

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

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
Foundation clubs sports coaches were used to deliver sporting activities at lunchtime as well as after school clubs.	<p>More children engaged in purposeful play at break and lunchtimes. Being active and learning rules to unknown games.</p> <p>Uptake of after school clubs greatly increased when based around children's choices.</p> <p>Monitoring of vulnerable groups showed that a wide range of children were represented across the school.</p>	<p>Children started to play the games when they were not with the coach, independently asking for equipment and resources to support their play.</p> <p>Pupil premium was used to subsidise attendance for targeted children.</p>
EYFS Garden Equipment Purchasing	<p>Gross motor skills with leg strength saw some significant improvement in end of year assessment. Resources available for future use.</p>	<p>Arm and core strength still needs opportunities for development.</p>
PE scheme of work	<p>Clear and concise teaching of PE across all year groups. Teachers aware of outcomes for lessons and there is clear progression of skills throughout the school.</p>	<p>The use of formal assessment isn't yet consistent in all classes.</p>
Playground Markings installations	<p>Supported further independent play across the school.</p>	<p>Four square was a huge success across the Key Stage Two Classes.</p>
Supporting Well-Being Ambassadors Work	<p>Increased self confidence, reusable resources for mindfulness and wellbeing clubs.</p>	
WPSSA Membership and coaching work	<p>The school saw wonderful success at inter-school</p>	<p>Need to consider staff development to look at</p>

	competitions and the children developed their teamwork and sportsmanship behaviours.	the legacy of this for future years.
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## Key priorities and Planning

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
Employ sports coaches to continue to support and develop active lunchtimes alongside the MSA's.	Pupils – participation in a range of sports. MSAs – understanding of a range of activities and how to support the children in playing them.	1, 2, 4	We will see all children engaging in purposeful play. Following rules and supporting each other and improving friendships.	£7000
Equipment to improve the quality of PE sessions.	Pupils – range of resources to enhance participation in the lessons. Teachers – being effectively resourced to deliver high quality lessons	1, 2, 4, 5	Resources available for future years. More sports being taught to all year groups. Organisation of resources to ensure that they are not broken and are accessible for all.	£2000
Supporting the development of the Early Years Garden to focus on arm strength and core stability strength.	Pupils – development of their gross motor skills which will in turn improve their writing as they move through development matters.	2,4,5	Children will develop their core strength and the muscles in their arms and hands through their play. From this they will show more readiness to develop their fine motor skills and be ready for writing.	£4200
To introduce formal	Pupils – more detailed records kept to ensure skills are built on	1	As children move through the scheme of work there will be less time spent on	£150

<p>assessment as part of the complete PE scheme of work</p> <p>To widen pupils' experiences of sporting opportunities available within the local area. Supporting children to experience them as well as signposting to new opportunities.</p> <p>To train staff in the rules of competitive sports to ensure that they are able to support the children with inter-school competitions.</p>	<p>Teachers – accurate assessment information ensures that starting points are known to ensure appropriate adaptations are made in whole class teaching</p> <p>Pupils – raising the profile of sport and self esteem for completing sporting activities. Broader experiences and increased participation.</p> <p>Parents – awareness of opportunities outside of school that children can take part in.</p> <p>Staff – improved knowledge and understanding of how to train the children for competitive sports as well as referring in interschool competitions</p> <p>Pupils – more engagement and opportunities for competitive sports</p>	<p>1,3,4,5</p> <p>1,5</p>	<p>assessing starting points of learning. Accurate assessment will also enable any keep up work to be planned for as needed.</p> <p>Improved cultural capital for children. Awareness for parents of local opportunities. All children getting the opportunity to participate in activities that may be otherwise not possible due to family circumstances.</p> <p>Teaching staff will be confident in training a team of pupils and bringing them to events.</p>	<p>£1500</p> <p>£3000</p>
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.




Activity/Action	Impact	Comments
<p>Employ sports coaches to continue to support and develop active lunchtimes alongside the MSA's.</p> <ul style="list-style-type: none"> <li>- Lunchtime coaches worked with MSA to deliver a range of different sports to the whole school on a rota</li> <li>- Taught sports and activities were then encouraged in independent play</li> <li>- Timetable of resources left out for pupils to play with</li> </ul>	<p>Lunchtimes were calmer and more purposeful. Children could plan their own play, especially when not linked to football. Children return to classrooms ready for afternoon learning with fewer fall outs so less disruption.</p>	<p>Key Stage Two pupils still need more support with independent play especially when it is not their football day.</p>
<p>Equipment to improve the quality of PE sessions.</p>	<p>Quality of PE teaching and learning has been consistently good and outstanding.</p>	<p>Observations completed in all Key Stages every term.</p>
<p>Supporting the development of the Early Years Garden to focus on arm strength and core stability strength.</p> <ul style="list-style-type: none"> <li>- Balance beams</li> <li>- Hanging Bars</li> <li>- Weighted resources</li> <li>- equipment for throwing and catching</li> <li>- obstacle course resources</li> </ul>	<p>New garden resources targets areas of need. Greater level of children have now reached the expected level in the specific area of learning.</p>	<p>Resources are well stored and will be available for future years of children to use.</p>
<p>To introduce formal assessment as part of the complete PE scheme of work</p> <ul style="list-style-type: none"> <li>- Staff Training</li> <li>- Assessment time</li> <li>- Staff support meetings</li> </ul>	<p>Assessment being completed in every unit of work across the school. This is monitored by the PE subject leader and is used to plan for future development in the school.</p>	
<p>To widen pupils' experiences of sporting</p>	<p>Children have had a wider understanding and experience of clubs that are available locally.</p>	<p>Many Year 6 children ride bikes to school in secondary school so it is important to prepare</p>

<p>opportunities available within the local area.</p> <p>Supporting children to experience them as well as signposting to new opportunities.</p> <ul style="list-style-type: none"> <li>- links made with sports center</li> <li>- Clubs who use local facilities delivering taster sessions</li> <li>- signposting parents to information</li> <li>- bikeability for Y6 to support road safety</li> <li>- Working with CHEXS to support identified families with out of school opportunities</li> </ul> <p>To train staff in the rules of competitive sports to ensure that they are able to support the children with inter-school competitions.</p> <ul style="list-style-type: none"> <li>- Football</li> <li>- Netball</li> <li>- Cricket</li> <li>- Rounders</li> </ul>	<p>Though the use of CHEXS targeted families are getting support with parenting, signposting to opportunities and family support.</p> <p>Children are getting the chance to try and activity that may otherwise be out of their reach.</p> <p>Teachers and children worked with the WPDSSA to develop knowledge and skills</p> <p>Support with rules around referring inter school competitions</p>	<p>them with the appropriate road safety skills.</p> <p>Trophies were won at district sports and boys football.</p> <p>Netball did not have the uptake of the children to enter competitions.</p>
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## Swimming Data

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	100%	Many of our children also attend private swimming lessons outside of school.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	90%	Some pupils did not show the full range of strokes due to sickness on some lessons.
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	90%	We had some children who did not complete the lessons in our school and they did not get the opportunity to practice this skill with us. We could not find out if they completed it at a previous school.
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?	Yes	We teach our swimming curriculum in Years 3 and 4 so we have used the money to support these children in reaching the expectation before the end of Year 6.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	We use the swimming teachers who are at the pool to teach the children when they attend.

Signed off by:

Head Teacher:	Michelle Beck	
Subject Leader or the individual responsible for the Primary PE and sport premium:	Aimee Hart – Deputy Headteacher	
Governor:	Maria Minas	
Date:	12/06/24	