

| Allocated Funding 2024-2025: £17,360 | | | | | |
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| Funding carried forward from 2023/24: £0 | | | | | |
| Key Indicators for the Primary PE and the Sports Premium: | | | | | |
| <p>1) Increased confidence, knowledge and skills of all staff in teaching PE and sport;</p> <p>2) Engagement of all pupils in regular physical activity;</p> <p>3) The profile PE and sport is raised across the school as a tool for whole school improvement;</p> <p>4) Broader experience of a range of sports and activities offered to all pupils;</p> <p>5) Increased participation in competitive sport.</p> | | | | | |
| Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | |
| Intended impact | Actions to achieve | Funding | How will you ensure sustainable improvement? | Evidence of impact | Suggested next steps |
| To develop the leadership of PE so that it is more effective in overseeing the quality of education and provision, and wider sporting experiences for pupils. | Provide the PE subject leader with CPD opportunities to develop leadership through attending professional courses and network meetings with other school PE leads. | £110 | Enabling ongoing professional development and training will enable the PE curriculum lead to be even more effective in their role, leading to sustainability of the leadership of the sports curriculum. | | |
| Enable PE to be effectively assessed by Teachers | Re-subscribe to Primary PE planning online platform, including subscription to allow for assessment. | £0 | Assessment of children’s PE skills and progress on an ongoing basis with adaptations to provision made in light of this. | | |

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| Improve the quality of teaching and learning in specific strands of curriculum- gymnastics and forest schools. | Staff skills, knowledge and confidence is developed and targeted through professional CPD. Improved delivery of PE sessions through CPD on areas that staff feel less confident in. | £1110- gymnastics £1500 Forest Schools. | Increased confidence in teachers skills and knowledge in order to provide high quality lessons that engage and excite children. | | |
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Key indicator 2: Engagement of all pupils in regular physical activity

| Intended impact | Actions to achieve | Funding | How will you ensure sustainable improvement? | Evidence of impact | Suggested next steps |
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| To improve the physical health and well-being of pupils. | Children to participate in the 'daily mile' for up to 3 times a week. To be completed within the timetable. | £2040 from sports premium (£8000 pta funded). | More pupils will meet their daily physical activity goal. More pupils encouraged to take part in PE and sports activities. | | |
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Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement

| Intended impact | Actions to achieve | Funding | How will you ensure sustainable improvement? | Evidence of impact | Suggested next steps |
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| <p>To increase the profile of PE throughout the school and therefore engagement of pupils</p> | <p>School website and social media – club data/ photos/ match reports etc raise profile within the school and with parents.</p> <p>Photos of evidence of activities attended and register of children.</p> <p>Meetings within school – staff meetings, PE meetings with support teacher.</p> <p>Sports week</p> | <p>Sports week – £800</p> | <p>Children given additional sports opportunities during Sports Week run by external providers</p> <p>Enhanced quality of provision for children especially target groups.</p> <p>Increased pupil participation in competitive activities – they will be inspired into competition and commitment through enhanced provision.</p> <p>Increased pupil awareness of opportunities available in the community</p> | | |
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| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> | | | | | |
| <p>Intended impact</p> | <p>Actions to achieve</p> | <p>Funding</p> | <p>How will you ensure sustainable improvement?</p> | <p>Evidence of impact</p> | <p>Suggested next steps</p> |

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| Increase children's balance and coordination skills. Children will leave school with skills to lead a healthy lifestyle. | EYFS children to have a new outside area that will be used to develop their gross motor skills. | £10,000 | Increase in children's balance and coordination skills. Range of gross motor skills opportunities. | | |
| Enable the pupils to develop bike ability skills which they can then apply to healthy and sustainable transport. | Cost of bike ability and availability of Paul Ashman. | £1600 | EYFS to take part in a bike course which will teach them key skills such as balance and core skills which will allow them to ride a bike safely. This will encourage the parents and children to feel safe on a bicycle and as a result promote physical exercise. | | |
| Key indicator 5: Increased participation in competitive sport | | | | | |
| Intended impact | Actions to achieve | Funding | How will you ensure sustainable improvement? | Evidence of impact | Suggested next steps |

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| <p>Increased participation in competitive sports by pupils of all ages, by actively encouraging children to take part in school sports events and participating in local events.</p> | <p>Engage with local sports tournaments (local schools/sports clubs – e.g. athletics & cricket), including travel to and from events.</p> | <p>£200</p> | <p>It is the intention that opportunities for healthy competition both in school and across partner schools is sustained, leading to increased opportunities for pupils to engage in physical activity.</p> <p>Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in.</p> | | |
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