



## Primary PE and Sport Premium

Academic Year: September 2024 - August 2025		Total fund allocated: £19,370		
Key indicator 1: Engagement of all pupils in regular physical activity				
School focus with intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Sports Leaders at Playtime</b> Implement sports leaders across KS2 to encourage active participation at lunch time and playtime.</p> <p>Provide extra curricular provision for children to enable them to be physically active (Wake and Shake/ Daily Mile/etc)</p>	<p>Young leaders training to prepare them for new role in how to set up and deliver a range of playground games/activities every day with staff support.</p> <p>Staff to recruit 16 young leaders (Yrs 4, 5 and 6) suitable for this training and future role.</p> <p>Sports team (TM) to set up a rota for young leaders to deliver an active playground daily and support on the playground.</p> <p>Children will be able to develop and improve their social skills and collaboration by being a sports leader. (once restrictions are lifted)</p>	<p>Free</p> <p>Free</p>	<p>Children from UKS2 had several training sessions and meeting with GSP in order for them to “qualify” as sports leaders. They then created and supported several activities at lunchtimes on both playgrounds to help support and increase the physical activity of children during their lunchtime.</p>	<p>PE lead to develop Sports Leader opportunities for next academic year to develop active playtimes across the schools.</p>

<p><b>PE equipment</b></p> <p>Make sure all children have high quality resources to participate in each session.</p>	<p>Continue to assess and monitor the quality of resourcing available for each sport. Generate non traditional sports for teachers to incorporate into their teaching to maximise experiences.</p>	<p>£4000</p> <p>£400 orienteering</p>	<p>High quality resources now accessible to all. Opportunities to teach a range of sporting activities across the curriculum at all level's dues to adaptive sporting equipment. Allowing PE to be more inclusive for all children. PE equipment also utilised at break/lunchtimes to encourage more active participation and physical activity across the key stages.</p>	<p>Continue to monitor resources so they are of high quality and fit for teaching purpose. Audit resources in the PE cupboard to ensure replenishment is adequate to needs to staff and children.</p>
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**Key Indicator 2:**

The profile of PE and Sport being raised across the school as a tool for whole school improvement

School focus with intended <b>impact on pupils</b> :	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebration assembly to ensure the whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in the assemblies.</p>	<p>Achievements celebrated in assembly (match results + notable achievements in lessons etc.). Different classes to do dance/gymnastics displays.</p>	<p>No cost</p>	<p>All sporting successes are talked about in class assemblies / Show &amp; Tell sessions and participants are awarded their certificates. Results are often reported on Twitter or in the school newsletter</p>	<p>This should continue. Children should be encouraged to bring in their awards from sport from outside of school, which can also be celebrated in class assemblies, and when restrictions lift, in school assemblies too.</p>
<p>Organise Role models from local sporting personalities so pupils can identify with success and aspire to be a local sporting hero.</p>	<p>Ascertain which local personalities the pupils relate to and invite them into school.</p>	<p>Free (based on sponsorship from the chn)</p>	<p>Unable to organise an athlete to come in for a sponsored event – although through class assemblies, sporting stars have been discussed to help prompt our school values of integrity and resilience.</p>	<p>An assembly to be given each term, highlighting the top performers in the sport that is to be taught that term, or in relation to key sporting events taking place in the academic year. Visitors to be invited in once restrictions allow this.</p>
<p>Enable whole school to apply for the national recognise 'School Games Mark Award – Platinum</p>	<p>P.E. lead to compile evidence for the School Games Platinum Award in all areas: curriculum,</p>	<p>No cost</p>	<p>School Games framework completed for the academic year with the School Games Mark being</p>	<p>School Games Mark should be more evident on school stationary and website to highlight the importance of a</p>

	after-school sports clubs, Festivals and Leaders.		kept but due to lack of many competitions – gold has been maintained.	healthy lifestyle in Maundene School.
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**Key Indicator 3:**

Increased confidence, knowledge and skills of all staff in teaching PE and Sport

School focus with intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff.</p> <p><b>PE Lead 1:1 Coaching</b> To support the PE leader with 1:1 support from Greenacre which can then shared to other adults through staff meetings and additional CPD sessions.</p> <p><b>Staff questionnaire and CPD sessions for all teaching staff</b> Starting dialogue with staff based around their needs for PE to help tailor training opportunities for staff.</p>	<p>The 1:1 lesson support will allow experienced PE teachers to work alongside primary staff to enhance their knowledge and understanding of the PE curriculum and how to assess in PE.</p> <p>PDMs looking at the progression of PE and teaching sequences.</p> <p>Subject lead to deliver and show staff how to implement a structured and progressive PE session that</p>	<p>(£3600 in total)</p> <p>No cost</p>	<p>PE lead has developed high-quality provision which has been disseminated to staff, which is inclusive of curriculum map, assessments and PE subject knowledge to support the high-quality provision and statues of PE.</p> <p>Gymnastics staff meeting pitched to all staff at their class level to ensure staff are confident to develop sessions based on the STEP criteria to ensure children are being supported and challenged in all sessions.</p>	<p>PE lead to utilise team-teaching opportunities and staff meetings to develop confidence and training in all members of staff so they feel passionate about the subject and the profile of PE is raised consistently throughout the school.</p> <p>Continue to utilise the staff questionnaires each academic year to understand where the gaps are in staff's confidence and understanding and develop team-teaching sessions and staff meetings/training based on the</p>

	incorporates prior skills.		Staff are now developing confidence in Dance sessions in a safe and fun way for the children to develop their skills and understanding.	outcomes of the questionnaires.
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**Key Indicator 4:**

Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Clubs &amp; Alternative PE lessons</b></p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p> <p>Celebrating International Dance Day with specialised dance teachers to run sessions for the children.</p>	<p>To develop activities of introducing non-traditional sports during PE sessions to expose children to a variety of physical activities can games.</p> <p>Arrange a pupil survey to ascertain what pupils would like.</p> <p>Involve external coaches to work with staff in clubs.</p> <p>Book in with local dance school used last year advertise throughout the school, letters to parents</p>	<p>GSP</p> <p>£720</p> <p>Free</p> <p>children to pay £1 each</p>	<p>As unusual sports are taught in these sessions, children do not have preconceived ideas about their efficiency in these sports, so are happier to be involved in them.</p> <p>All children across the school took part in the International Dance Day – learning a range of latin and ball-door styled dances from dance coaches – these were then performed to different</p>	<p>PE lead to develop links with additional coaches and PE leaders to provide opportunities for non-traditional sports to be taught across the school to develop children's enthusiasm and passion for sports.</p> <p>Continue to celebrate international Dance day as this was a success for ALL pupils across the school and encouraged a love of dancing from a high percentage of children.</p>

<p><b>Bike Ability</b></p> <p>Balance bikes teach children under five the skills required to learn to ride a pedal bike. Through the use of pedal-less bikes, balance bikes eradicate the use of stabilisers and promote the fundamental skills of cycling.</p>	<p>Structured lessons that help children develop; gross motor skills, spatial awareness, dynamic and static balance, bilateral coordination, along with the necessary skills to make the transition from balance bikes to pedal bikes.</p>	<p>£460 per 15 children £1840 for whole year</p>	<p>Confidence in the children develops over the course of the sessions and children take the step onto using pedal bikes confidently and safely.</p>	<p>Ensure that this continues for the Year R children in the next academic year.</p>
<p><b>Tiger Troop</b></p> <p>A course run by ex-army staff that increases confidence and discipline</p>	<p>Structured lessons - 1 hour each in term 4 for Year 4 classes - focusing on resilience, discipline and character building.</p>	<p>£1100 (Tiger Troop are funding £2500)</p>	<p>Children were engaged and enthusiastic about participating Increased confidence and resilience shown</p>	

**Key Indicator 5:**

## Increased participation in competitive sport

School focus with intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Inter-form sports</b> Introduce in the Summer term inter-form sports for the year groups to encourage more participation in competitive sports (Hockey, football, rounders and multi-skills) These can be through PE lessons/ lunchtimes.</p> <p><b>Day of Sport</b> Provide children with a bespoke sporting events that showcases a range of skills</p>	<p>Teachers to incorporate the different sports suggested by children into mini-interform sessions at the end of each teaching block to allow children to allow their understanding into a competitive game.</p> <p>All children from Year R to Year 6 to take part in a range of activities that showcase the skills they have learnt across the academic year. Including hand-eye co-ordination, ball skills, stamina, target throwing and sportsmanship.</p>	<p>Greenacre £600 for membership</p> <p>£500</p>	<p>Children in KS1 and KS2 participated in a range of sporting activities where they were given the opportunity to experience new sports and compete against their peers. This was then celebrated in the weekly assembly.</p> <p>All children actively participated within the day's events and showcased their skills and talents across the activities. Sportsmanship was developed through the healthy house competitions and children actively participated in a range of competitive activities with their team mates,</p>	<p>Greenacre and sports coach to assist teachers in arranging inter year group/ inter house competitions in a variety of sport, throughout the year. To include some indoor sport such as archery, gymnastics, bench ball etc. These will be on a termly basis and introduced to children at the start of term so they have something to work towards.</p> <p>PE lead to continue to implement day of sport in the next academic year. PE Lead to consider range of activities for the children to par-take in as the year progresses.</p>

**Other Indicator identified by school:**  
Additional Swimming

<p>To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.</p>	<p>Renegotiate additional pool space over a term or plan for a suspended time table week for a 5 day swimming focus.</p>	<p><b>£7000</b> swimming subsidised by Sports Grant</p>	<p>£5500 was used to cover the cost of swimming (clubs £1800, PTA £3000, Parents paid £4080)</p>	<p>In the new academic year, ensure that an additional term's swimming at a local 25m pool to be allocated to year 6 to ensure that the requirements of the National Curriculum for PE are met.</p>
<p>All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</p>	<p>To utilise the coach based at the swimming pool to work alongside teachers.</p>		<p>Children from year 4/5/6 all took part in block swimming lessons to increase their confidences in the pool and meet the NC guidelines of swimming 25m confidently.</p>	<p>Continue to keep a record of all swimmers from year 4 onwards so progress can be tracked and to develop all swimmers in line with the NC guidelines.</p>
<p>All pupils can perform safe rescue over a varied distance so they are confident and safe in water.</p>	<p>Source an additional swimming pool where children have the opportunity to swim the full 25m in one length to build up stamina and develop children's swimming further.</p>		<p>Catch-up lessons for year 5 and 6 were subsidised to allow more children to attend the sessions to continue to build their confidence in the pool.</p>	

Meeting national curriculum requirements for swimming and water safety	% of children	Number of children
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of <b>at least 25 metres</b> ?	53%	31/59
What percentage of your current Year 6 cohort use a <b>range of strokes effectively</b> ? (front crawl, backstroke and breaststroke)	85%	49/59
What percentage of your current Year 6 cohort perform <b>safe self-rescue</b> in different water-based situations?	75%	44/59
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Swimming lessons for year 5 and 6 were subsidised to support with their swimming capabilities.	