**The Primary PE and Sport Premium: planning, reporting and evaluating document**

| **The DfE Vision for the Primary PE and Sport Premium**  **ALL** pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **health, active lifestyle** and **lifelong participation** in physical activity and sport. |
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The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE, sport and physical activity they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key areas:

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

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils' PE and sport participation and attainment is available on the school website by 31st July each year. Schools also have a responsibility to publish on their website the % of pupils who achieve the expectation for swimming by the end of Year 6.

You should not use your funding to:

* employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
* teach the minimum requirements of the national curriculum – apart from top-up swimming lessons after pupils’ completion of core lessons
* fund capital expenditure. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)

| **Academic Year:** | 2023-2024 |
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| **Funding Allocation (based on Jan 23 census)** | £16,000 school  £10pp years 1-4 |
| **Total https://skillsfunding.service.gov.uk/view-latest-funding/find-an-organisation** | £19,590 |
| **Actual spend:** | £19,585 |

| **Summary of key plans for 2022- 2023** | **Summary of key achievements for 2022-2023** | **Summary of key plans for 2023-2024** |
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| • To broaden community links and achieve the platinum sports award.  • To continue to offer cultural capital and enrichment opportunities linked to physical education, sport and physical activity whilst developing teaching knowledge and understanding and confidence.  • To continue to target the least active and vulnerable groups.  • To support staff in providing more cross curricular links which involve the outdoors and physical activity.  • To support staffs QFT in continuing to develop the PE curriculum focussing on physical activity, mental health and wellbeing. | * Due to the Sports premium being extended into next year we instead prioritised the activity of KS1 by purchasing individual take home PE kits. We have the Platinum sports award for a second year * Lots of cultural capital and enrichment activities this year including Irish dancing world cup dance, bhangra dance and wheelchair basketball. The wheelchair basketball was an excellent opportunity for both staff and child and we will be looking to * Two half terms of free clubs offered to both KS1 and 2 to encourage participation. A competition that we won provided us with some dodgeball sessions, these were offered free to remaining least active children. * KS2 staff have received CPD around athletics via RSSP. | * To continue with inclusivity and enrichment activities such as wheelchair basketball * To consider the development of some of the field into a MUGA (multi-use games area) so that outdoor sports can be taught throughout the year and to offer more physical space during break times.      * Continued buy in to RSSP in order to access intra and inter festivals      * To further develop active 30:30 |

**Key priorities and planning 2023-24**

| **Action - what are you planning to do?** | **What does this action impact?** | **Key are to meet** | **Impacts and how sustainability will be achieved** | **Cost linked to action** |
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| Continued subscription to PE Hub. | Staff confidence, knowledge and skills to increase/develop in teaching Physical Education and Sport. | **Indicator 1: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport** | Staff confident in delivering sessions supported by high quality teaching resources. | £444 |
| Provide the PE Lead with dedicated time (equivalent to 1/2 hour per week) in order to support the teaching of PE both in terms of ‘on the ground’ and also resourcing and managing the organisation of attending the RSSP festivals and events. | Staff confidence, knowledge and skills in teaching Physical Education and Sport.  Staff workload as the PE lead will coordinate the festival/event timetables, organisation and risk assessments. | **Indicator 1: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport**  **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement**  **Indicator 5: Increased participation in competitive sport** | Staff feel supported in their teaching of PE.  Lessons/physical activity are well resourced.  RSSP festivals/events are attended and enjoyed. | £1300 |
| Join the Redborne School Sport Partnership (SSP). This provides support for local schools including professional development for teachers/PE lead as follows:   * 1-1 support meeting for the PE lead during the first half term to go through the events, documentation and other programmes that are available to the school throughout the year * One delegate place for a member of staff to attend the Bedfordshire PE Conference (21st May 2024) * Access to the Girls Football partnership Shooting stars and Active play training and resources * Signposting schools to additional CPD opportunities as they arise * Level 1 membership - Schools have access to online resources, topical updates, exclusive offers, discounts and priority access to YST National PE & School Sport Awards & National Programmes * 1 day of Curriculum delivery in a chosen sport to suit your school in any of the following sports:   - Cricket  - Dance  - Gymnastics   * Carry over from last year of Badminton delivery day (5 hours) | Staff confidence, knowledge and skills to increase/develop in teaching Physical Education and Sport. | **Indicator 1: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport** | Current staff/PE lead to increase skills and confidence in order to provide high quality sessions that pupils engage well with.  For the PE lead to feel confident in their role and be able to support and guide others in improving PE and physical activity across the school. | Within the £3,350 to join RSSP |
| Ensure PE Lead is up to date on guidance around spending of the sports premium | Attend workshop aimed at those who are established in their role as the PE Lead.  The workshop will look at the latest national updates and what these mean for you in our school as well as updating you on the new action plan for this year. You will also have the opportunity to network with colleagues from across the county to share ideas, challenges and possible solutions.  21st November 2023 | **Indicator 1: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport** | Informative session although PE Lead already aware of the changes/issues discussed. Confirmed that the action plan has been completed appropriately and detailing the required information. | £60 |
| Year 4 Sports Leader (10 pupils) training via RSSP:   * Including Log Books/Pin Badges * 10 x Sports Ambassador T-Shirts for the 2023/24 cohort * Support for Sports Ambassadors to deliver an intra school festival   Following the support of RSSP training and with the ongoing support of the PE Lead, Sports Leaders to lead lunchtime games for all pupils on rotation throughout the week from the Spring term.  A display board dedicated to the Sports Leaders and their achievements as well as a board dedicated to PE across the school.  Sports Leader end of year trophy | Sports Leaders profile across the school.  The physical activity of pupils during lunchtimes. | **Indicator 2: The engagement of all pupils in regular physical activity**  **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement**  **Indicator 5: Increased participation in competitive sport** | Sports Leaders to enjoy the training and gain skills to enable them to work with and initiate sports activities with pupils in all year groups of the school at lunchtimes including offering personal challenges.  Physical activity to be prominent across all times of the school day included outside of PE lessons.  Pupils to be able to see and celebrate their improvements and success.  Sports Leaders to feel valued and a sense of pride carrying out their role.  Training took place on 2nd October 2023 for 10 year 4 pupils.  100% enjoyed the training  100% felt the training would help them to lead other children in being active  Some of the things the children felt they had learnt included ways to use the equipment, how to project their voice, how to improve their communication skills, that without clear instruction it will be very hard for the people you’re teaching to understand, that the game cannot be too long, to make it fun and to be a role model  During the Autumn term meetings took place with the PE lead focussing on the sports leader booklet.  During some MDSA training in March the trainer from Active Luton commented on how effective the role of the Sports Leader was in promoting and supporting high levels of physical activity amongst the other children at lunchtime. | Within RSSP offer  £72 |
| Attend the festivals offered through RSSP where there are a range of sport/physical activities for pupils to take part in including SEND/inclusion events.  All pupils in year 4 to attend a transition event and 1 additional event  All pupils in year 3 to attend at least one event  All pupils in year 2 to attend at least one event.  PLAY EVENTS   * KS1 Multi Skills Festival * Y3&4 Boccia & Kurling Festival * Y3&4 Rugby Skills Festival - yr3 postponed   DEVELOP EVENTS   * Y3&4 Girls Football Festival * KS1 Rugby Skills Festival * Y3&4 Tag Rugby * Y3&4 Golf   COMPETE EVENTS   * Y3&4 Sportshall Athletics * Y3&4 QuadKids Athletics * Y3&4 Kwik Cricket * KS1 QuadKids Athletics | Pupils' breadth of experiences. | **Indicator 2: The engagement of all pupils in regular physical activity**  **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement**  **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | For pupils to have fun and feel part of a team. Pupils to experience ‘new’ sports/physical activity in order to enthuse and motivate including our disadvantaged pupils.  Pupils to be inspired to try a new sport.  Pupils experience interschool sports festivals and therefore will be more confident to put themselves forward for these in the future. | Within RRSP offer |
| Pupil participation and success awarded and celebrated in school assemblies in order to raise the profile of PE.  Certificates to be displayed on the main PE board. | Pupil self esteem and confidence linked to PE and sport.  Continued celebration of sporting and physical activity success across the school so pupils feel a sense of pride and community. | **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement** | The profile of PE, Sport and Physical Activity is raised across the school through whole school celebration and pupils feel proud of their achievements. | Within RSSP offer |
| Fill any gaps in resources or provide additional resources required in order to support regular physical activity within curriculum lessons, extra-curricular clubs and/or break times.  PE Lead to source appropriate resources according to the need within school.  This will include the replacement of netball posts to ensure curriculum lessons are well resourced and safe | The quality of resources in order to support regular physical activity – curricular, extra-curricular and lunchtime. | **Indicator 2: The engagement of all pupils in regular physical activity** | All pupils are able to participate in high quality PE lessons/physical activity with safe, high quality resources. | £2000 |
| Target the least active children with offering them the opportunity to attend extracurricular clubs free of charge | Children’s activity levels increase and children feel more confident about joining a club in the future. | **Indicator 2: The engagement of all pupils in regular physical activity** | Less active pupils have participated in an extracurricular club and have felt a sense of pride and enjoyment in doing so leading to a continuation of attendance. | £2000 |
| Purchase new playground markings in KS2  Staff and pupils to be consulted about new playground marking for KS2 in order to support physical activity at break times. | The quality of resources available to children outside of curriculum PE in order to support physical activity | **Indicator 2: The engagement of all pupils in regular physical activity**  **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement** | Playground marking to support physical activity across the school for future years. | £6010 |
| Level 1 Bikeability to be offered to all Year 4 pupils  Booked for 7th and 8th May 2024 | Year 4 pupil awareness of basic safety factors when riding a bike. | **Indicator 2: The engagement of all pupils in regular physical activity** | Pupils will learn to:   * control and master their bikes in a space away from traffic * prepare themselves and their bike for cycling * get on and off their bike without help * start off, pedal and stop with control * pedal along, use gears and avoid objects * look all around and behind, and control the bike * share space with pedestrians and other cyclists   97% enjoyed the sessions  55% felt the sessions developed their confidence  58% felt the sessions developed their skills | Within the £3,350 RSSP offer |
| Scoot sessions for all KS1 pupils | Pupil awareness of basic safety factors when scooting as well as develop their skills | **Indicator 2: The engagement of all pupils in regular physical activity** | Pupils will develop confidence with an active travel method to get to school.  Pupils enjoy being active and are more active more of the time.  97% of children said they enjoyed the session.  65% felt that they learnt something new.  Some of the things they felt they learnt included: I learnt some new tricks on the scooter.  I learnt to keep persevering.  I learn to play football while scooting. (Scootball)  I learnt how to balance on a 2 wheeled scooter. To balance on a scooter with 2 wheels.  To turn around on a scooter.  To be tough, get back on if you fall off and try again!  When asked why they thought we had provided the sessions the responses included: "To learn to use a scooter. To help practise your balancing skills so that you can ride a 2 wheeled scooter. So we can practise riding a scooter.  To have fun! It is good exercise for our bodies! To help us to be able to scoot at home. So we can practise on the scooter and maybe start scooting to school. To keep fit and exercise. To have fun. To scoot to school. To have fun. So we learn how to scoot properly, if you don't know how to you can work yourself up to it. Because scooting is really fun and expensive. So you can scoot to school because if you drive it will release carbon monoxide | £600 |
| Purchase KS1 balance bikes | Year 1 riding confidence and the progression from stabilisers to non-stabilisers | **Indicator 2: The engagement of all pupils in regular physical activity** | Pupil riding confidence and skills. | 6 bikes @ £527 |
| Year 4 pupils attend swimming lessons beyond the core offer in year 3. | Children’s swimming confidence and ability. | **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement** | A greater number of pupils to achieve the expected standard of swimming by the end of KS2.  Pupils’ swimming skills are increased  Pupils’ water confidence is increased  Pupils’ activity levels are increased  Breakdown of KS2 swimming outcomes into 2 years’ worth of smaller steps rather than the core year 4 lessons alone (PE milestone document) should ensure that more pupils achieve the expected swimming KS2 milestones before they leave year 4.  By the end of year 4 pupils are working at 82% ARE+ with 37% working above ARE. | £1750  (£1000 swimming sessions  £750 coach) |
| Pupils participate in Rebound bounce sessions  3rd and 4th June 2024 | Pupils' cultural capital and breadth of experiences linked to the school value of ‘The right to be included.’ | **Indicator 2: The engagement of all pupils in regular physical activity**  **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement**  **Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | For pupils to have fun.  Pupils to experience a ‘different’ physical activity, develop new skills, and possibly seek pursuing this outside of school hours.  To add to pupil’s cultural capital via PE. | £990 |
| To provide MDSA training around lunchtime games and support. Two hours of training followed by lunchtime support/modelling - provided by Active Luton | Staff confidence, knowledge and skills to increase/develop in supporting active play at lunchtimes.  Children’s activity levels at lunchtimes | **Indicator 1: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport**  **Indicator 2: The engagement of all pupils in regular physical activity**  **Indicator 3: The profile of PE and Sport is raised across the school as a tool for whole school improvement**  **Indicator 4: Broader experience of a range of sports and activities offered to all pupil** | To support more children in being physically active during lunchtimes.  Support staff in their confidence and skills in initiating play based activities. | £482 for training and staff time. |

**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** |
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| To provide MDSA training around lunchtime games and support. Two hours of training followed by lunchtime support/modelling - provided by Active Luton | **Before the session how confident did you feel about leading play based activities during lunchtimes?** 85% were feeling extremely/pretty confident.  **Currently, on average, how often would you say you lead play based activities during lunchtimes?** 50% rarely, 25% about ½ the days, 25% every day.  **What is preventing you?** First Aid or sorting out disputes, nothing, constant interruption from children, lack of time out in the playground, lack of need due to toys out for children and they seem happy with them to play with, ot enough staff or room on the playground, Year 4 are very good at occupying themselves, children want to play their own games, to balance more between toilet/ games  Forms response chart. Question title: How far do you think the training covered its intended objectives.. Number of responses: .  **Did you enjoy the training?** 100% yes.  **Areas you feel you have improved in following the training...**Game ideas, Good to have a go at the activities, how to mix up games, Handy tips and ideas for promoting play time activities, More knowledge of the games to play, It was very interesting as we spoke about the roles we play during lunchtime (First Aid, dealing with problems etc), New ideas to try during lunch break, Trying to get the children to join in, To be more confident in activities.  **Do you think you will now be more likely to lead play based activities at lunchtime?** 62.5% yes.  **Areas you feel may still need some further development.**..Safer play areas, Zoning, Staffing, For KS2 especially Year 4’s who were not interested in playing different games only Tennis, Ways to engage individuals, More play equipment. | The impact of this training has been evident on the playgrounds with more MDSAs now initiating and supporting play and physical activity with children. The feedback from the MDSAs was extremely positive following the morning's training. |
| Pupils participate in Rebound bounce sessions | 99% of children said they enjoyed the session.  97% felt they were physically active during the sessions.  Some of the things they felt they learnt included:  Running, jump spin, dancing, jumping to music, getting safely off the trampoline, how to be safe on a trampoline, how it’s good to exercise, routines to music, the cuckoo pose, how to bounce on trampoline, the chain of movements flowed nicely into an exercise pattern |  |
| New KS2 playground markings | Encouraging and promoting more physical activity |  |
| Target the least active children with offering them the opportunity to attend extracurricular clubs free of charge | We have more accurately (asking staff as well as children) identified our least active children and have focussed on ensuring as many of them as possible have attended a school sports club.  These have been offered to these children before all others and free of charge. In the autumn term we identified that 3% of KS2 had low levels of activity (had never been to a sports club). During the autumn and spring term 40% of them attended a sports club. During Summer 2 all clubs will be offered free of charge initially to least active/disadvantaged and then the rest of the school.  Proportional representation is now a greater key priority across school focussing on our disadvantaged children and equity vs equality. Equity recognises that each person has different circumstances (in and out of school) and we then allocate the exact resources and opportunities needed to reach an equal outcome for PE/sport such as free club places. We have seen an increase in disadvantage attendance in sports clubs over the year from 8% in the Autumn to 20% in the summer. This is an area we will continue to work on. |  |
| Support the personal development of targeted young people through youth engagement and leadership | Our Sports Leaders have a higher profile within the school and have been 'on the ground' at a much earlier stage of the academic year supporting their peers with physical activity around school. They have also supported PE lessons with warm up, cool downs and small group leadership and will support the KS1 Sports Day later in the summer term. |  |

**Signed off by:**

| **Head Teacher:** | Nicki Walker |
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| **Subject Leader:** | Louise Bunney |
| **Governor:** | Richard Gallagher |
| **Date:** | June 2024 |