



## Sport Premium Strategy - Review of last year and 2024-2025 action plan

### **Intent**

The study of physical education is concerned with fitness, healthy lifestyles, and performing a range of sporting activities. Active participation in gymnastics, games, athletics, dance and swimming is essential to PE. It is a key part of children's broader wellbeing with PE supporting teaching and learning around healthy eating, hygiene and body image. As a result of our PE curriculum, learners will gain knowledge of their bodies and the risks and benefits of exercise and physical activity. Gross motor skill development, spatial awareness, control, coordination and precision are developed through increasingly complex tasks, games and sports. Learners will develop an understanding of the responsibility they have for their own personal health and fitness, including the risks and benefits of a range of physical activities. They will understand the connection between physical and mental health through competitive and non-competitive activities.

Our aspiration is that children are inspired to lead healthy and active lives both in and out of school. To be successful, learners must:

- be physically active and engage in competitive and non-competitive sports and activities for sustained periods of time;
- develop competence in a broad range of physical activities;
- use appropriate vocabulary and subject-specific terminology;
- develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour, and the ability to cope with success and failure;
- develop the ability to adapt and apply knowledge, skills and concepts through a variety of physical activities;
- develop positive attitudes to health, hygiene and fitness and learn how physical exercise affects the body;
- develop communication skills and the skills necessary for effective co-operation;
- understand the need for safe practice in physical education and how to achieve this;
- connect learning within aspects of PE and between PE and other subjects (e.g. science and RSHE).

**For implementation, see the Purley C of E School curriculum overview.** Our curriculum encompasses six areas of experience: Athletics; Dance; Games; Gymnastics; Swimming; Outdoor adventurous activities. PE and the other physical activities provided at Purley C of E School enable children to develop their skills in competing against others and working as part of a team.

## PE and Sport Premium Strategy

It is a statutory requirement for primary schools to publish, on their school websites, how much PE and sport premium funding they receive, a full breakdown of how they have or will spend the funding, the effect of the premium on pupils' PE and sports participation and attainment, and how the school will make sure these improvements are sustainable. One of the key purposes of putting information on the school website is to keep parents informed, so this information should be written in a format that is clear and easily accessible.

It is expected that schools will see an improvement against the following five key indicators:

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

### How to use the primary PE and Sport Premium

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- Develop or add to the PE and sport activities that your school already offers.
- Make improvements to the current teaching of PE that will benefit pupils joining the school in future years.

For example, you could use your funding to:

- Hire qualified sports coaches to work with teachers.
- Provide existing staff with training or resources to help them teach PE and sport more effectively.
- Introduce new sports or activities and encourage more pupils to take up sport.
- Support and involve the least active children by running or extending school sports clubs, holiday clubs and Change4Life clubs.
- Run sport competitions.
- Increase pupils' participation in the school sports games.
- Run sports activities with other schools.

The PE and sport premium grant cannot be used to employ coaches or specialist teachers to cover planning, preparation and assessment (PPA) arrangements or to provide swimming lessons for pupils.

## Review of last year (2023-2024)

**Green** – things that have been successful and mostly completed

**Yellow** – things that are in the process of being completed and have been partly successful

**Red** – things that haven't worked or not happened

| Academic Year: 2023/24   |  | Total fund allocated: £18,100                              | Date Updated: October 2024   |  |
|--|--|--|--|--|
| <b>Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |  |  |  |
| School Focus   | Actions  | Funding Allocated  | Evidence and Impact  | Sustainability   |
| For the school to ensure a progressive curriculum, offering a range of sports  | Skilled coaches from MNR to teach KS2 PE Lessons   | £4380  | Children are covering a range of skills and knowledge linked to a variety of sports. HLTA has built confidence in these areas and is delivering physical education support in lessons and clubs. | Ongoing CPD to share with other staff<br><br>In-house professional to run PE lessons / clubs   |
|  | with HLTA to support and gain expertise in these areas (outlined below)                              | £1379.02   |  |  |
| <b>Key Indicator 2: Engagement of all pupils in regular physical activity</b>  |  |  |  |  |
| School Focus   | Actions  | Funding Allocated  | Evidence and Impact  | Sustainability   |
| Ensure high quality play, sport and physical activity for break, lunch and outdoor learning time.<br><br>All children, but especially those with additional needs will have access to movement breaks throughout the day | All EYFS, KS1 and KS2 children have access to play and sport equipment and this is used.             | N/A  | Children have access to a variety of resources and use these independently.  | Resources used during free play and PE lessons.<br><br>Stormbreak can be led in class with one adult so there are no implications on staffing. |
|  | All staff to identify children that require physical activity throughout the day to help them learn. | N/A  | Children can regulate themselves and engage better within lessons once they have had this time to regulate.  |  |
|  | Stormbreak introduced to staff<br>Scheduled works to the Hedgehog outdoor area                       | N/A<br>This did not come out of the sports budget but does |  |  |

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| Swimming lesson engagement                  | Children in years 2 and 5 attend swimming lessons (Y2 FOPS funded)<br>Mini Bus Hire | support in this area.<br><br>£2835<br>£982.48 | More children are able to swim the NC requirement by the time they leave Purley.<br><br>The maintenance of the grounds allows the outside environment to be accessible all year round, ensuring that children have the space to explore and be physically active safely. | NC requirement |
| Ensure the School environment is accessible | Grounds maintenance   | £1055.59                                      |  |                |

**Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement**

| School Focus   | Actions   | Funding Allocated | Evidence and Impact   | Sustainability   |
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| Stormbreak introduced to support children's activity and mental health | All staff to be briefed on this and to begin implementing this in classrooms            | No Charge         | Children are active throughout the day and understand the important of good mental and physical health. | Embedded in all classes as part of our weekly timetable to promote mental health. Ongoing provision for these needs. |
| PE Equipment available for all children to use                         | Purchase set of sporting equipment for children to use for use during PE and play times | £75.34            | Children have access to a range of equipment to use independently or during lessons and sporting clubs  | Equipment will be used regularly.  |

**Key Indicator 4: Broader experience of a range of sports and physical activities offered to all pupils**

| School Focus             | Actions           | Funding Allocated | Evidence and Impact | Sustainability   |
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| MNR Coaching PE Sessions | As detailed above | As detailed above | As detailed above   | A detailed above |
| Extra-curricular clubs   |                   | N/A               |                     |                  |

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| Ensuring all children have access to the ball court | Ball Court Rota established with allocated times for each class and for focusing on different sports, e.g. football/netball etc. | £118.38 (in addition to above)  | All children to have access to the ball court<br>A variety of sports to be encourage to play | Active minutes increased at break/lunch times |
| Children to engage with learning in the outdoors    | Year 1 to attend Woodland School each week   | £3.50   |  |   |
| A variety of activities offered to our KS2 pupils   | Resources/equipment to be bought to<br>Year 6 Trip to Rhos<br>Year 4/5 Camping   | Parental payment + Equipment<br>£73.50<br>Additional activities<br>£1085.90 |  |   |

**Key Indicator 5: Increased participation in competitive sport**

| School Focus   | Actions   | Funding Allocated | Evidence and Impact  | Sustainability  |
|--|---|-------------------|--|---|
| Small Schools Cross Country Tournament at Elstree- Champions 2024! | Run Club accessible for children  | N/a               | Children were able to represent the school<br>Children had the opportunity to access regular physical activity through the club<br>Raised the profile of cross country and the school's involvement in external competitions | Run Club to continue in January 2025<br><br>Entering Small School's Cross Country and Team Kennet Cross Country in 2025 |
| Sports Day   | Work with teachers and sports leaders to plan a sports day with a variety of competitive races/activities | N/a               | This was cancelled due to weather forecast of rain on 6 <sup>th</sup> July and held on a smaller scale (within the usual school day) at a postponed date   | We will ensure a reserve date next year to allows all children to participate in competitive physical activity.         |

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| <p>L1 and L2 Bikeability</p> <p>Small Schools football and netball</p> | <p>Parents and children to be notified when this takes place and ensure they have access to a bike</p> <p>Select a team of children to represent the school<br/>Hire minibus to transport children.</p> | <p>N/a</p> | <p>This was cancelled by organisers due to poor weather</p> |  |
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**School priorities this year; Further improve curriculum content and pedagogical subject knowledge, personal development, Behaviours and attitudes – including mental health and well-being, Quality of Early Years Education, ensure the inclusion of all children, and promote the spiritual flourishing of our pupils. (Objectives link accordingly).**

## PE and Sport Premium 2024-25

**Allocation: £16,182**

**PE Coordinator: Sophie Mosher**

### Key indicator 1: The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

| Objective   | Key actions  | Allocated funding  | Anticipated outcomes  | Monitoring task   | Evidence of impact/legacy (school, staff, pupils) |
|---|--|--|---|---|---|
| Our focus is to ensure high quality play, sport and physical activity during break, lunch and outdoor learning times. | <ul style="list-style-type: none"> <li>• EYFS – children have access to high quality outdoor environment and equipment</li> <li>• Ensure that all children have access to a range of PE equipment to use at break times and that these are being used.</li> <li>• Create a timetable for the ball court so that all year groups have access to it at lunchtimes</li> <li>• All staff to identify when children need a physical activity break and use Storm Break to support this</li> <li>• Review any ongoing equipment needs to ensure a range is available and it meets</li> </ul> | <p>Equipment for clubs<br/>£250</p><br><p>Playtime equipment<br/>£100.00</p> | Being physically active is vital for well-being and promotes good learning. | <ul style="list-style-type: none"> <li>• Monitor use of class PE equipment at break and lunchtimes</li> <li>• Use pupil voice to find out if pupils are using the equipment well and how often</li> </ul> |   |

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|  | children's ranging interests<br>• Sports Club run by Miss Mosher on Wednesday lunch times<br>• Sports Club run by MNR coaches on a Thursday lunch time               |   |  |   |  |
| Sensory Circuits & proprioception<br><br>Nurture groups              | • Timetable children who would benefit from sensory circuits etc.<br>• Help teachers to identify key children  | n/a   | Being physically active is vital for well-being and promotes good learning.  | • Liaise with teachers about engagement in sessions<br>• Feedback from teachers about the impact of sessions<br>• Pupil voice   |  |
| • Wet lunchtime or break times to engage all<br><br>Swimming lessons | • Activities provided for an active break/lunchtime if wet<br>• Activity cards prepped for wet play times<br><br>• Year 2 and 5 to attend a term of swimming lessons | Indoor fine motor games<br>£80.00<br><br>£tbc | Children will be engaged at wet break and lunchtimes to encourage prosocial behaviour<br><br>Children will have access to physical activity and safely learn to swim | • Monitor classrooms at lunchtimes to see engagement from pupils<br>Look at behaviour incidents on wet playtime/ lunchtimes<br><br>Monitor engagement of pupils<br>Monitor end of block report to see who is able to swim the NC requirement.<br>Effectiveness reviewed for each cohort |  |

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole-school improvement**

| Objective  | Key actions  | Allocated funding | Anticipated outcomes  | Monitoring task  | Evidence of impact/legacy (school, staff, pupils) |
|--|--|-------------------|---|--|---|
| To visually display pupils engaging in sports across the school and celebrate sporting achievements. | <ul style="list-style-type: none"> <li>Ensure display board is up to date each term with new activities and children being displayed.</li> </ul> | N/A               | <ul style="list-style-type: none"> <li>Pupils are recognising the new displays and discussing the pupils that are shown engaging in activities. They are congratulating pupils who have succeeded in competitions.</li> </ul> | <ul style="list-style-type: none"> <li>Continue to check displays are regularly updated</li> </ul> |   |

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|  |  |                                    | <ul style="list-style-type: none"> <li>• Pupils, staff and visitors can see the range of sports and activities that are being taught across the year groups.</li> </ul> |  |  |
| To collectively celebrate the sporting achievements of individuals and teams who compete within and outside of school. | <ul style="list-style-type: none"> <li>• Use celebration assembly/collective worship, school newsletter and social media as a tool to celebrate achievements</li> </ul>  | N/A                                | Pupils' sporting achievements are shared for families and wider community to see  | Ensure social media posts are updated  |  |
| Sports/Playground Leaders raising profile of physical activity during lunchtimes.                                      | <p>Sports and playground leaders appointed and informal training given by subject lead.</p> <p>Playground leaders appointed to run active games and activities.</p> <p>Sports leaders to raise the profile of PE through the school by use of assemblies and events planned.</p> | Sports Leader sashes/badges £12.00 | <p>More children engaging in physical activity</p> <p>Sports leaders demonstrating school values and gaining confidence in organising and delivering sessions</p>       | <p>Pupil voice through sports leaders</p> <p>Pupil voice survey</p> <p>Parent feedback</p> <p>Staff feedback about behaviour and involvement at lunchtimes</p> |  |

**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport**

| Objective  | Key actions  | Allocated funding | Anticipated outcomes  | Monitoring task  | Evidence of impact/legacy (school, staff, pupils) |
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| Provide staff with CPD opportunities focusing on KS2 Dance/Gym and KS1 where they do | PE Subject Lead to ensure whole school curriculum is progressive | £150.00           | <ul style="list-style-type: none"> <li>• Staff's confidence of teaching own PE lessons will improve</li> <li>• PE lessons will be more effective</li> </ul> | <ul style="list-style-type: none"> <li>• Observations of staff PE lessons</li> <li>• Staff feedback / CPD schedule</li> <li>• Staff meetings to share</li> </ul> |   |

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| not receive coaching   | SL to provide links to PE CPD   |                 |   |   |  |
| To develop our long-term plan for Physical Education with a focus on designing an engaging curriculum, ensuring a clear progression of knowledge and skills and a providing a broader range of sporting experiences. | Subject Leader to work with MNR coaches to ensure progressive curriculum from KS1 to KS2<br><br>KS2 to attend Virtue Gymnastics for a 6-week block of lessons<br>Staff to attend to observe | N/A<br><br>£tbc | <ul style="list-style-type: none"> <li>Staff will feel confident to teach lessons which are in line with the curriculum objectives</li> <li>Lessons will be consistent across the school and progression will be clear</li> </ul><br>Children will have access to quality gymnastics teaching<br>Staff will observe high-quality teaching | <ul style="list-style-type: none"> <li>Monitor impact of lessons when in place</li> <li>Gain staff feedback on effectiveness of lessons and resources</li> </ul><br>Gain pupil voice before and after<br>Collect staff feedback |  |

**Key indicator 4: Broader experience of a range of sports and activities offered to all pupils**

| Objective   | Key actions   | Allocated funding | Anticipated outcomes  | Monitoring task | Evidence of impact/legacy (school, staff, pupils) |
|---|---|-------------------|---|-----------------|---|
| Inspirational people to visit school and complete talks/workshops<br><br>Focus upon 2024 Olympics / Paralympics | Berkshire Cricket Foundation to run 6 week Cricket coaching sessions for KS2 pupils Autumn 2<br><br>Share inspirational stories with the children | n/a<br><br>n/a    | All children to partake in a variety of sports<br><br>Introduce children to new sport<br><br>Children to be inspired by Olympic coverage – will improve their attitude toward sports    | n/a             |   |
| Sports Week 2025  | Subject Leader to plan a week of activities to encourage children to participate in sports  | £500              | <ul style="list-style-type: none"> <li>Raised profile of sports</li> <li>All children engaging in sports</li> <li>Children accessing a variety of sports/physical activities</li> </ul> | Pupil voice     |   |

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|  | Have a variety of sports planned to enable children to have access to those activities which they wouldn't typically have access to                                     |      |  |  |  |
| Exceptionally able/talented children to be identified and opportunities created to ensure they are being challenged. | <ul style="list-style-type: none"> <li>• Support teachers in recognising able, gifted and talented in PE</li> <li>• Support effective assessment of children</li> </ul> | N/A  | <ul style="list-style-type: none"> <li>• Children will benefit from extra challenges – physical capability and knowledge</li> </ul>                      | <ul style="list-style-type: none"> <li>• Pupil voice</li> <li>• Assessment tasks at the end of the year, highlighting what greater depth looks like</li> </ul> |  |
| Year 5 and 6 Bikeability   | <ul style="list-style-type: none"> <li>• Ensure all children who take part have access to a bicycle</li> </ul>  | £tbc | <ul style="list-style-type: none"> <li>• Children will develop their confidence in riding their bike which may lead to them cycling to school</li> </ul> | During Walk To School Week, monitor how many children ride to school   |  |

### Key indicator 5: Increased participation in competitive sport

| Objective   | Key actions   | Allocated funding   | Anticipated outcomes  | Monitoring task   | Evidence of impact/legacy (school, staff, pupils) |
|---|---|---|---|---|---|
| To take part in as many competitive events through the small schools sports network And School Games Initiative | <ul style="list-style-type: none"> <li>• Continue to sign up to competitive events</li> </ul> | Coach cost to cross country £Tbc<br>Coach to netball £TBC<br>Netball league registration<br>West Berks affiliation costs £750 | <ul style="list-style-type: none"> <li>• Pupils will be expose to a range of different competitive events and sporting skills</li> <li>• A range of pupil groups will be involved in the competitions</li> <li>• Be eligible for a School Games Mark</li> </ul> | Monitor the involvement of pupil groups such as disadvantaged, SEN etc.   |   |
| To provide a wide range of extra curricular clubs to  | Sports Club every Wednesday Lunch   | Lunchtime clubs throughout the year<br>£TBC   | <ul style="list-style-type: none"> <li>• Pupils have the opportunity to take part in extra-curricular clubs</li> </ul>  | <ul style="list-style-type: none"> <li>• Register of children taking part</li> <li>• Monitor the involvement of pupil groups</li> </ul> |   |

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| support competitive fixtures | MNR Sports Club every Thursday lunch<br>Run Club from January 2025 |  |  |  |  |
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### SWIMMING PROVISION 2023-24

Children in years 2 and 5 are offered school swimming lessons on a yearly basis for one term (min. 12 weeks)

- Swimming where possible is taught by a Swimming Instructor with support from the staff. Information on progress, assessment of attainment is provided by this person in consultation with the class teacher – reported to PE Coordinator.

|                | <b>Number of children taking part<br/>(Non swimmers)</b> | <b>Levels achieved</b> | <b>To swim 25m unaided<br/><br/>Data taken from swimming letter sent to parents</b> | <b>Overall percentage able to swim 25m at the end of Year 6 data</b>                      |
|----------------|--|------------------------|---|---|
| Year 6 (23-24) |  | TBC                    |   | n/a – data not kept previously, it has been requested that this is sent to PE Coordinator |

*S. Mosher* 2024