

**Milverton Primary School and
Pre-school
2023-2024**

We care, We aspire, We belong



*Evidencing the
impact of the
Primary PE and
Sports Premium*



Physical Education and Sport Premium Funding 2023-24 - Milverton Primary School

Purpose of Funding

The government has spent over £320 million per year on improving physical education (PE) and sport in primary schools (up to 2020). The extra funding is allocated directly to primary head teachers, carrying on the sporting legacy of the 2012 Olympics.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and School Sports offered. This means funding must be used to:

- Develop or add to the PE and sport activities your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are now 5 key indicators that schools should expect to see improvements across:

- The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport is raised across the school as a tool for whole-school improvement
- Broader experience of a range of sports and activities offered to all pupils
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help to teach PE and sport more effectively
- hire quality sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activity
- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- increase pupils' participation in the School Games
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

Accountability

Since September 2013, schools have been required to report on the spending of their Sports Premium funding and publish the report on their school website.

Ofsted inspections access and report on PE and school sport and how schools spend their Sports Premium funding. Ofsted measure the impact on pupil outcomes and how effectively governors hold school leaders to account for this.

Recognition

Since the School games Mark has been awarded to school, we have successfully achieved bronze, then silver and in the years 2018-19, 19-20 & 20-21, the Sainsbury's Gold School Games Mark. This validates our successes over the years and our continued improvement in PE and sport provision. We are very happy to announce that we have also achieved the Gold School Games Mark in the year 2023-24.



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> All children participate in the Golden Mile which is tracked using an online portal. Certificates of achievement are rewarded. The school is in competition with classes within the school and with other local schools. The ratings are reported regularly on the school Friday Flyer (FF, weekly communication with parents via parent mail) Enrichment sessions delivered during and in addition to PE: orienteering, foil fencing, soft archery, lacrosse, tri-golf, gymnastics, dance. These are reported on the school FF. Monitor & track children's enjoyment of PE through pupil conferencing. The running of lunchtime clubs with specialist coaches for KS1 & KS2. Sports Leaders providing playtime and lunchtime activities for KS1 children. Provision of pathways to community clubs, with increased participation from pupils (some linked to enrichment sessions). Increased provision of after school clubs for all key stages. Targeted children for the Alternative Sports Club (ASC) are monitored regularly for attendance levels using the on-line data package tracking system. Parents informed of provision and achievements regularly through the school FF and the school sports board. All children engage in outdoor learning through half termly Forest school sessions, focussing on both physical health and mental well-being. Young Leaders training. Participation in intra and inter-competitions. The use of our Forest school trained TA to run and advise on the use of our outdoor space. The Forest school trained TA has taken on an active role in planning, preparing and organising Forest School sessions and other class based sessions The school has been mapped by a professional and orienteering plans and resources supplied. The children have been able to do orienteering during PE, using the plans, maps and resources. Children in Classes 5 and 6 have also had outdoor tailored maths and English lessons. Monitor PE and sport provision and delivery in a supportive role across the school. Run a Sports Leaders Committee, where planning and action plans can be made. Audit strengths and weaknesses and provide CPD. 	<ul style="list-style-type: none"> Continue to audit strengths and weaknesses and provide CPD, particularly for new staff. Provide training for swimming coaching for staff Monitor and improve assessment in PE, using REAL PE assessment wheel on Jasmine platform. Improve partnership working with community clubs. Work with ASC targeted children who chose not to attend the club. Organise playground and wall markings to engage children in outdoor games and physical activity during break times and for staff to use during PE sessions. Research into Opal Training – outdoor engagement for children. Increase the number of children awarded Young Leaders by providing opportunities to lead during lessons (UK2). Support G&T children to help provide specialist coaching and club pathway provision.

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.	
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 2023.	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
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 To support the Year 5/6 children with swimming.

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/2024		Fund allocated for 23/24: £17,778 Carry over from 22/23: £837 Total fund allocated: £18,615		Date Updated: July 2024	
<p>Key indicator 1: The engagement of <u>all</u> 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</p>					
<p>School Games Criteria: Increasing engagement in School Games – provide children with 2 hours of timetabled PE per week within the curriculum. Engage at least 50% of pupils in extra-curricular sporting and physical activity every week. Target the least active children in your school.</p>					
Intent		Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<p>To provide all children with 2 hours of timetabled PE per week</p> <p>Plan a cohesive curriculum intent overview for the whole school provision of PE for the year.</p> <p>Provide specialist coaches to lead enrichment sessions outside the 2 hours of PE lessons already planned for during the year.</p>		<ul style="list-style-type: none"> Engage all children in regular physical activity Staff to follow the curriculum intent for their year group and use schemes to support them with the provision. (including REAL PE & REAL GYM) Provide enrichment sessions for class across the school. Take photographs of provision Pupil conference children across both key stages to monitor enjoyment of PE 		<p>Cost of specialist coaches – see below</p> <p>Curriculum coverage and enrichment opportunities for this year have been planned by the PE & Sports Coordinator and Sports Coaches, using Pupil conferencing, staff survey information, data analysis and coach reporting from the previous year.</p> <p>Participation of all pupils in PE and enrichment sessions. New skills learnt through enrichment.</p>	
				Sustainability and suggested next steps:	
				Opportunity for new PE lead to plan curriculum coverage with Premier Sport/ specialist coaches and continue with the enhancement of PE provision.	

<p>To provide after- school provision and improve participation levels and to increase daily physical activity</p> <p>Premier Sport Afterschool club provision:</p> <p>KS1 Gymnastics KS1 Multi-games KS1 football KS2 running club KS2 Netball club KS2 football club KS2 Gymnastics KS2 Alternative Sports club(invite only, less active)</p> <p>Lunchtime provision: KS1: multi-games x 1 KS2 games x 2</p> <p>Alternative offers are being provided for the Spring Term (hockey/ lacrosse and Dance clubs)</p>	<ul style="list-style-type: none"> Plan for all children to have the opportunity to attend after-school clubs Plan the extra-curricular programme with the aim of engaging at least 50% of pupils in extra-curricular sports and physical activity each week. Plan an alternative sports club for targeted children. Employ specialist coaches to provide after school/lunch time sessions Provide pathways to community clubs 	<p>Costs covered by parents paying for after school clubs.</p> <p>Cost of coaches for lunchtime provision – included in costs below.</p>	<p>All after school clubs are well attended and all are at full capacity (except ASC). Additional staff have been required to allow larger numbers for some clubs.</p> <p>A smaller % of children attend the ASC – targeted for less active children. Those who attend are actively involved in the choosing of activities to participate in each week. They engage in a wide variety of games.</p> <p>Some less active children have chosen to attend other clubs provided at school.</p> <p>We have provided a wider offer of clubs in this Autumn term and are monitoring levels of engagement & participation using the data package.</p>	<p>Parents pay for clubs which allows for clubs to run without a cost from the Sport Premium budget.</p> <p>ASC club is paid for out of the Sport budget for less active children.</p> <p>Some less active children then opt to attend other clubs provided at school.</p> <p>Once a register for less active children is planned – to actively seek out the non-attendees to determine why they are unable to access the club provision and find ways to engage them.</p>
<p>To monitor PE/Sport provision</p> <p>To make improvements in PE & Sport provision through using leadership time effectively.</p> <p>PE coverage carefully planned using specialist coaches and Real PE scheme of work.</p> <p>Provide CPD for swimming coaching and the using of the Real PE Teaching Platform ‘Jasmine’.</p> <p>Carefully select enrichment</p>	<ul style="list-style-type: none"> Coordinator time for planning, information gathering and coordinating. PE Coordinator to plan and organise the implementation of enrichment sessions for each class throughout the year with specialist coaches. 	<p>No cost</p>	<p>Children to engage and participate in a wider variety of sport.</p> <p>Children to progress in their development of the fundamental skills and apply these to other physical activities.</p> <p>Use of leadership time to monitor PE & Sport provision through pupil and staff conferencing to identify</p>	<p>The use of the subject Action Plan to monitor provision consistently during the academic year.</p>

<p>opportunities with specialist coaches.</p> <p>Monitor the Golden Mile engagement.</p> <p>Offer a wider range of after school club provision for all. Monitor less active children participation in ASC.</p>			<p>successes and future needs, to plan for future provision effectively.</p>	
<p>Monitor and improve assessment in PE.</p> <p>Monitor sports coach assessment reports for each class it teaches. For staff to use the Real PE assessment wheel on the Jasmine platform.</p> <p>Gather evidence using photographs and adding to each class folder on school server.</p>	<ul style="list-style-type: none"> • Monitor by talking to staff and children about PE provision • Train staff in how to use the Real PE assessment wheel, then monitor its use and effectiveness. • Regularly update class folders. 	<p>Costs covered through coordinator allocated time</p>	<p>A formalised assessment method, showing progression of skills throughout the school and within each class.</p>	<p>This is still a working progress and will need to be addressed during 2024-25 academic year.</p>
<p>To target the least active children by providing an alternative sports after-school club</p> <p>To engage less active children through an after school club using specialist coaches from Premier Sport</p> <p>To target the non- attendees to the club. To actively seek out the non- attendees to determine why they are unable to access the club provision and find ways to engage them.</p>	<ul style="list-style-type: none"> • Identify less active children in school using the data package and talking to staff who teach PE & Sport in school, including coaches. • Invite children to attend the club. • To monitor attendance using club registers. 	<p>Cost of staffing identified with enrichment sessions – see below</p>	<p>To raise level of engagement and enjoyment. Children feeling as part of a team and developing cooperation skills. Children who attend given ownership and responsibility of activities chosen. This club has been well attended by the identified children this year and engagement and enjoyment has increased.</p>	<p>To continue identifying children, particularly lower down the school, so they can be encouraged to be active at an earlier age.</p>
<p>To increase daily physical activity during the school day</p> <p>Use the GM end of Year 2022-23 baseline assessment to motivate</p>	<ul style="list-style-type: none"> • A GM baseline at the start of the year and compared with fitness levels by the end of the year (by Premier Sport). A report is written. 	<p>£415 – equipment purchasing</p> <p>£1,000 –</p>	<p>Children’s fitness levels improved from initial September baseline assessment and end of year assessment.</p>	<p>The GM has been running for several years now. Recently, the school were part of the marathon record attempt. To keep children engaged, find</p>

<p>children to improve as a class and their personal best.</p> <p>Use the Golden Mile for personal best challenge, as an inter-house competition and inter-school competition.</p> <p>Provide children with outdoor play equipment to use during break times. Timetable use of large play equipment for classes.</p> <p>To involve the School Council and/or Sports Crew in monitoring the playtime equipment boxes and providing information on which children enjoy using and a list for new purchases.</p>	<ul style="list-style-type: none"> • Children participate in the GM throughout the day as well as during PE lessons and can be tracked on the GM Portal. • Scores are collected weekly and shared during an assembly by the Year 5 monitors. Certificates for milestones achieved are awarded. Class miles are reported on our weekly 'Friday Flyer' which is mailed to parents. • Inter-house GM competitions take place. • Playground sports boxes are provided for each KS to use during break times - equipment purchased and grounds maintained. • Y6 sports leaders support KS1 children in physical activity games during break times. • Timetables are made for classes to use outdoor KS2 adventure playground/KS1 Trim Trail. • Year R children receive bike lessons 	<p>grounds maintenance</p> <p>Play equipment servicing: £332</p>	<p>Increased levels of concentration in class due to these brain breaks. Greater physical activity during break times, using play equipment and facilities effectively.</p>	<p>different challenges throughout the year beyond class competition.</p> <p>Wall Markings were designed but no painting has been done this year. Something to consider for 2024-25.</p>
<p>To increase daily physical activity during the school day</p> <p>To find out about 'Opal Training' and how to use it to support outdoor</p>	<ul style="list-style-type: none"> • Purchase 'Opal Training' and resources 	<p>£350</p>	<p>Greater physical activity during break times, using play equipment and facilities effectively. Increased levels of concentration in class.</p>	<p>This did not happen and needs to be carried over and considered in the next academic year.</p>

physical activity in school			Increased levels of enjoyment and engagement.	
<p>To encourage more children to travel to school on foot, or on bikes and scooters</p> <p>To raise awareness and participation to increase our daily percentages.</p> <p>Provide greater storage for additional bikes and scooters to support this initiative</p>	<ul style="list-style-type: none"> • Participate in the Walk and Wheels challenge (previously The Big Pedal) • School wide promotion of how they travel to school • Provide greater storage for additional bikes and scooters to support this initiative 		<p>Less motor traffic to and from school & more children walking/travelling to school under own steam!</p> <p>Greater participation in the Big Walk and Wheel, reaching a target of over 30%.</p>	<p>To continue to raise awareness. Additional storage was not provided, and needs to be considered in 2024-25.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

School Games Criteria: Demonstrate a holistic whole school approach to delivering physical activity in line with the Chief Medical Officer’s recommendation of a minimum of 60 active minutes per day

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>To achieve the School Games Gold Level</p> <p>Planning to guarantee children have access to a variety of sport opportunities through different avenues.</p> <p>To help create a lifelong habit of physical activity, to improve concentration levels in class across the school Improve emotional wellbeing, raise achievement and improve transition from local to secondary school</p>	<ul style="list-style-type: none"> • Update the data package regularly to track participation in sport across the whole school • Evaluate school’s current strengths and weaknesses in PE and school sport • Provide opportunities and notices of clubs and events through class lessons & enrichment, assemblies, Friday Flyer and Parentmail. 	Cover costs allocated for the year – see above	<p>Increased participation of children in physical activity. Children gaining access to a wider variety of sporting opportunities through different avenues.</p>	<p>Coordinator time for planning, information gathering and coordinating.</p> <p>The Gold Level was achieved in the summer term 2024.</p> <p>Look at provision for 2024-25 to ensure we achieve the award next year.</p>

<p>Promote the School Games inclusive of PE and sport to parents regularly</p> <p>Continue to celebrate and report on PE & Sport provision through the weekly Friday Flyer to parents, PE & Sport board, assemblies and in class.</p>	<ul style="list-style-type: none"> • Celebrate PE and Sport in the weekly Friday Flyer to parents • Celebrate PE and sport on our School Games board • Inspire and encourage all children with a focus on fun, rewarding personal achievement and healthy competition through class lessons, clubs and CVL participation. 	<p>No cost</p>	<p>Parent and children are aware of PE & Sport provision in school and the celebration of their achievements.</p>	<p>Continue to report achievements and participation on the weekly Friday Flier, sports boards etc</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School games criteria: Increasing and sustaining participation – train and engage wider school staff in the delivery of school sport and physical activity.

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>CPD offers To make staff aware of any CPD available to them. To find out from staff what CPD they might require. To provide CPD for those who require it. Offer CPD to new staff, including additional swim coach training to staff who require it. Real PE refresher training twilight from Create Development. 'Opal' training & resourcing.</p>	<ul style="list-style-type: none"> • Staff are continuously made aware of any training opportunities which become available, offered through SASP. • Staff are frequently asked if they require any training. • Staff upskilled through CPD offer. • Possibility of Outdoor Adventure Activities, to make more use of our school grounds. • Miss Storey has provided support with planning and teaching dance in KS2 lessons. 	£545 REAL PE refresher training	<p>REAL PE refresher: staff are more confident in the delivery of REAL PE, using the online platform 'Jasmine' for planning and implementing.</p> <p>Staff more confident to deliver swimming coaching alongside qualified pool staff.</p> <p>Staff are more confident with teaching PE after receiving support from Miss Storey.</p>	<p>REAL PE training to be looked at for the 2024-25 academic year.</p> <p>Use the expertise of Miss Storey to support with CPD and assessment in PE.</p> <p>Some staff still to take training – valid until December 2023</p>
<p>PE Conferences and training for PE/Sports coordinator to improve delivery to staff</p>	<ul style="list-style-type: none"> • PE/sports coordinator attend any relevant conferences and training and passes on information to all staff. 	<p>Allocated expenditure for coordinator role for the year- see above</p> <p>Courses: part of</p>	<p>Sports Coordinator kept informed of any new developments, initiatives etc and offered support and advice.</p>	

		SASP Buy In		
<p>Use the on-line platform 'Jasmine' for the delivery of REAL PE and REAL GYM and lessons.</p> <p>Training delivered due to changes in staffing and movement for teaching staff within the school to different year groups.</p>	<ul style="list-style-type: none"> The 'Jasmine' platform used by staff to deliver PE lessons identified in curriculum overview. 	£695 Jasmine Licence	<p>Staff more confident in the delivery of PE through training and use of the 'Jasmine' teaching platform.</p> <p>Increase opportunities for all children to lead through curriculum PE as part of lesson structure</p>	<p>Additional training on the use of the platform of needed, especially if we start to use it for assessment. This now needs to be reviewed for 2024-25 academic year.</p>

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

School games criteria: broadening the range of opportunities – Every young child is encouraged to learn to lead in PE. Engage a group of children in leading, managing and officiating. Have active links with at least 5 local community clubs, providing sign posting opportunities and taster sessions to all children.

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Enrichment lessons with Premier Sport</p> <p>Each week, provide an enrichment afternoon with a class on a sport which they would not normally receive as part of their 2 hour provision.</p> <p>Reviewing the successes of these. Make pathways and links to local clubs more explicit and make information more readily available using the FF, assemblies and sports board.</p>	<ul style="list-style-type: none"> Employing specialist coach to provide curriculum enrichment sessions Introduce new focus sports to encourage more pupils to participate Provide high quality links/pathways to local clubs 	£2,888	<p>Engagement and participation of all children during sessions. Pathways and links made to local clubs. More information made readily available using the Friday Flier, assemblies and sports board. Sessions reported on the Friday Flier.</p> <p>Parents signing children up for out of school clubs.</p>	To continue with this in 2024-25.

<p>Forest school: A qualified member of teaching staff employed to lead Forest School with every class in the school from Pre-school – Year 6, with a trained TA as support. The primary emphasis will be on cross-curricular learning through physical activity. Additional focus will be on mental health and well-being.</p> <p>Review coverage of themes to link to other areas of the school curriculum and to monitor success through Staff survey and pupil conferencing.</p> <p>Meet regularly with children who have attended Forest School to find out level of enjoyment and learning.</p>	<ul style="list-style-type: none"> Plan yearly timetable for classes to participate in forest school – 1 class a week, morning session. Forest school lead, Eco-school coordinator, other curriculum leads and class teachers to plan for cross curriculum links and create themes from which to engage with while outdoors. Class teachers to report on the participation in the weekly Friday Flyer. 	<p>Teacher: £6,231 TA: £1,806</p>	<p>All children engaged in outdoor learning. Links made across the curriculum. Children have a greater awareness of physical and mental health and the benefits of learning outdoors.</p>	<p>To continue with this in 2024-25.</p>
<p>Purchasing of outdoor resources, clothing etc to support outdoor learning</p>	<ul style="list-style-type: none"> Purchasing of outdoor footwear storage & waterproof clothing for outdoor activities Identify what is required through an audit with staff & children 	<p><i>Through OPAL training</i></p>	<p>Children able to learn outdoors in all weathers, using a variety of resources and equipment. Adults have greater confidence in working outdoors, using the resources and equipment and delivering engaging opportunities for the children.</p>	<p>This did not happen this year and needs to be rolled over to 2024-25 academic year.</p>

<p>SSCO buy in</p> <p>SSCO provides support to school, organising sports festivals for all year groups.</p> <p>Y6 leaders kept engaged each term with a termly review by PE & Sports Coordinator and given opportunities to make suggestions, plan and lead games.</p>	<ul style="list-style-type: none"> • Each year groups to participate in sports festival/festivals with other local primary schools, organised by the SSCO at the local Secondary school • Cost and book coaches to transport the children • SSCO to train Y6 playground leaders. • Year 6 teacher to organise opportunity for Y6 playground leaders to lead games with KS1 children • Playground leaders to work with KS1 & EYFS children at break times. • Y6 Playground Leaders to help run Sports Day in the Summer Term. Year 6 children lead a house group team from EYFS – Y5 for our yearly sports day events, actively supporting, coaching and encouraging participation 	<p>£750</p> <p>Transports Costs: £1,120</p>	<p>All children engage with sports festivals, raising enjoyment and participation and feeling part of a team – modelling school values of care, aspire & belong.</p> <p>Y6 leaders given greater opportunities to lead and develop their leadership skills.</p> <p>Children independently lead and engage in playtime activities and games with their peers at other times.</p>	<p>Train up the next Year 5 or Year 6 class as playground leaders in 2024-25.</p>
<p>Leadership training & implementation</p> <p>Sports Leaders to receive training and then to form a committee and organise and run sports events within school, raising the profile of sport and engaging children.</p> <p>To meet with the PE & Sports</p>	<ul style="list-style-type: none"> • Young sports leaders selected to attend training from Year 6 x 3 sessions • As a committee, audit resources and plan, organise and run events for the school. 	<p>Part of SASP buy in expenditure</p> <p>Purchase of leaders caps £50</p>	<p>Sports leaders have been active during the year, organising and delivering lunchtime clubs for Year 2 & 3 children. They have targeted less active children, but offered the club to all children. There has been a high level of interest and engagement from the children.</p> <p>The sports leaders have enjoyed</p>	<p>Current sports leaders to meet with recommended leaders for following year, to talk about successes and things that worked well. Allowing time for new leaders to plan ideas for their year.</p>

<p>coordinator on a regular basis to plan future activities.</p> <p>Sports leaders to run events each term.</p> <p>Sports leaders to help organise and run School Games Day in summer term.</p> <p>Have class representatives for PE & Sport provision to feed information from and back to classes.</p>			<p>the clubs. They have met with the Sports Coordinator on several occasions to discuss and improve provision and make new suggestions. <i>There are minutes and actions for each of their meetings.</i></p>	
<p>G&T academies for more able</p>	<ul style="list-style-type: none"> • Year 5 children are identified as G&T and invited to a selection day • Those selected are invited to attend additional G&T academies throughout Year 5 & 6 	<p>As part of SASP buy in.</p>	<p><i>Not happened yet</i></p> <p>Projected impact: Children given opportunities to develop their talent. Provided with pathways to sport specific clubs to raise skill levels.</p>	
<p>Y5 & 6 children as sports ambassadors to promote their community clubs in school</p> <p>Plan in assembly opportunities for Y5/6 children to promote community clubs during KS2 assemblies.</p>	<ul style="list-style-type: none"> • Invite Y5/6 children to put their names down to promote their community sports club • Arrange assembly dates and invite sports ambassadors to talk to the school • Put the ambassador photos and contact details of their sports club onto the Sports display board 	<p>No cost</p>	<p>This did not happen this year</p> <p>Projected impact: Raising the profile of local clubs in the community and forging links through school children who already attend these clubs.</p>	<p>To start this up again as it was successful in previous years in promoting clubs.</p>

<p>Promote club links</p> <p>Provision and opportunities made more explicit and promote through a variety of avenues.</p> <p><i>i.e Chance to Shine cricket Fencing – local club promoted through SASP Parkrun Premier Coaches through enrichment and PE lessons Promoted through after school clubs</i></p>	<ul style="list-style-type: none"> • Organise taster sessions in school • Provide club link information to children • Hold KS2 assemblies where ambassadors present and promotions to community clubs can be made. 	<p>No costs</p>	<p>Children gain more information and access to local clubs.</p>	<p>Provide opportunities for this next year 2024-25.</p>
<p>Provide extra swimming sessions</p> <p>delivered by qualified swimming teacher to try and ensure all children reach required 25m swim distance by the end of KS2</p> <p>To identify Y5 & Y6 children who will require additional swimming sessions.</p>	<ul style="list-style-type: none"> • Identify which children in Y5 & Y6 require additional swimming sessions • Provide additional swimming provision targeted at pupils not meeting NC requirements • Employ specialist coach to deliver additional sessions • book & pay for transport to and from the swimming pool 	<p>£744</p>	<p>An increased % of children in KS2 able to swim the required distance of 25m by the end of KS2.</p>	

Key indicator 5: Increased participation in competitive sport

School games criteria: Increasing engagement in School Games. Developing competitive opportunities – use the School Games format to provide the opportunity for both boys and girls to take part in the appropriate level of competition. Promote School Games and competition to parents via weekly Friday Flyer.

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>Tone Valley Partnership (TVP)/Somerset Activity and Sports Partnership (SASP) buy in: This TVP has provided a set amount of money from each school to SASP in order to maintain a range of opportunities within Taunton Deane. This means children have continuing access to: CVLs SASP organise and run CVL events throughout the year. Schools register to participate in the events. A termly timetable of events is sent out to school. Additional to this: Specialist PE teacher support; CPD/training for non-specialists; quality assuring local sports coaching companies; introducing new initiatives through cluster meetings for PE leaders; providing G&T PE and leadership enrichment training; training for playtime supervisors to support playground games.</p>	<ul style="list-style-type: none"> • Staff in school invite children to participate in the events and attend the event • Attend organised Level 2 competitions for A, B & C teams (school v school) • Report these events in our weekly Friday Flyer • Playground leader training from SSCO • Sports Leaders training provision 3 x during the year. • G&T academy • PE & Sport Coordinator to attend meetings, training and conferences organised throughout the year. 	£693	Children participation in Level 2 competitions this year. 'Can Do' and 'friendly' opportunities for children to gain experience of tournaments in a safe, less competitive environment. In some cases, sports coaches were asked to supervise these events as school staff were not available.	PE lead to use sports coaches to supervise teams on CVLs more often if school staff are not available so that more CVLs can be attended and more children can experience CVLs in a safe and supportive environment.

<p>To participate in level 1 & 2 competitions</p> <p>Inspire and encourage all children with a focus on fun, rewarding personal achievement and healthy competition</p> <p>Premier Sport & class teachers to provide Level 1 inter-house competitions during PE lessons, linked to School Games.</p> <p>SASP to provide Level 2 competitions as CVLs From SASP buy in – participate in as many Level 2 competitions as possible.</p> <p>Participate in other provisions offered including attending festivals.</p>	<ul style="list-style-type: none"> • Level 1 competition as inter-house within each Year group during PE lessons, linked to the curriculum and School games. • Level 1 competition as inter-house through our yearly School Games Day and Sports Day. • Level 1 competition inter-class within school -GM weekly trophy. • Level 2 competition: Children take part CVLs. SASP share results and invite top score schools to Level 3 competition in Summer term. • Level 2 competition: GM weekly results against other local schools reported. 	<p>No cost</p>	<p>Children participating in more physical activity, maintaining and improving physical health and mental well-being.</p> <p>Children participate in Level 1, inter-house competitions in a safe, class based environment.</p> <p>Children participation in Level 2 competitions this year. ‘Can Do’ and ‘friendly’ opportunities for children to gain experience of tournaments in a safe, less competitive environment.</p>	<p>See above</p>
<p>School Games day</p> <p>Inter-house competition and introduction to a new/enrichment sport</p> <p>Use Premier sport coaches, Sports coordinator and young sports leaders to plan, organise and lead the event</p>	<ul style="list-style-type: none"> • Whole school event • Plan new enrichment sport with Premier Sport • Plan and organise event with young sports leaders • Report event in Friday Flyer 	<p>£350 specialist coach</p>	<p>Children engage and participate in a variety of activities through inter-house competitions, including enrichment sport. They use skills developed throughout the year to take part the best they can.</p>	<p>Use the additional ‘taking part’ stickers during the day and use the School Values (Olympics 2012 legacy) to reward children.</p>

<p>Sports Day The traditional sports day which parents are invited to support</p>	<ul style="list-style-type: none"> • Plan the events for the day, with Y6 playground leaders. • Inform staff and parents. • Organise staffing for the day. • Prepare resources, score sheets, stickers, equipment for the events. • Miss Storey to organise a gym routine as an opening ceremony. 	<p>No cost</p>	<p>Enjoyment in team participation. Promoting the school values of care, aspire & belong. Sharing with parents and carers these values.</p> <p>Inclusion of parents in events and organisation to enhance community cohesion.</p>	<p>Use stickers to promote school values.</p>
<p>All children take part in Personal challenge/Digital competition Class teachers implement this as part of the children’s brain breaks during the day. Year 5 GM monitors gather results and report weekly.</p>	<ul style="list-style-type: none"> • Participate in the Golden Mile during PE lessons. • Take part in GM challenge throughout the day as part of brain breaks. • Y5 GM Monitors gather and report on results weekly. • Skip 2Bfit – children participation and improving with their personal best. • Report event in Friday Flyer. 	<p>GM costs £450</p>	<p>Engagement of all children in the Golden Mile challenge for personal best and inter class competition, plus measuring against other local schools. Results are reported during assemblies and weekly trophies given to classes for most miles run in a week – celebrating achievement and success. Focus on school values – care, aspire & belong.</p> <p>Y5 GM monitors have the responsibility to gather weekly scores and report to the children, giving them ownership and leadership skills.</p>	