



We recommend you start by reflecting on the impact of current provision and reviewing your previous spend (2022-23)

Activity/Action	Impact	Comments
Purchase of interactive board for the sports hall.	Enhanced the delivery and quality of PE lessons, allowing pupils to participate in video analysis activities to develop their own performances.	This resource will be continued to be used across all areas of the curriculum and all key stages.
Links with external companies such as, 'Sports for Champions' and a tennis coaching company.	Visit from GB male Gymnastic Courtney Tulloch was empowering for our pupils. It challenged some stereotypes that our pupils had regarding boys performing in gymnastics. Selected pupils showcased their skills in flexibility, balance and rotations and were encouraged by Courtney's words to continue to work hard in gymnastics.	Our pupils still share their experiences from Courtney Tulloch and as a result, some pupils were encouraged to attend gymnastics at their local clubs.

<p>Purchase of playground equipment to increase physical activity and organised games during break and lunch times.</p>	<p>All classes from year 1- 6 had a variety of sports equipment that they could use each to make playtimes and lunchtimes more exciting and engaging. Equipment was monitored by the Sports Council. The Year 5 Playground Leaders were responsible for organising equipment and delivering a range of fun activities to our EYFS and Key Stage 1 pupils at lunchtimes. Physical activity levels increased, pupil leadership developed and levels of boredom and negative behaviours were reduced.</p>	<p>Maintain the upkeep of class equipment and provide additional pieces across the school year. Can we improve the quality of the KS2 playground environment? Ground markings?</p>
<p>Purchase of Barham competition bibs.</p>	<p>Children felt united and proud to represent their school at competitions. A lifted morale and a feeling of unity when wearing a 'sports kit'.</p>	<p>Continue to enhance the opportunities for children to attend level 2 competitions this year.</p>

## 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
Enhance physical activity during play times through the purchase of sports equipment and playground markings in the KS2 playground.	<p>Pupils – as they will take part. Physical activity across the school day will hit the 30 minute government recommendation.</p> <p>Lunchtime supervisors- as they will need to oversee the safe use of equipment.</p>	<p><i>Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i></p>	<p>More pupils will meet their daily physical activity goal, more pupils will be engaged in organised physical activity. Levels of boredom and negative behaviours will be reduced considerably.</p>	<p>£6000 costs for the purchase of playground equipment and contract with external company to enhance the playground environment.</p>
Increase the opportunities for Level 2 competitions across year 5/ 6.	<p>Pupils- will have increased access to external competitions in a variety of sports. Pupils will be encouraged to show commitment to training to develop their skills.</p>	<p><i>Key indicator 5: Increased participation in competitive sport.</i></p>	<p>Pupils have increased opportunities to demonstrate and apply their skills in different sports against different children. Pupils will develop resilience and determination whilst competing against other local schools.</p>	<p>£2000 costs for staff cover, medals and certificates.</p>

<p>Staff CPD.</p> <p>Enhance the provision of Outdoor and Adventurous Activities (OAA) across all of Key Stage 2 and investigate whether this can be used as not only a PE tool, but a tool to enhance academia success across the curriculum.</p>	<p>PE Team- opportunities to network with other specialists to share ideas and good practice. This could be face to face or on forums from certified PE organisations.</p> <p>Pupils- will have access to quality OAA provision and progression across key stage 2.</p> <p>Staff- will have access of a tool to raise academic success across all curriculum areas.</p>	<p><i>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</i></p> <p><i>Key Indicator 3: raising the profile of PE and sport across the school, to support whole school improvement.</i></p> <p><i>Key Indicator 4: offer a broader and more equal experience of a range of sports and activities to all pupils.</i></p>	<p>PE staff more confident to deliver high quality PE lessons, resulting in an improved percentage of pupil attainment in PE.</p> <p>PE staff more confident to deliver high quality OAA lessons, resulting in an improved percentage of pupils attainment in this subject. OAA was an area identified by recent Ofsted reports as lacking in quality, time and consistency.</p> <p>Research OAA companies for possible quotes and consultations.</p>	<p>£1500 for PE team to undertake PE CPD.</p> <p>£2000 to link with external company and purchase OAA resources to use by all teaching staff.</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>Enhance physical activity during play times through the purchase of sports equipment and playground markings in the KS2 playground.</p>	<p>All classes from year 1 to 6 provided the PE team with a 'wish list' of equipment for play and lunch times. This included, but was not restricted to, foam footballs, hoops, football goals and skipping ropes. Equipment was replenished at the start of each term to ensure classes had a consistent use of equipment. The use of playground equipment developed pupils' collaboration, responsibility and creativity.</p>	<p>This year, we were unable to improve and develop the Key Stage 2 playground environment. This must be a key focus for 2024/25 to embed key indicator 2. Possible suggestions are 'Opal Primary Programme'. The lead teacher of Forest School is keen to work together to make playtimes high quality and more enjoyable for all pupils.</p>
<p>Increase the opportunities for Level 2 competitions across year 5/ 6.</p>	<p>All children in year 5 and 6 were given the opportunity to trial out for different competition teams, such as netball and football to participate in friendly competitions against local primary schools. Increased participation in level 2 competitions this year, allowed children to apply their skills on a bigger level. Money was spent on equipment and resources to develop training sessions and celebrate childrens' success.</p>	<p>Next year, a calendar of sports competitions/ festivals have been mapped out from September- June to celebrate and compete in a range of sporting activities to embed key indicator 5. Focus has also been extended to include keys stage 1. Money will need to be used for travel, cover and additional resources. Can money be spent on external coaches to provide weekly training for our children?</p>

<p>Staff CPD</p>	<p>The purchase of AfPE membership helped to develop and update the PE lead with current news within PESSPA. The webinars both old and new were useful to develop an understanding and challenge thoughts in key areas such as, assessment in PE.</p> <p>PE lead also attended the West London PE conference in February. Great opportunity to network and share good practice with other PE specialists/ lead teachers. Workshops in assessment, dance and gymnastics were most useful. Year 4 gymnastics scheme was modified and enhanced as a result of this workshop.</p>	<p>The PE lead looked into how to utilise the AfPE membership to meet key indicator 3. Although not achievable this year, key priorities and additional spend for next year should be:</p> <ul style="list-style-type: none"> <li>-One to one school support with S.Richards</li> <li>-Application of Quality Mark</li> </ul>
<p>Enhance the provision of OAA.</p>	<p>PE lead developed her confidence to teach more aspiring lessons in OAA with discussions and sharing of good practice with a PE specialist from a local primary school. As a result, children had greater success and attainment when orienteering, problem solving and working collaboratively.</p>	<p>Currently OAA is only timetabled in year 3 PE. A key focus for next year is to broaden and develop this provision at least across key stage 2. Could OAA be used as a tool to raise the profile of PE across the whole school and therefore meet key indicator 3?</p> <p>PE lead had a consultation with W. Huntington from Cross Curricular Orienteering to potentially purchase a scheme and training for all staff to use OAA as a tool to raise academic success across the curriculum. Packages start from £1000.</p>

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

<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?	17%	<i>Our swimming data is low and probably at the lowest this year. Last academic year, we had to stop our swimming provision for a whole term due to significant concerns about the pool. As a result, we were only able to offer swimming provision to that cohort of year 6 and not year 5. As a result, our current year 6 pupils have only received one term of swimming as they had to miss out last year. 50% of our year 6 pupils did not receive all swimming provision this year, as the pool was closed for a few weeks due to a malfunction. Unfortunately, these lessons were not recovered.</i>

<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>14%</p>	
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<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>8%</p>	
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<p>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?</p>	<p>No</p>	<p><i>Developing our swimming provision will be a key focus next year. Our school are working hard to plan for swimming provision across key stage 2, so that children swim from year 3 through to year 6. For 2024/25, swimming provision will be for year 5 and year 6. Additional money will be also directed to our SEND children to increase their swimming provision.</i></p>
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Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	N/A	<i>Staff do not provide swimming provision. We attend a local sports centre where qualified swimming instructors teach our children.</i>
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