduced OPAL (outdoor play and learning). Giving children the opportunities to take 'managed risks' and identify the benefits from this.</p> <p>As a result of adopting OPAL, children have a wide range of equipment to use and opportunities to play.</p> <p>Children have started to learn the rules of the playground and are understanding the activities they can do.</p>	<p>Children are more physically active during the day.</p> <p>Children are more engaged at playtime and lunchtime.</p> <p>Children are building stronger social connections with their peers.</p> <p>Raised awareness of local sports centres and places where physical activity can be enjoyed outside school.</p> <p>Sporting success is celebrated in assembly showing the range of opportunities they have to be physically active in clubs and organisations outside of school.</p> <p>Active enrichment in breakfast and afterschool clubs, reviewed termly which also considers pupil voice.</p>	<p>More resources for children to access to further develop this play based approach.</p> <p>Ensuring all broken equipment is accounted for and replaced in a timely manner.</p>	<p>Audit of equipment every half term.</p> <p>Playgrounds to be checked by staff and play leaders to help keep track of the equipment.</p>



<p>Raised profile of school motto: PROUD</p> <p>Used community links to enhance enrichment after school.</p> <p>We have increased the amount of children active for 60 minutes per day.</p> <p>Raised awareness of physical activity by encouraging children to make good choices outside of school</p>	<p>Promoted walk to school week, walks to church, geography (local area walks) etc.</p>		
<p>Key Indicator 3: The profile of PESSPA is raised across the school as a tool for whole-school improvement.</p> <p>Sports crew met weekly with LC to create active timetables. Sports crew led games and challenges at break and lunch times (active calendar etc).</p> <p>The profile of PESSPA is high across the school</p> <p>Celebrated success both in and out of school (increasing children's self</p>	<p>Sports crew achieved the 'platinum' leadership award.</p> <p>The children developed the knowledge and understanding of the benefits of physical activity.</p> <p>We have developed a wider range of different sporting opportunities including extra-curricular.</p> <p>Our weekly achievement assembly recognises pupils displaying the 'PROUD' motto. (passion, resilience, outstanding, unity and determination) and sporting achievements outside of</p>	<p>Make more use of the 'PROUD' motto across school (in lessons etc).</p>	<p>Pupil voice</p>



belief, self confidence etc)	<p>school.</p> <p>We use social media (twitter/facebook/NPCAT feed) to showcase PESSPA across the school.</p> <p>Maintained school display illustrating pupil voice, activities on offer, sporting success, competitions and sports crew.</p>		
<p>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Year 6 cohort experienced a sport not on their curriculum (wheelchair basketball)</p> <p>Children took part in a sports week to celebrate health and fitness and also promote alternative sports (links to clubs in the local area)</p>	<p>Brian Russell Wheelchair Basketball came in to work with year 6</p> <p>Cheerleading club came into school to do a workshop with each year group.</p>	<p>Allow other year groups to experience a wider range of sports which is not on their curriculum.</p> <p>Take children out of school to experience sport in their local area.</p>	Pupil voice
<p>Key Indicator 5: Increased participation in competitive sport</p> <p>All children were given the opportunity to attend at least one competition this academic year (NPCAT).</p> <p>We support inclusivity as well as</p>	<p>Keep a record of the children attending the sports competitions and ensuring they have all had at least one opportunity.</p> <p>SEN events, participation competitions and performance competitions</p>	<p>Reach out to local schools (not NPCAT) to arrange inter school competitions for more opportunities.</p> <p>More opportunities for SEN children to engage in appropriate sporting activities or competitions.</p>	<p>Pupil voice</p> <p>Pupil voice</p>



nurturing the gifted and talented in order to improve performance and participation in sport.			
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### Intended Actions (2024-25)

What are your plans for 2024/25?	How are you going to action and achieve these plans?
Intent	Implementation
<p><u>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and Sport.</u></p> <ul style="list-style-type: none"> <li>- CPD for all staff - making use of the sports development coach.</li> <li>- ensure that vocabulary is effectively used in all lessons and develop oracy in all lessons</li> <li>- evidence of the Teaching and Learning in all learnings</li> <li>- make use of assessment to enhance further development.</li> </ul>	<ul style="list-style-type: none"> <li>- learning walks</li> <li>- pupil voice</li> <li>- staff to work with Craig Hill</li> <li>- Staff meeting</li> </ul>
<p><u>Key Indicator 2: Engagement of all pupils in regular physical activity</u></p> <ul style="list-style-type: none"> <li>- Continue to provide effective playtimes with lots of opportunities for children to play</li> <li>- sports leaders to develop the way they implement the active calendar across school (more directed time given for this - working closely with Mrs Corby and Mrs Stokes)</li> <li>- a wider range of sports clubs on offer for children after school</li> </ul>	<ul style="list-style-type: none"> <li>- continue to develop OPAL playtime with more resources and activities</li> <li>- work through levels on the leadership passport</li> <li>- Mrs Stokes to help organise after school clubs to open more opportunities for sport in KS1</li> <li>- Mrs Corby to help with a sports leaders run club</li> <li>- Mr Hill to run a sports club for KS1</li> <li>- Contact parents for images for display</li> </ul>



<p>to increase physical activity (lead by staff/children)</p> <ul style="list-style-type: none"> <li>- PE display to include more photos of children and staff participating in physical education out of school to encourage children to be more active</li> </ul>	
<p><u>Key Indicator 3: The profile of PESSPA is raised across the school as a tool for whole-school improvement</u></p> <ul style="list-style-type: none"> <li>- Make more use of the 'PROUD' motto across school (in lessons etc).</li> <li>- Continue to reference the 'PROUD' motto in assembly (passion, resilience, outstanding, unity and determination) and sporting achievements outside of school.</li> <li>- Use social media (twitter/facebook/NPCAT feed) to showcase PESSPA across the school and use the 'PROUD' motto to do so.</li> </ul>	<ul style="list-style-type: none"> <li>- Redesign the logo and put it up in every classroom.</li> <li>- Use PROUD in PE lessons by using 'PROUD' certificate</li> <li>- PROUD post weekly after celebration assembly for sporting achievements.</li> <li>- Update technology to utilise photos/social media/assessment.</li> </ul>
<p><u>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</u></p> <ul style="list-style-type: none"> <li>- Give children the opportunity to experience sport in the wider area</li> <li>- Outside sports clubs to come into school to work with children</li> </ul>	<ul style="list-style-type: none"> <li>- whole school sporting enrichment trip which will have multiple opportunities for different sports.</li> <li>- Link up with other NPCAT schools to experience sport together.</li> <li>- Sporting trips/activities eg Ninja Warrior.</li> <li>- Wheelchair basketball and cheerleading opportunities for children.</li> </ul>
<p><u>Key Indicator 5: Increased participation in competitive sport</u></p> <ul style="list-style-type: none"> <li>- giving children opportunities to attend competitions</li> <li>- Have inter school competitions for more opportunities.</li> <li>- More opportunities for SEN children to engage in appropriate sporting activities or competitions.</li> </ul>	<ul style="list-style-type: none"> <li>- all children have the opportunity to attend whether it is performance or participation at NPCAT competitions.</li> <li>- Reach out to local schools (not NPCAT) to arrange competitions</li> </ul>



- look at more opportunities for competition in classes

### Expected Impact and Sustainability (2024-25)

What <b>impact/sustainability</b> are you expecting?	How will you know? What <b>evidence</b> will you have?
Intent	Implementation
Teachers to become confident in using the Teaching & Learning Model in PE. By sharing Powerpoints in a shared drive folder, teachers will be able to share ideas with each other. Mrs Stokes can monitor these and provide support if needed. Children will become more able to recall skills, vocabulary and information from PE lessons and will be able to articulate why they have been taught this, how it impacts on their PE & Exercise.	Pupil voice to be completed in both Spring and Summer terms. Lesson monitoring by Mrs Stokes & C Harding. PowerPoints in Shared Drive to be monitored.
Teachers become able and confident to assess children accurately. Target groups will become evident from assessment and teachers can make adaptations to lessons so that children can focus on areas the teachers notice need it.	PE Passport to record all assessments from Autumn 2 through to the summer.





Children are provided with more opportunities to use oracy to discuss areas within PE. They will have the opportunity to share ideas and use vocabulary learnt with their peers. Constructive feedback within lessons will become normal to the children and they will use their knowledge to support their peers.	Use of Teaching & Learning Model Slides. Sharing of good practice.
Children are able to articulate what PROUD Stands for and the effect it has on PE & School Sport. They should model these areas within PE and think of ways that they can show each strand of PROUD within lessons. Celebrating PROUD will give all children the chance of feeling success with PE & School Sport	Facebook Posts - Assembly Celebrations & Sport Celebration Display.  PROUD logo in classrooms.
All children to be given the opportunity to showcase their skills learnt in a level of competition.	Reach out to local schools (not NPCAT) to arrange inter school competitions for more opportunities.  More opportunities for SEN children to engage in appropriate sporting activities or competitions.  Keep a record of the children attending the sports competitions and ensuring they have all had at least one opportunity.

### Actual Impact and Sustainability (2024-25)



What <b>impact/sustainability</b> have you seen?	What <b>evidence</b> do you have?

Swimming Data (2024-25)



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

Question	Stats	Further context relative to local challenges
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	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	YES/NO	

<b>Headteacher:</b>	Mrs Eddies
<b>PE Lead:</b>	Mrs Stokes
<b>Governor:</b>	
<b>Date:</b>	3/12/24