**Sports Premium Funding 2023-24**



**Details with regard to funding**

Please complete the table below.

|  |  |
| --- | --- |
| Total amount carried over from 2022/23 | £0 |
| Total amount allocated for 2023/24 | £18,000 |
| How much (if any) do you intend to carry over from this total fund into 2024/25? | £0 |
| Total amount allocated for 2023/24 | £18,000 |
| Total amount of funding for 2023/24. **Ideally should** be spent and reported on by 31st July 2024. | £18,000 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| Meeting national curriculum requirements for swimming and water safety.  N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.  **Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study** |  |
| 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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024.  Please see note above | 100% |
| 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 | 84% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 100% |
| 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** |

**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:** 2023/24 | **Total fund allocated:** | **Date Updated: 7th July 2024** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 56% |
| **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: |
| To enable our staff to be given opportunities for continued professional development through team teaching with a variety of specialist coaches. The continued aim of this is to improve staff confidence, enabling them to teach high quality, inclusive lessons in the future.  To continue to offer a wide variety of physical extra-curricular opportunities, to give greater opportunities for children to engage in physical activity.  To train the Year 5 and 6 children up to become Sports Leaders to enable them to lead quality activities at lunch times. | We have provided children with high quality specialist coaches to improve skills for all pupils in dance, tennis and cricket. Teachers have been able to work alongside these coaches to develop their understanding of the curriculum in these areas.  To organise a varied set of extra-curricular sports clubs giving children throughout school more opportunities to participate in physical activity.  Continued investment in new playground equipment to support the physical activity of the pupils. | £5,200  £4,000  £1,000 | Children have made excellent progress in their progression of skills and have good subject knowledge of how to perform those skills. All staff have reported that their confidence and understanding has increased when teaching P.E.  An even greater number of children participated in these extra-curricular activities throughout the year.  Children have greater motivation to be active during break times to the stimulating equipment on offer. Children are also enthused to take part in physical activity led by the sports leaders. | Our teaching staff will become confident and skilled to deliver P.E. sessions.  To ensure all children are able to access our extra-curricular activities.  To provide more structure play sessions for the children at playtimes and to continue to identify less active pupils and involve them in these activities. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 8% |
| **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: |
| To further increase the children’s excitement, interest and passion for PESSPA.  To increase the numbers of children participating in extra-curricular clubs to encourage further exercise, activity and health and well-being.  To ensure all equipment used for PE and physical activity sessions enhances our P.E. curriculum.  Residential trip to Tower Wood for Year 6 pupils. | Children’s individual achievements to be celebrated in awards assemblies to help raise the profile of sport and participation.  A variety of extra-curricular provision to be offered each day, led by our sports leaders.  Replace damaged equipment so that PE lessons can be taught effectively.  To design a structure program of activities to increase children’s confidence, build resilience and problem-solving skills. | See above  £400  £900 | Two of our children have competed at the Great Britian Horse of the Year Show this year, inspiring others to take up new sports.  Extra-curricular clubs on offer this year were very successful and had an excellent uptake.  New equipment has enabled pupils to continue to access a wide range of activities during their PE lessons.  Children build on teamwork, problem solving in the outdoors. | Sustainability of individual sports regularly invited into school through newsletters.  To continue to develop strong links between school and outside agencies to continue this extra-curricular provision.  Continue to identify equipment that is old and worn and replace.    The programme will continue to evolve year on year. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 18% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To continue to improve the knowledge and confidence of staff in the delivery of the PE curriculum across the school.  To continue to deliver high quality P.E. lessons, with the aim of all children performing at age-related expectations. | Continued employment of specialist coaches to teach PE to the children working alongside teachers in areas which we have identified would benefit from their specialist support.  Staff to be updated with any new developments on the PE passport app. | £3,000 | Increased confidence and knowledge amongst staff to enable them to teach all areas of the P.E. curriculum.  The PE Passport app encompasses the PE schemes of work, assessment and access to other useful resources to support the PE delivered in school. | Continued use of staff surveys and observations to evaluate where support may be needed.  To ensure that all staff delivering PE are confident in using the PE Passport app. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 6% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To continue to ensure we have the most up-to-date and relevant equipment available to ensure high quality provision.  To offer sporting experiences to our Pupil Premium and SEND children who may not always have the opportunity to try different sports.  Provide cycling opportunities for our Y5 pupils through Bikeability and introduce the scheme to children in Years 3 and 4. | To audit resources and purchase extra equipment to aid the high-quality delivery.  A wide range of inclusive sporting experiences offered.  Bikeability program to run for two days for our Year 5 children and one day for the Year 3s and 4s.. | See above  £500  Free | High quality resources will aid high quality teaching and learning to take place throughout the P.E. curriculum.  Participation in these events for our SEND children has proved to be a great experience for all pupils who participated.  All pupils moving into Year 6 have passed the Bikeability course and are confident riding on the roads safely. | Enhanced equipment will continue to aid high quality lessons in future years.  To continue to work with the children to try to ensure full engagement in sport and physical activity.  To ensure that our pupils leave school and are able to ride their bikes on the roads safely, we will continue to buy in this provision. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 12% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To continue to enter every sporting event offered by the PPSSC and SSCO and aim to increase participation of these events throughout every age phase even further, especially KS1. | Increase the numbers of children who represent our school in sporting competitions even further, especially in KS1. | £3,000 | We managed to enter every event on offer this year (except two) in a huge range of sports. Percentages of children representing the school in an inter-school competition were even higher this year. They are as follows;  YEAR 6 – 100%  YEAR 5 – 100%  YEAR 4 – 100%  YEAR 3 – 68%  YEAR 2 – 88%  YEAR 1 – 7%  RECEPTION – 21% | Our aim continues to be to increase the percentage of children within each year group who are active in competitive sport through the Preston Sports Partnership.  I will seek out sponsorship for further investment in sport kit to increase participation numbers even further. |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: | Julie Goodwin |
| Date: | July 2024 |
| Subject Leader: | Richard Crook |
| Date: | July 2024 |
| Governor: | Charlotte White |
| Date: | July 2024 |