Grange Junior School

Sports Premium Plan 2024-2025

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| **Allocated Funding 2024-2025: £17,800**  **Funding carried forward from 2023/24: £0** | | | | | |
| **Key Indicators for the Primary PE and the Sports Premium:**  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 PE and sport is raised across the school as a tool for whole school improvement;  4) Broader experience of a range of sports and activities offered to all pupils;  5) Increased participation in competitive sport. | | | | | |
| **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 sports coaches | Re-subscribe to Real PE’s 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. |  |  |
| **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** |
| To increase participation and fitness  levels of all pupils with an emphasis on  team building and competitive skills as  well as cardiovascular fitness and  development of self-esteem and  confidence. | Offer a wider range of physical  activities through the  running of daily lunch activities (run by internal staff members specifically employed to lead active games)  Coach acting as a role model for pupils – engaging them in Playtime activities and sport and demonstrating a positive  attitude towards exercise  Helping to ‘train’ pupils in games and leadership of games which they enjoy and raise heart rates, leading to regular and increased levels of physical activity. | £1,000 | Are pupils enjoying lunchtime sports? (Pupil Voice)  Are pupils active at lunchtimes during their sessions with the  Sports Coach?  Are a high number of pupils participating in the sessions?  Are pupils using games learnt at other times without the lead of the Sports Coach? |  |  |
| Increase participation rates and school  provision in after school clubs | Ensure the enhancement and extension of our curriculum provision offers a range of activities for all children (inclusive of their needs).  Designated member of staff to support and lead external sports provision across the school.  Inclusion- key focus- PP children, less active and more able.  Specialist and school staff running after school clubs. | Funding allocated:  Specialist member of staff:  (£2,400) to lead/run afterschool provision  £500 – competitions program Football, gymnastics, dance etc | Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in.  Positive attitudes to health and wellbeing due to a tailored provision.  Improved behaviour and attendance of targeted pupils.  Improved pupil attitudes to PE |  |  |
| **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** |
| To increase the profile of PE throughout the school and therefore engagement of pupils | School website and social media – club data/ photos/ match reports etc raise profile within the school and with parents.  Photos of evidence of activities attended and register of children.  Meetings within school – staff meetings, PE meetings with support teacher.  Sports week | Sports week –£800 | Children given additional sports opportunities during Sports Week run by external providers  Enhanced quality of provision for children especially target groups.  Increased pupil participation in competitive activities – they will be inspired into competition and commitment through enhanced provision.  Increased pupil awareness of opportunities available in the community |  |  |
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| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | | |
| **Intended impact** | **Actions to achieve** | **Funding** | **How will you ensure**  **sustainable improvement?** | **Evidence of impact** | **Suggested next steps** |
| An offer of a variety of extra-curricular physical activities result in a greater number of  children attending clubs and, as a result, more children will be  physically active and impact positively on child obesity rates  and on well-being. | The school employs qualified sports  coaches to deliver extra-curricular  activities  Money to be used to subsidise the cost of extra-curricular clubs offered by sports coaches so that they are free for pupils to attend. Pupils who are in receipt of the Pupil Premium grant or for whom have SEND as an additional need  will be given priority allocation.  Teaching staff will also deliver extra-curricular clubs, open to all pupils.  in the number of  disadvantaged pupils | £7,000 | It is the intention that providing extra-curricular clubs that  pupils in receipt of the Pupil Premium are prioritised for leads to a sustained increase  accessing free sports clubs over time. |  |  |
| Enable the pupils to develop bike ability skills which they can then apply to healthy and sustainable transport. | Cost of bikeabilty | £1500 | Year 5 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** |
| 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. | Engage with local sports tournaments (local schools/sports clubs – e.g. athletics & cricket), including travel to and from events. | £500  Specialist member of staff (£3,000) to lead/run afterschool provision | 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.  Enhanced, inclusive and bespoke curriculum provision that all children can enjoy and achieve in. |  |  |
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| **Swimming Data** |  |
| % of current Year 6 cohort that can swim competently, confidently and proficiently over a distance of at least 25 metres | 15% |
| % pupils starting swimming lessons requiring a swimming aid | 75% 25% did not require a swimming aid, but could not swim 25m |
| % of pupils requiring a swimming aid after lessons | 15% |
| % of cohort that can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | 15% |
| % of Year 6 cohort perform safe self-rescue in different water-based situations | 0% |
| 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? | Yes/No |