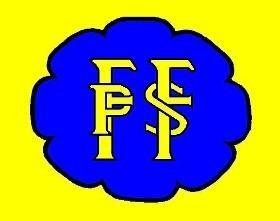
Flowery Field Primary School

Schools Sports Premium Action Plan 2024-25



Vision: All pupils leave our school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Objective: To achieve self-sustaining improvement in the quality of PE and sport in our academy against 5 key indicators.

1. The engagement of all pupils in regular physical activity- kick starting healthy active lifestyles
2. The profile of PESSPA 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

Total Funding allocated:

£21,300





|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Academic Year:** | **Total fund allocated:** | **Date Updated:** | |  |
| **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: |
| £10 000 (47%) |
| **Intent** | **Implementation** | | **Impact** | Sustainability and suggested next steps: |
| High quality PE to be delivered to all pupils in school covering 2 hours curriculum time per week. | PE specialists to deliver effective PE sessions across school. | School budget meets these costs | Lesson observations PE Sharing assemblies  The quality and standards of PE and sport across school is high and children have a positive  attitude to sport. | All staff to have the opportunity to share in PE lessons. |
| High quality, suitable and safe resources used in PE sessions to maximize learning. | Children use high quality equipment which is age appropriate, safe and engaging in all PE lessons.  Equipment replenished accordingly. | £500 | Children are engaged in PE sessions. Formative and summative assessments show that children make progress and achieve the expected standard in a safe and learning  environment. | Termly audit or resources, replace and replenish frequently. |
| Children will be physically active in a high quality, safe and engaging learning environment in Early Years | Redesign EYFS outdoor learning area with support from FS practitioner.  Purchase new outdoor area equipment, including new climbing and building equipment which children will have, access to everyday. | £500 | Children will engage in outdoor physical activity on a daily basis.  A large majority of children will achieve the expected standard or above at the end of Early Years. | EYFS leads to model use of equipment to other member of staff.  Challenge activities within continuous provision focus children in on these areas. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Children engage in physical play at lunchtimes through OPAL | Purchase new outdoor area equipment, which children will have, access to everyday.  Lunchtime staff training to deliver and manage active play sessions.  Play leaders support children in positive play | £1000 | Children will engage in outdoor physical activity on a daily basis. Decrease in behaviour incidents and corresponding increase in participation. | TAs to support middays in modelling how to use equipment. |
| Children have access to after school clubs promoting both sports and dance | Deploy sports coaches and dance teacher to deliver clubs to children from year 1 upwards | £3800 (dance)  £4200 (sports) | More children having positive start to the day Increased participation levels | Source alternative funding streams – Kellog’s Breakfast Club |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| £1000 (5%) |
| **Intent** | **Implementation** | | **Impact** | Sustainability and suggested next steps: |
| To promote general health and fitness through termly events culminating in our summer health week. | Additional outside providers to lead physical activity sessions to all children and staff in school to promote health and fitness and enhance healthy week. Yoga and Mindfulness sessions  Staff to plan suitable activities to promote healthy lifestyles which will involve the purchase of outside agencies or resources. Use of Healthy Hyde Team and active Tameside | £500  £500 | Photographs/videos Pupil comments Staff Feedback  Planning Timetables Photographs  Work in books and on display. | Signposting of clubs within the community.  Community board to be put in place. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total  allocation: |
| £1500 (7%) |
| **Intent** | **Implementation** | | **Impact** | Sustainability and suggested next steps: |
| Enhance skills of sports and dance coach | Opportunity to attend PE network sessions  Engage in further CPD both within and outside the Trust  Opportunity to observe, team teach lessons. | £1500 | Lesson observation Enhanced curriculum offer | Engage in further CPD both within and outside the Trust |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| £6000 28% |
| **Intent** | **Implementation** | | **Impact** | Sustainability and suggested next steps: |
| Children experience a wide range of | Specialist coaches to provide high quality learning sessions across a wide range of sports. Exposure to different sports/health activities in sports week.  Before school sports  “wake-up” sessions | See key indicator 1 costs for dance  / sports coach | Wider knowledge of sports and | Use links with Flowery Cricket |
| sport and physical activity to | well-being activities. | Club, AC Stanley, Hyde |
| promote healthy lifestyles including | Children achieve age related | United, Aldwynians, |
| after school provision. | expectation in PE and apply skills | Dukinfield R U FC, Mystique |
|  | to different sports and physical | Morris Dancing, GKR Karate |
| Expanded to include girls | activities. | and Tameside Chess to |
| football/Badminton/Ultimate | Extra-curricular clubs register. | interest and inspire. |
| Frisbee/Orienterring/Cheerleading and Fencing, | Photographs |  |
|  | Performances |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Children to be encouraged to cycle to school | Cycling Proficiency training for all Y5 pupils.  Signposted on to community facilities at Bennet St and Richmond Park | Grant funded | Children become more active and are developing their independence. | Children to be encouraged to cycle to school |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Y6 pupils to engage in adventurous activities | Participate in visit to outdoor activity centre | Coach -£1500) RW subsidy  £4500 | Children gain confidence through new challenges  Access to range of new activities Develop collaboration and problem solving in real life context photographs | Introduce news sports Fencing and Orienteering. |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| £2800 13% |
| **Intent** | **Implementation** | | **Impact** | Sustainability and suggested next steps: |
| Children have opportunities to participate in competitions and other sporting opportunities. | Re engage with Tameside Sports Partnership, alongside Hyde School Sports partnership competitions.  National Cheer competitions.  Children to participate in the UKCA  Entrance Fees, costumes, coaching  Provide transport for children travelling to different competitions and events.  Medals/trophies/participation awards | Funding allocated:  £1500  £500  £500  £300 | Children have had the opportunity to engage in community sport,  Children have been signposted to groups within the community.  Showcase of existing talent in place. | Source sporting activities beyond the familiar. |

|  |  |
| --- | --- |
| Swimming Data | |
| 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** | Due to COVID school have increased their school spend to ensure all children are taught these skills before they leave Flowery. |
| 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 2022. Please see note above | 36% |
| 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 | 36% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 48% |
| 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? | No |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: | Claire Silk |
| Date: | Dec 23 |

|  |  |
| --- | --- |
| Subject Leader: | Josh Wright |
| Date: | Dec 23 |
| Governor: | Enquire |
| Date: | Dec 23 |