

# PE and Sports Premium Funding Review

## 2023-2024



### SECTION 1 – TYPE OF ESTABLISHMENT

Is your school a maintained school, an academy, or a non-maintained special school?

ACADEMY

### SECTION 2 – THE FUNDING

How much PE and sport premium funding did your school receive for the current academic year?

£19,570

Does the school have any unspent funding from its allocation for the current academic year?

£0

Of the PE and sport premium funding your school received last year did the school carry forward any funding for use in the current academic year?

£0

### SECTION 3 - HOW YOUR SCHOOL SPENT ITS CURRENT ACADEMIC YEAR'S PE AND SPORTS PREMIUM FUNDING

On which of the following categories has your school spent its PE and sport premium? Select those that apply.	Spend per selected category
<input checked="" type="checkbox"/> Continued professional development (CPD)	£450
<input checked="" type="checkbox"/> Extra-curricular opportunities	£8,657
<input checked="" type="checkbox"/> Sports competitions	£184
<input type="checkbox"/> Active travel	£ -
<input type="checkbox"/> Top-up swimming lessons	£ -
<input checked="" type="checkbox"/> Equipment and resources	£9,029
<input type="checkbox"/> Coaching staff	£ -
<input type="checkbox"/> Membership fees	£ -
<input checked="" type="checkbox"/> Online training and educational platforms	£1237
<input checked="" type="checkbox"/> School sports days	£450
<input type="checkbox"/> Other	£ -
<b>TOTAL SPEND</b>	<b>£19,987</b>

#### SECTION 4 - PROVIDING AND IMPROVING OPPORTUNITIES IN SPORT AND PHYSICAL ACTIVITIES

Has your school targeted any spending on providing or improving opportunities in sport and physical activities for pupils with special educational needs and disabilities (SEND) or long-term medical conditions?

Yes  No

If YES: How has your school targeted spending on providing or improving opportunities in sport and physical activities for pupils with special educational needs and disabilities (SEND) or long-term medical conditions? Select all that apply:

- |                                     |  |
|-------------------------------------|--|
| <input type="checkbox"/>            | Training or continued professional development (CPD) to support inclusive PE sport and physical activity provision   |
| <input checked="" type="checkbox"/> | Supporting participation in extra-curricular opportunities or competitions   |
| <input type="checkbox"/>            | Top-up swimming lessons for pupils requiring additional assistance   |
| <input checked="" type="checkbox"/> | Specialist coaches to assist children with special educational needs and disabilities (SEND)   |
| <input type="checkbox"/>            | Specialist coaches to assist children with long-term medical conditions  |
| <input checked="" type="checkbox"/> | Specialist equipment and resources for children with special educational needs and disabilities (SEND) (please note this is considered capital expenditure and any funding should fall within your schools 'de minimis' value) |
| <input type="checkbox"/>            | Specialist equipment and resources for children with long-term medical conditions (please note this is considered capital expenditure and any funding should fall within your schools 'de minimis' value)                      |
| <input type="checkbox"/>            | Other (please describe below)  |

Specialist coaches have delivered SEND sports therapy/mentoring sessions. The Sendco has taken SEND children to sports competitions. Resources have been purchased for movement, motor skills and social skills required to access PE and sports.

<b>Has your school targeted any spending on increasing or improving girls' access to PE lessons?</b>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Has your school targeted any spending on increasing or improving girls' access to extra-curricular sport and physical activities?</b>		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
<b>Has your school targeted any spending on providing or improving opportunities in sport and physical activities for disadvantaged pupils?</b>		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>How has your school targeted spending to provide or improve opportunities in sport and physical activities for disadvantaged pupils? Select all that apply:</b>		
<input type="checkbox"/>	Before school sport and physical activity groups - free of charge for all pupils	
<input type="checkbox"/>	After school sport and physical activity clubs - free of charge for all pupils	
<input type="checkbox"/>	Subsidised sport and physical activity clubs for disadvantaged pupils	
<input type="checkbox"/>	Stronger parental engagement - school assemblies to promote sport and physical activity where parents can attend	
<input type="checkbox"/>	Stronger parental engagement - leaflets and at home support to help parents to better support their children on achieving 60 active minutes a day	
<input type="checkbox"/>	Staff training and continued professional development (CPD) specific to tackling inequalities in relation to sport and physical activity	
<input type="checkbox"/>	Community club engagement or pathways	
<input type="checkbox"/>	Peer to peer led activity	
<input type="checkbox"/>	Youth leadership and volunteering opportunities	
<input type="checkbox"/>	Insight and data capture to better understand and support these pupils	
<input type="checkbox"/>	Other	<i>(please describe - limit 255 characters)</i>

## SECTION 5 - THE IMPACT OF YOUR SCHOOL'S PE AND SPORT PREMIUM FUNDING

As part of the PE and sport premium [conditions of grant](#), schools are expected to outline the impact that PE and sport premium funding has had on pupils' PE attainment, physical activity and sport participation. To allow the department to fully understand the impact, schools should aim to outline any relevant data where possible.

In the next section we will ask you to describe the impact of your school's use of the PE and sport premium grant.

### Which of the 5 key areas for improvement has your use of the PE and sport premium grant spending contributed to? Select all that apply

<input type="checkbox"/>	Increasing all staff's confidence knowledge and skills in teaching PE and sport
<input checked="" type="checkbox"/>	Increasing engagement of all pupils in regular physical activity and sport
<input checked="" type="checkbox"/>	Raising the profile of PE and sport across the school to support whole school improvement
<input type="checkbox"/>	Offer a broader and more equal experience of a range of sports and physical activities to all pupils
<input checked="" type="checkbox"/>	Increase participation in competitive sport
<input type="checkbox"/>	None of the above

### Has your school's PE and sport premium spending achieved any of the following? Select all that apply

<input checked="" type="checkbox"/>	An improvement in PE attainment	<i>This year we have introduced a rigorous PE assessment tracking system where each unit in each year group has data related to children achieving the expected standard. Over 80% of children achieve the expected standard in most sports with football, net and wall games and athletics, being particularly strong. The monitoring of PE has improved with the deputy headteacher observing PE lessons and providing feedback to ensure a quality of delivery is of a high standard. This evidence strongly suggest that the spending on equipment/resources and extracurricular clubs in particular is having an impact.</i>
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<input checked="" type="checkbox"/>	An improvement in pupil physical activity level	<i>A range of lunchtime active play and sports resources were purchased. These both increased children's interest and participation in physical activity but also helped improve their self-regulation and social skills. This was noticed by staff members and SLT learning walks.</i>
<input checked="" type="checkbox"/>	An improvement in school sport participation	<i>The school ran two successful sports events, which enabled many children to participate and apply their PE skill. Boys and girls football teams have been setup and they have played in active competitions.</i>
<input checked="" type="checkbox"/>	An improvement in participation in extra-curricular activities	<i>We bought into the YDP enrichment programme which runs during lunchtimes. A sports coach comes in to play structured and directed sports related games with all children. Children engage very highly with this, and all children have participated at some point during the year.</i>
<input type="checkbox"/>	An increase in staff training and continued professional development (CPD)	
<input type="checkbox"/>	An increase in staff participation in extra-curricular activities and school sports competitions	
<input type="checkbox"/>	An improvement in swimming attainment	
<input type="checkbox"/>	An improvement in water safety awareness	
<input checked="" type="checkbox"/>	Other	<i>The profile of Inter-school football tournaments has been raised this year and our newly introduced football teams have competed in several competitions across the city. Football training occurs every lunchtime for all classes Yr2 and above which is very popular.</i>

## SECTION 6 - ACHIEVING SUSTAINABLE OUTCOMES

**How is your school going to ensure that the improvements made through its spending of the PE and sport premium are sustainable?**

*We will continue with YDP lunchtime clubs and SEND/disadvantaged children mentoring sessions and football team development. To ensure quality of teaching and monitoring standards are kept high, we will continue to use the systems set up this year. Learning resources purchased will continue to encourage and sustain children's enthusiasm for indoor and outdoor adventurous activities and sport.*

## SECTION 7 - MEETING NATIONAL CURRICULUM REQUIREMENTS FOR SWIMMING AND WATER SAFETY

<b>What percentage of the current Yr6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</b>	<b>41%</b>
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<b>What percentage of pupils in the current Yr6 cohort can use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke)?</b>	<b>62%</b>
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<b>What percentage of pupils in your current year 6 cohort are able to perform safe self-rescue in different water-based situations?</b>	<b>50%</b>
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## SECTION 8 - SIGN OFF

<b>Headteacher</b>	<i>KTrethewy</i> (Kate Trethewy)	<b>Date</b>	26.07.2024
<b>Chair of Governors</b>	RPJames (Rodney James)	<b>Date</b>	29/07/2024