



 **Inspiring Primaries
Academy Trust**
Inspiring all to flourish and succeed

Dunton Bassett Primary School
Sports Funding Impact and Analysis
Statement

The following pages are tables showing the impact of Government Sports Funding for 2023-2024.



Dunton Bassett Primary School

Ivydene Court, 1 The Mount, Dunton Bassett, Lutterworth LE17 5JL
01455 209557 ■ duntonbassett@ipat.uk ■ <https://www.duntonbassett.leics.sch.uk>



Background:

The Government has provided funding until July 2023 to provide schools with new, substantial funding to make additional and sustainable improvements to the quality of the physical education [PE], physical activity and sport offered through their core budget. All schools receive a lump sum of £16,000 plus an additional £10 per pupil. This funding is being jointly provided by the Department for Education, Health and Culture, Media and Sport. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils to improve the quality of sport and PE. The premium is used to secure improvements in the following five key indicators:

1. Increased confidence, knowledge, and skills of all staff in teaching PE and sport.
2. Engagement of all pupils in regular physical activity.
3. The profile of PE and sport is raised across the school as a tool for whole school improvement.
4. Broader experience of a range of sports and physical activities offered to all pupils.
5. Increased participation in competitive sport.

The sport funding can only be spent on sport and PE provision in schools. Additionally, OFSTED will play a significant role in ensuring that schools target this funding in areas which will lead to clear outcomes in raising standards and opportunities in PE and school sport for all children throughout the Primary Phase.

Under the Quality of Education, Ofsted inspectors consider:

- Intent - Curriculum design, coverage and appropriateness
- Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment
- Impact - Attainment and progress

To ensure we are covering all three of these bases, our report is structured with the same three headings also including next steps. Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that they should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

We are proud of the PE curriculum and sporting opportunities that we have on offer at Sharnford CofE Primary School. We believe the purpose of physical education is to be inclusive and achievable for all. We hope through high quality teaching, we inspire and motivate children to be active in the lives, aiding them to become physically confident through the teaching of key fundamentals. We encourage experiences of a range of activities that help children to understand the importance of living a healthy lifestyle and partaking in regular exercise.

Children should have access to opportunities in which they can apply the skills they have learnt in competitive situations, either individually or a part of a team. In result of this, children have the opportunity to learn key values that are pertinent in other areas of their lives such as teamwork, resilience, respect, determination and fair play that can be taught, promoted and applied in an active way. Additionally, we believe that PE plays a key role in educating students



holistically. Research supports the significance of physical development in an education setting. The healthy, physically active child is more likely to be academically motivated, alert and successful.

We recognise that quality physical education teaching is essential in helping to develop our pupils motor skills, physical fitness and understanding of concepts that foster lifelong healthy lifestyles. Therefore, our developed curriculum is learning with the **head, heart and hands**.

Our PE Curriculum Overview- Learning with the Head, Heart and Hands

Curriculum Overview

Intent

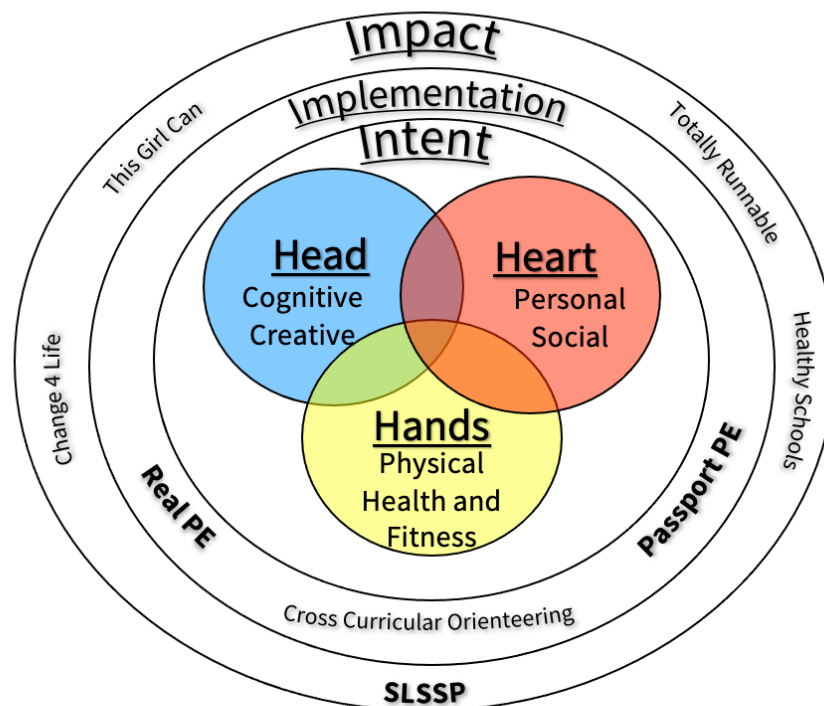
We intend for the Physical Literacy Curriculum to be accessible and achievable for all.

We focus on high quality teaching of physical literacy that inspires and motivates all pupils to challenge themselves both physically and cognitively. Children are given opportunities to explore their own values and set aspirational goals.

We define this as learning with the head, heart and hands. These strands are embedded within our 5 key pillars of physical literacy which are: play, physical activity, physical education, sport and active learning.

Our aim is to have a curriculum that enables children to master both the physical and theoretical knowledge of physical literacy which underpins a healthy and active lifestyle.

By the time children leave Year Six and progress onto Secondary School, they will have mastered basic physical competencies (agility, balance and coordination), have built confidence in their own abilities and have created the foundations to have a life long love of activity which will feed into the other aspects of their daily lives.



Impact

Our curriculum is designed so that there is a clear progression of learning throughout the school which is assessed termly. Children are supported in their understanding through the introduction of specific vocabulary year on year which is mapped to each sport.

We provide opportunities to develop and broaden the foundation of learning that takes place in school through sports day, competitions and clubs.

Children are provided with a variety of competitions (intra and inter) and clubs throughout the year, to embed the key fundamental movements learnt which are rooted in agility, balance and coordination, as well as the skills of teamwork, respect, self-belief, determination, passion and honesty.

Competition is positioned to bring out the best in pupils and spur innovation.

Implementation

We have adopted the Real PE and Passport PE schemes to implement high quality teaching which supports the development of motor competence alongside carefully identified and sequenced knowledge of activities, sports and healthy competitive participation. Children will access these lessons two times a week.

Teachers carefully align the needs of pupils with ambitions of the curriculum to make effective pedagogical decisions. Careful planning of early movement and developing the knowledge of leading healthy, active lifestyles starts in the Early Years of Learning (EYFS). We understand that pupils are best able to learn and do more in PE when they have access to high quality instruction, practice and feedback.

Review of Last Year's Spend and Key Achievements (2022-2023)

	Activity/Action	Impact	Comment
Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	<ul style="list-style-type: none"> • Staff implementing a new scheme within their PE lessons (Real PE) successfully. • New staff receiving training of a new scheme of PE which focuses on all areas of physical literacy as well as aiding to embed key values that develop character. 		<ul style="list-style-type: none"> • To improve teachers knowledge and skill of teaching different sports and differentiating them appropriately to ensure each child is challenged. • For the PE lead to complete the PE specialism course. • Direct staff to online training and activity suggestions provided by TOP Sportsability to aid delivery of inclusive physical education. • To improve teachers' knowledge and skill set of how to incorporate active learning methods into their core subjects such as reading, writing and maths, resulting in children engaging in more physical activities throughout the day. We would like to buy and implement Tagtiv8 next year to support opportunities for active cross curricular learning.
Indicator 2:	<ul style="list-style-type: none"> • All children have continued to receive their full time (two hours a week) of physical activity within the school setting. • Increase of a variety of equipment to support an active lifestyle during breaks and lunchtimes. • We developed and trained a Sports and Wellbeing school council. • Selected children in Year 5/6 were trained to be playground leaders and run happy lunchtimes. • We had Big Moves, SPARX and Inclusive Games come in to work with a small group of identified children and a member of staff. 		<ul style="list-style-type: none"> • To continue to develop playground leaders to run activities during lunchtimes. • To continue to develop the Sports and Wellbeing council to run events and become pupil voice for the school. Another teacher within the school will support with this aspect and ensure its consistency.



Engagement of all pupils in regular physical activity.	<ul style="list-style-type: none">• Selected children through the school were chosen to experience Forest School which will continue next year.	<ul style="list-style-type: none">• To adjust the long-term plan of extra-curricular clubs in line with new sports events and a spiral curriculum.
Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	<ul style="list-style-type: none">• SLT support the role of the PE lead and student leadership.• An increase in the raised profile of sport across the school through our school newsletter, school website and Facebook posts.• Clear communication with parents regarding school games competitions and logistics of the events. Parents enjoy staying and cheering on children at the events creating enriching and positive experiences for pupils.	<ul style="list-style-type: none">• To improve the consistent use the school Facebook account to connect with our school partnerships, sports organisations, sports clubs and other schools in our local area. This is used as a platform to disseminate information and achievements of our school for our school community.• To continue to develop our school website, making it clear of the opportunities we provide.• All pupils to consistently have the appropriate clothing for PE lessons and correct footwear to be active during the day.• All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils.• Encourage all staff to timetable physical activity breaks in between lessons consistently and plan for some active lessons.



Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.	<ul style="list-style-type: none">• We have increased the amount of school clubs on offer (breakfast and afterschool), with an increase of various sports and activities that are on offer.• Inclusive games club based at one of the schools within the federation, supporting identified children and parents.• Opportunities for inclusive physical activity for SEN children.	<ul style="list-style-type: none">• To offer opportunities to children who have established a relationship with physical activity/sport with the aim to aid them to continue to be motivated and inspired to maintain it.
Indicator 5: Increased participation in competitive sport.	<ul style="list-style-type: none">• An increased offer of afterschool clubs.• Giving children time to practice and prepare before competitions.• Identified pupils that can benefit most from interventions and competitions.• We participated in the LADS project. This is a project which will be done annually with the aim to support less active boys to become more active regularly.• We created our own GALS project. This is a project which will be done annually with the aim to support less active girls to become more active regularly.• An increase in intra events with inclusive sports within the school supported by student leadership with clearly defined intent.• An increased offer of inter school competitions.	<ul style="list-style-type: none">• To increase the offer of physical activity and sports clubs throughout the day.• Develop links with sports clubs in the local area and provide taster sessions for the children and parents.• To offer an increase of inter school competitions.• Identify key children to target for each intent of competitions.• Create a formal document to collect pupil voice after competitions.

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
<p>To train 4 students in year 5/ 6 to be Sports Ambassadors for the school. The ambassadors will form a School Sport Organising crew and devise an action plan to promote PE and physical activity in school.</p>	<p>Pupils – the ambassadors will promote physical activity and deliver activities to younger pupils. To engage pupil voice and use students’ leaders to raise the profile of PE and School Sport.</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>The ambassadors took control of a PE and school sport noticeboard. The notice board includes the physical activity guidelines infographics. Younger students were encouraged to submit pictures of themselves taking part in physical activity and pupils’ sporting achievements were included on the noticeboard.</p> <p>Sporting achievements were also celebrated in assemblies. The school newsletter contains information about physical activity, sports clubs, and fixtures.</p> <p>The school continues to train and give opportunities to the Sports Ambassadors. A new cohort of Sports Ambassadors will be</p>	<p>South Leicestershire School Sports Partnership (SLSSP) Membership Costs £2,700</p>



			trained next year to ensure student voice is represented in the school's physical activity offer.
To train students in Year 5/6 as Playground Leaders.	Lunchtime Supervisors and KS1 pupils- The Playground Leaders will deliver active games to students during lunch times. The Lunchtime Supervisor will oversee the sessions and deliver active games to the KS2 pupils.	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>More pupils meeting the physical activity guidelines. Children are more active at lunch times. 25 KS1 children regularly attend the lunch time club the Playground Leaders run. The lunchtime supervisors played physical games with around 20 KS2 children each lunch time.</p> <p>The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch times. The school is committed to training Playground Leaders next year.</p>
To train 4 Well-being Ambassadors in Year 5 /6 to promote the 5 Ways to Well-being and Internet Safety. Being Active is one of the 5 Ways to Well-being.	Pupils- to engage pupil voice and use students' leaders to promote a healthy and active lifestyle to their peers.	Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.	The ambassadors have delivered lots of initiatives to promote active and healthy lifestyles in school. They have created worry boxes in each class; students can write down



			<p>their worries and drop it in the box. The teachers will monitor the boxes and address the children's concerns.</p> <p>They ran lots of activities during Children's Mental Health Week which included a mindful walk. They have continuously promoted physical activity to support mental well-being.</p> <p>The school is committed to engaging pupil voice and will train Well-being Ambassadors next year.</p>	
<p>To participate in Active Travel Month. During October 2023, students and families will be encouraged to walk, cycle or scoot to school. A wallchart will be given to every class to record the number of children actively travelling to school. A trophy will be given to the class that actively travelled the most.</p>	<p>Pupils- as they will take part.</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p>	<p>The school continues to promote active travel through school newsletters and social media. The school works closely with the SLSSP and the Leicestershire County Council Officer to promote Active Travel, including encouraging parents to park and stride.</p>	



<p>To take part in the Move It March project. Each child will be given a physical activity tracker to fill out during March 2023. Certificates and prizes will be awarded to children who achieve physical activity milestones (250 active minutes=Bronze, 500 active minutes=Silver, 750 active minutes=Gold and 1000 active minutes=Platinum). Pupils will also be given points for achieving milestones and the most active class will win a trophy.</p>	<p>All pupils-as they will be encouraged to take part. All staff will be encouraged to take part.</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement.</p>	<p>We continue to promote physical activity outside of school through the SLSSP holiday resources, which were sent to all parents and students. The SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays.</p> <p>The school will continue to promote physical activity through active lesson breaks, active lunch time and PE.</p>	
<p>To take part in the SLSSP Big Moves project designed for EYFS/KS1 pupils who lack fundamental movement skills. A coach from the SLSSP will deliver 6 sessions to 15 targeted pupils. The pupils undergo a fundamental movement assessment on week 1 and 6 to evaluate the impact of the intervention. A member of staff will supervise the</p>	<p>Targeted Pupils- who took part in the programme. A member of staff- who was trained to deliver the programme in school.</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 4- Offer a broader and more equal experience of a range</p>	<p>A member of staff attended the Big Moves training course. The member of staff delivers regular Big Moves sessions to targeted groups of EYFS/KS1 pupils.</p>	



<p>sessions and attend a Big Moves training course.</p>		<p>of sports and activities offered to all pupils.</p>		
<p>The school will deliver an Inclusive Sport Club targeting SEND pupils. A coach from the SLSSP will deliver a 5-week club alongside a member of staff. The coach will deliver Boccia, New Age Curling and Sitting Volleyball sessions.</p>	<p>SEND Pupils- who took part in the programme. Member of staff-to support sessions and learn about Inclusive Sports that can be delivered to SEND pupils.</p>	<p>Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport</p> <p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p>	<p>Staff supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year.</p>	
<p>To take part in sports competitions and events (including the less sporty/active children). We also aim to take part in sports festivals to aid transition to secondary schools.</p> <p>Pupils will take part in DEVELOP festivals, which</p>	<p>Pupils- who took part in the events/competitions.</p>	<p>Key Indicator 5. Increased participation in competitive sport</p> <p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p>	<p>All children in Year 5/6 have taken part in a competition this year. The majority of children in Year 3/4 have also taken part in a competition.</p> <p>The school will continue to take part in competitions next academic year. The</p>	



<p>are designed to be fun and deliver sport specific skills. These events are designed for less sporty/active pupils.</p> <p>Pupils will take part in EXCEL competitions which are designed for our most able pupils and are based on performance.</p>			<p>SLSSP will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical/sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions.</p>	
<p>To enter staff teams into competitions and challenges organised by SLSSP. Will plan to enter the following Staff Sports Festivals and Challenge:</p> <ul style="list-style-type: none"> • Netball Festival • Rounders Festival • Staff Move It March • Summer Challenge 	<p>Staff-who took part in the challenges</p>	<p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>Staff took part in many festivals and challenges throughout the academic year.</p> <p>The school is committed to promoting staff well-being and physical activity.</p>	
<p>Our PE co-ordinator will take part in local PE Subject Leader meetings. The PE Co-ordinator shared the lessons with all colleagues during staff meetings.</p>	<p>PE Co-ordinator- to attend the termly meetings.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>The PE Co-ordinator shared the learning points with all staff.</p>	

<p>Our PE co-ordinator will attend the South Leicestershire PE Conference, taking part in a variety of workshops including YST workshops.</p>	<p>PE Co-ordinator- to attend the termly meetings.</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>The PE Co-ordinator shared the learning points with all staff.</p> <p>SLT will continue to champion the PE co-ordinator role. The PE co-ordinator will deliver whole school staff workshops. The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p>	
<p>To participate in the Energise Club/SPARX. The 10 weeks of sessions will be delivered by SLSSP staff. The club will target inactive/less confident Year 3 and 4 (for Energise) or pupils. The sessions will include fun physical games and mindfulness. A member of staff will supervise the sessions.</p>	<p>Targeted pupils-who took part in the sessions.</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p>	<p>Staff supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year.</p>	
<p>To participate in the Me In Mind session. The 10 weeks of sessions will be delivered by the SLSSP staff, to Pupil Premium/disadvantaged</p>	<p>Targeted pupils-who took part in the sessions.</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p>	<p>Staff to supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and</p>	

<p>children in KS2. The programme aims to teach students about emotional literacy through the 5 Ways To Well-being. A member of staff will supervise the sessions.</p>		<p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p>	<p>competent in delivering the programmes, therefore the projects can be embedded in school and are sustained throughout the year.</p>	
<p>To take part in the FA's Girls Football week. This includes virtual football challenges for girls and a football design competition. The idea of the week was to raise the profile girls' football and increase participation.</p>	<p>Pupils-who take part in the activities</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</p>	<p>The school will continue to promote female participation in physical activity.</p>	
<p>To improve the offer of physical literacy within the EYFS/Y1/Y2 setting.</p>	<p>EYFS, Y1, Y2 and any other pupils exposed to the provision.</p>	<p>Key indicator 2 - Increasing engagement of all pupils in regular physical activity and sport.</p>	<p>We have bought a variety of equipment which supports both fine and gross motor development to facilitate more opportunities for physical activity throughout the day.</p>	<p>EYFS fine and gross motor resources and costs: Goblets- £9.52 Winther Viking Challenge Sufer Sofa- £214.99 Whizzy Dizzy- £94.99</p>



<p>Promote a whole school approach to PE and School Sport -providing all staff with professional development, mentoring, appropriate training, and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across your school.</p>	<p>Staff and pupils</p>	<p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>To ensure that pupils have a broad and balanced curriculum which is progressive across primary and secondary. A scheme has been bought so that children are able to develop mastery of fundamental movements needed to support their physical literacy.</p> <p>Tailored support was given to all school staff and parts of the staff meeting session were individualised depending on feedback from the staff survey regarding teaching PE.</p> <p>The impact of Real PE and Passport PE has been assessed through feedback from staff and pupils, all commenting that PE is enjoyed more than in previous years.</p> <p>The pace of lessons has continued to improve, and staff have found their own ways of tailoring the planning and assessment to</p>	<p>Real PE Subscription Costs £695.00</p> <p>PE Specialist Support including free afterschool clubs for children. Costs £2550</p>
---	-------------------------	--	---	---

			ensure the quality of lessons have improved.	
Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.	Pupils and staff.	<p>Key indicator 2 -Increasing engagement of all pupils in regular physical activity and sport.</p> <p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to support whole school improvement</p>	We have provided a broad range of experiences focused on inclusivity this year such as forest school lessons for each child or clubs that are not just sports based but stimulate opportunities for physical activity (i.e. den building).	<p>Mr Nic's Sports Clubs Costs- £1300</p> <p>Cheerleading and gymnastic clubs Costs £630.00</p> <p>Bhangrafusion Costs £125.00</p> <p>Forest School Costs £1300</p>
To ensure children have the correct equipment to be able to actively participate in their lessons and be active in their free time.	All pupils and staff.	Key indicator 2 -Increasing engagement of all pupils in regular physical activity and sport.	<p>To purchase equipment necessary for lessons so that children all have a piece of equipment each or between two to maximise full engagement and more opportunities to learn through movement.</p> <p>To maintain equipment to ensure children have safe</p>	<p>Equipment Purchased and costs:</p> <p>Gymnastic Ribbons- £17.46</p> <p>Soft pilates exercise balls- £89.85</p> <p>Table tennis balls- £5.58</p> <p>Table tennis bats- £27.96</p> <p>Gymnastics kit- £102.99</p> <p>Beemat balance beam- £149.99</p> <p>Equipment- £2555.65</p> <p>Leotards- £50.94</p> <p>Maypole- £588.95</p>



			and full access during lessons and unstructured times.	<p>Shipping costs (£66.64)</p> <p>GM Services for PE indoor and outdoor inspection. Costs £274.44</p> <p>Recommendations by GM Services and costs:</p> <ul style="list-style-type: none"> • New trim trail rope- £82.00 • New nets and lashings for the netball posts- £24.40 • Post covers for the netball posts- £199.36 <p>Safety corner covers for benches. Costs £4.99</p> <p>Repairs by PO E. Emerson Costs £5.00</p>
To raise the profile of PE and School Sport.	Children involved in the events/festivals.	<p>Key Indicator 4- Offer a broader and more equal experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 3: Raising the profile of PE and sport across the school, to</p>	Lease coaches to provide the required transport to attend sporting events.	Transport Costs £417.50



		support whole school improvement		
--	--	----------------------------------	--	--



Meeting national curriculum requirements for swimming and water safety:	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	100%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	80%
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

Key Achievements for 2023-2024

	Activity/Action	Impact	Comment
<p><u>Indicator 1:</u></p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<ul style="list-style-type: none"> Staff continuing to implement REAL PE successfully within their PE lessons. Staff CPD for delivering lessons on traditional sports which focus on using 6 key stages (connect, explain, example, attempt, apply, challenge). Use of parents with expertise within particular sports to run clubs or sessions (focus on using the school community). <p>It has improved and continues to improve teachers knowledge and skill of teaching different sports/activities and differentiating them appropriately to ensure each child is challenged.</p>		<ul style="list-style-type: none"> To improve teachers knowledge and skill of teaching different sports inclusively (adapted to physical SEN) and differentiating them appropriately to ensure all children are challenged. Direct staff to online training and activity suggestions provided by TOP Sportsability to aid delivery of inclusive physical education. For the PE lead to complete the PE specialism course. To improve teachers' knowledge and skill set of how to incorporate active learning methods into their core subjects such as reading, writing and maths, resulting in children engaging in more physical activities throughout the day. We would like to buy and implement Tagtiv8 next year to support opportunities for active cross curricular learning.
<p><u>Indicator 2:</u></p>			



Engagement of all pupils in regular physical activity.	<ul style="list-style-type: none"> • All children have continued to receive their full time (two hours a week) of physical activity within the school setting. • We have bought a variety of fine and gross motor equipment for EYFS to facilitate more opportunities to embed physical literacy across the curriculum in both structured and non-structured times. Children are increasingly active throughout the day and using physical activity to enrich their learning, independence and social moments with peers. • Engaged student voice for competitions, clubs, active lessons, active breaks and PE lessons, creating an active environment which is modelled by staff and is embedded in the curriculum. • We had Big Moves, SPARX and Inclusive Games come in to work with a small group of identified children and a member of staff. • All children within the school have accessed forest school lessons throughout the school. <p>Children comment that they feel they have opportunities within the school to be active and that this is supported by adults who engage in the play with them. Children have commented that they feel they are listened to through pupil voice and that clubs reflect their interest or support them to achieve within competitions.</p>	<ul style="list-style-type: none"> • To monitor and develop playground leaders to run activities during lunchtimes- rotating certain activities and keeping others dependent on pupil voice. • To continue to develop the Sports and Wellbeing council to run events and become pupil voice for the school. Another teacher within the school will support with this aspect and ensure its consistency. • To adjust the long-term plan of extra-curricular clubs in line with pupil voice and a spiral curriculum.
Indicator 3:	<ul style="list-style-type: none"> • Most children are active for 30 minutes within the school day and/or outside of school. 	



<p>The profile of PE and sport is raised across the school as a tool for whole school improvement.</p>	<ul style="list-style-type: none"> • The use of the school Facebook account to connect with our school partnerships. This is used as a platform to disseminate information and achievements of our school for our school community. • SLT support the role of the PE lead and student leadership. • A continued raised profile of sport across the school through our school newsletter, school website and Facebook posts. • Clear communication with parents regarding school games competitions and logistics of the events. Parents enjoy staying and cheering on children at the events creating enriching and positive experiences for pupils. • A continued affiliation with campaigns such as ‘Totally Runnable’ and ‘This Girl Can’ to promote physical activity with less active girls. • Involvement with active travel months. • A high-quality specialist PE practitioner to run CPD for lessons and aid sports leaders in their responsibilities. 	<ul style="list-style-type: none"> • To improve the consistent use the school twitter (X) account to connect with our school partnerships, sports organisations, sports clubs and other schools in our local area. This is used as a platform to disseminate information and achievements of our school for our school community. Our use of Facebook has remained consistent and strong. • To continue to develop our school website, making it clear of the opportunities we provide. • All pupils to consistently have the appropriate clothing for PE lessons and correct footwear to be active during the day. • All staff to have the appropriate clothing to deliver PE to help support role modelling for pupils. • Encourage all staff to timetable physical activity breaks in between or during lessons consistently and plan for some active lessons.
<p><u>Indicator 4:</u></p>	<ul style="list-style-type: none"> • Increased amount of school clubs on offer, with an increase of various sports and activities that are on offer. 	<ul style="list-style-type: none"> • To offer opportunities to children who have established a relationship with physical



<p>Broader experience of a range of sports and physical activities offered to all pupils.</p>	<ul style="list-style-type: none"> • Use of competitions based at secondary schools to expose primary children to potential feeder schools within the local area supporting transition. • Inclusive games club open to the whole school and at key stages, supporting identified children and parents as well as an opportunity for additional club sessions to those who like to attend. • Opportunities for inclusive physical activity for SEN children. • 	<p>activity/sport with the aim to aid them to continue to be motivated and inspired to maintain it.</p> <ul style="list-style-type: none"> • To support children and families seeking to be active with links to local community clubs through signposting on our social media accounts, newsletters, flyers and the website.
<p><u>Indicator 5:</u> Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • An increased offer of afterschool clubs giving children time to practice and prepare before competitions providing them with more confidence and an opportunity to progress further in the EXCEL competitions. • Identified pupils that can benefit most from interventions and DEVELOP competitions. • An increased participation in inter school competitions than last year. 	<ul style="list-style-type: none"> • To increase the offer of physical activity and sports clubs throughout the day. • Develop links with sports clubs in the local area and provide taster sessions for the children and parents. • To offer an increase of inter school competitions. • Identify key children to target for each intent of competitions. • Create a formal document to collect pupil voice after competitions.



Signed off by:	
Head Teacher:	
Date:	
Subject Leader:	E. Ward
Date:	29/07/24
Governor:	
Date:	