Sports Premium Report for 2023-2024



Details with regard to funding

Please complete the table below.

| Total amount carried over from 2022/23 | £0 |
|---|---------|
| Total amount allocated for 2023/24 | £17,720 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2024. | £17,720 |

Swimming Data

Please report on your Swimming Data below.

| 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? | 46 % |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 53 % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% |
| 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? | No |











Action Plan and Budget Tracking

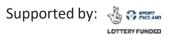
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | Total fund allocated: | Date Updated: | | |
|--|---|--|--|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that | | | | Percentage of total allocation: |
| primary school pupils undertake at le | % 9% | | | |
| 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: |
| Sports Coach for KS1 and KS2 focus at the beginning of the year will be team building and collaboration. Focus will be Multi-skills to allow children to benefit from a variety of games and activities. | Ensure lessons have 100% participation and increased contact time for children, very limited queuing and turn taking. Children | £ 1,520 *additional cost come from whole school budget. | To improve children's skills and strategies in a wide variety of team | Monitor all lessons, in particular to support less able children and additional challenge for the more able. Ensure role of staff in lessons is clear. |
| Ensure that there is challenge for the more able and support for lower ability students via specialist equipment or task. Specialist PE educated teacher for KS1 and KS2. | Monitored lessons have support for less able children and additional challenge for the more able. Provide children with wider variety of activities and an opportunity to learn with someone with a passion for sport. | osiiooi baagoti | Differentiation benefits students across the learning continuum, including students who are highly able or falling behind. Pupil voice completed which shows their positive thoughts and opinion on | Termly complete a pupil voice on PE to ensure they are getting the most out of PE. |
| Playtimes and lunchtime play run by members | Deputy Head Teacher supports new Subject Lead to ensure high quality provision of PE | | PE. | |













| the KS1 children on games during play. | in the school to raise standards. Provide children with opportunities to be active during lunch time. Provide opportunities for older pupils to play an active part in leadership roles in activity sessions especially at playtimes and lunchtimes. | | To ensure that children have a more active playtime. Children know their roles as PE leaders and take their jobs seriously, setting up a game for KS1 playtimes as well as PE lessons. | Ensuring the SEND children have equipment more specific to their needs during play times. |
|---|---|-------------------|---|--|
| Key indicator 2: The profile of PESSPA | A being raised across the school as a to | ool for whole sch | ool improvement | Percentage of total allocation: |
| | | | | % 25% |
| Intent | Implementation | | Impact | |
| | Provide opportunities for children to take part in sports activities, workshops, and competitions. Access to planning schemes for all staff to support long-term curriculum map. | | Children have access to a range of sports and new workshops- Yoga, dance and mindfulness, SEND bowling, cricket, swimming, KS1 multi-skills. | |
| PE and sporting activities to be displayed on newsletter and website. | Weekly newsletter and website to highlight any sporting events. | | Promotes sport, shows their accomplishments' which gives them something to be proud of or something to aim for. | Continue to take photos of all trips to include in the newsletter but most importantly continue to monitor that there is regular sporting activities or events going on. This will give them the content to put into the newsletter. |









| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | Percentage of total allocation: | |
|---|--|-------|---|---|
| | | | | 3% |
| Intent | Implementation | | Impact | |
| PE lead to go one at least one training session related to our PE curriculum during the academic year and feedback/train other members of staff on the training or information given. | Teacher development in PE. | £ 500 | | Sufficient time out of class to teach these intervention sessions and enrol other staff and TA's on shooting stars course. |
| PE teachers and support staff to lead SEND PE sessions on a weekly basis after receiving | | | Increased confidence, knowledge and skills in PE and sport. | Continue to access planning and resources. Signed up to The PE Network and in contact with them regularly. We are currently arranging a time that suits everyone so that they can come in 2023 to see the SEND PE sessions. Percentage of total allocation: |
| Haledtor 4. Broader experience of | 63% | | | |
| Intent | Implementation | | Impact | |
| Additional achievements: | | | | |
| | Year 5 to complete an accredited course for dinghy sailing at the Docklands Sailing and Water-sports Centre. | | YSA Level 1 certificate to QA competency at sailing. | School to maintain this commitment to pupils at it builds resilience and problem solving in the moment. |
| children from September. | From September 2023 weekly session for pupils in KS2 to gain more experience in dance. | £9400 | Higher confidence in dance and the opportunity to see and be part of a dance competition, as most here have not ever been part of one before. | Provide more opportunities or information related to dance for students. |













| Key indicator 5: Increased participation in competitive sport | | | Percentage of total allocation: | |
|---|---|---------------------|---|--|
| | | | | % 0 |
| Intent | Implementation | | Impact | |
| Children to take part in a range of physical activities throughout the year culminating in sports day. As part of the PE network- access more competitive opportunities or PE related sessions that are outside of school. | Sports day and PE equipment purchased to ensure lessons could be taught effectively. - Some SEND students to attend a specific competitions and tournaments especially for them. | (As part of funding | sports day where they used a range of multi skills and sports in their teams. | Replenish PE equipment as needed. Purchase resources to support new sports and topics. Continue to access PE and sporting opportunities in the next academic year. |

| Signed off by | |
|-----------------|------------------------------|
| Head Teacher: | Janice Бабб |
| Date: | 3 rd October 2023 |
| Subject Leader: | Matthew Pryce |
| Date: | 3 rd October 2023 |











