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| **Our Lady’s of the Assumption Catholic Primary School Sports PE (Sports Premium) Funding Report: 2024 to 25**  **What is the Sports Premium?**  The Government is providing funding of £150 million per annum for academic years from 2013/2014 to the current year 2024/ 25 to provide substantial primary school sport funding. This funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and sees money going directly to primary schools to spend on improving the quality of sport and PE for all their children.  For 2024/25 we anticipate funding of £17,670 . The sport funding can only be spent on sport and PE provision in schools. The education Inspection Framework makes clear there will be a focus on ‘whether leaders and those responsible for governors all understand their respective roles and perform in a way that enhances the effectiveness of the school.’ Under the Quality of Education, Ofsted inspectors consider: Intent – Curriculum design, coverage and appropriateness, implementation – curriculum delivery, teaching (pedagogy) and assessment and Impact – attainment and progress.  In order to make additional and sustainable improvements to the quality of physical education, school sport and physical activity we have determined that the funding must be used so that:   * All pupils benefit regardless of sporting ability * All children benefit from increased access to extra-curricular activities and physical activity, either after school or lunchtime * That the children take part in extra-curricular activities that improve self confidence and teamwork * That staff have access to training and opportunities and continued professional development so that PE expertise remains in the school after funding has completed.   In the 2024/25 we intend to:   * Deliver effective professional development to staff in school . * To embed the Primary PE Passport programme across the school. * Promote PE and Sport for ALL pupils. * Provide a wider range of sporting opportunities for ALL pupils. * Release teachers and TA’s for sporting events. * Take part in activities provided by the local network of sports partnerships to widen the offer for pupils including at a competitive level. * Develop opportunities for pupils across the school to take part as leaders of sport. * Meet ( and where possible ) exceed the national expectations for swimming. * Develop wider provision on the school site through the woodland and forest school development | | | | |
| Total amount of funding for 2024/25 to be spent and reported on by 31st July 2025 | | £17,670 | | |
| Academic Year 2024/ 2025 | Total Fund Allocated | Date Updated | |  |
| **Key Indicator 1:** The engagement of all pupils in regular physical activity – chief medical officer guidelines recommended that primary school pupils undertake at least 30 mins of physical activity a day in school | | | | Percentage of total allocation |
| Intent | Implementation | | Impact | 5.8% |
| 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:  £1,000 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps. |
| Pupils to know that daily exercise is good for them in order to keep their bodies and their minds healthy.  Pupils to experience daily activity alongside weekly PE to ensure high levels of activity  Whole school values promotes every child as a leader to engage positively and purposefully with others; seeking ways to problem solve and to over come challenge in every day situations: structured sport and lunchtime play both provide meaningful opportunities for children to explore and develop leadership skills.  Whole school audit of individual physical activity for each child. | Through daily interactions with the children teachers to reiterate importance of keeping healthy by exercise and raising the heart rate.  Pupils to participate in physical games at break times and lunchtimes.  Pupils to have access to a range of resources to support purposeful and positive play. Children to contribute to choice and selection of resources  Welfare staff to work with children across the whole school to make sure they are physically active and that play is purposeful. Tailored interventions will support target pupils where this is a concern.  All Year 5 Play leaders to take part in sports leader training  Year 5 to support KS1 children to take part in physical activity for at least 20 minutes of their lunchtime. On going training to support success.  Year 4 to take part in Change 4 Life Project.  PE Lead to analyse results of activity audit to see where physical activity is lacking and point children towards extra-curricular clubs that they can take part in.  Children have timetabled break and lunch structure to give access to at least 30 minutes of physical activity per day.  Children who are less active will be known and actions to direct to opportunities will be directed to activities.  Ensure that all children have an equivalent of 2 hours of PE lessons per week across the year. Within these lessons, children are given opportunities to lead, have a go and to aim high. | £1,000 | Children will be able to articulate how they are being active and how this is supporting their well being.  Through conversations with their class teachers they will be able to say why it is important to take part in daily exercise.  Children will feel confident leading physical activities at lunch times. Which will further contribute to engagement and enjoyment.  Children will be able to say which activities the children enjoy and how they are benefitting from playing those games.  *.*  They will be able to link the school values to PE lessons and articulate why it is important to be physically active.  Children will be positive about breaks and lunchtimes and identify that the time is used to be purposeful and active. | In class conversations and in PE lessons children show that they are aware of the role exercise has in supporting well being. The Spring term whole school Run to Rome project with class targets for running and daily running activities also raised the place of activity in keeping and being well.  Year 4 took part in an enhanced PSHe project and a 10 week physical skills programme which further supported this.  Every child in Yr 5 took part in the lunchtime play leader programme and evidenced skills in this role.  The school values of Care – Learn and Respect as well as being a role model and leader rather than a follower were modelled and celebrated through PA, after school activities and at lunch time and break times with direct reference made to these in weekly celebration assemblies.  Lunchtime activities in KS2 were further extended this year. The successful embedding of activities including football for each year group meant children spent more of the time making use of the expansive field area. The smaller playground space was well used by children who did not want to participate in football games. A range of games were invented by the children and across class age groups were evident.  PE lead activity audit did not take place. PP and SEND children were monitored for activity levels and work was undertaken to ensure that they participated fully in physical activities. Older children were involved in leading sport with younger children.  **Next steps**  For PE lead to hold pupil voice activities and questionnaires to capture quantitative data.  SLT \and PE lead to put together a menu/ rota for lunchtime play with welfare staff showing initiative in leading and directing play. |
| **Key Indicator 2:** The profile of PE Passport being raised across the school as a tool for whole school improvement. | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 16.4% |
| 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:  £3,000 | Evidence of impact: what do pupils now know and what can they now do? | Sustainability and suggested next steps: |
| PE Passport provides clear actions for teaching and learning  Non curriculum physical play is purposeful and positive with pupils taking leadership responsibility | PE Passport purchase  PE Passport used by all PE providers including specialists who are subcontracted to deliver provision alongside school staff  PE Lead shares and reviews staff plans and monitoring of PE curriculum provision across the year and within units.  PE lead and external PE providers works with lunchtime staff to ensure that lunchtime physical play supports quality provision and expectations set by PE Passport  Staff audit identifies areas of skill gaps for teachers. Gaps closed where possible from within school and through access to the Blackpool PE network.  PE lead to seek specialist providers to further support the delivery of the curriculum; cricket for all to be included for Yr 3 and 4 Autumn term 2024  All staff to support modelling and active intervention to promote improved skills. | £500  £2,500 | Curriculum coverage and delivery over time will ensure children have a progressing experience of skills and knowledge.  Over the year children access 2 hours of PE per week ( to include swimming ) in the school timetable.  PE lead will have clear knowledge of areas of skill and development and use this to inform the PE action plan.  Expert providers will contribute to the skill and knowledge of all school staff who contribute to the curriculum and non curriculum PE opportunities across the school  Staff involved in sport provision are positive role models for pupils across the school | PE Passport continued to provide high quality skills curriculum for all adults to follow.  **Next** regular monitoring to be in place.  SLT and PE lead to work to ensure that the offer for in school and out of school provision ensures that children participate and compete across a wide range of PE opportunities across the school. |
| **Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | Percentage of total allocation |
| Intent | Implementation | | Impact | 37% |
| 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  £6,000 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps. |
| Experienced PE teacher to support adults in their delivery of the curriculum  Expert practitioners from across community can impact on knowledge and skills of staff  Purchase of the PE Passport | BSP lead to work with teachers and support staff to support delivery of the PE curriculum.  BSP to deliver a targeted programme for lunchtime staff.  School leaders facilitate outside experts to take up short term skills workshops in school  PE curriculum to give clear high quality progression of skills and knowledge to enhance QFT of PE Lessons | 5,000  As above | Teacher’s more confident delivering PE. Children more skilful and more articulate about what they are learning and why.  Support staff feel more confident to lead after school club activities on behalf of school  Lunchtime staff are skilled and motivated to offer a menu of activities to promote participation and success.  Improved ability to break down skills and knowledge into small success steps. Improved focus on vocabulary.  Children will demonstrate higher levels of skills.  Children better able to use quality vocabulary to describe learning experienced. | Quality PE lessons were delivered by adults across the school. BSP leads who worked with support staff resulted in increased confidence and knowledge and opportunities to lead activity.  **Next steps**  Formal audits of staff skills to provide on going evidence of success and gaps.  SLT and PE lead to work to ensure that the PE offer is at least maintained and where possible is extended in 2024 to 25  Work to continue to develop the skills and motivation of lunchtime staff to be continued. |
| **Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 28% |
| 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 consolidated through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated  £5,500 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and next steps: |
| Participation in the school sports partnership across Blackpool .  Children to have access to high quality opportunities to participate in a wider experience of sport and sports competition.  Build capacity to support initiatives as they develop by having a team of staff and DBS volunteers to contribute to activities within the school day and after school.  Woodland area and forest school to be further developed | In school time activities delivered by partnership will be accessed by pupils to experience activities that are not always available in school.  Out of school clubs offer children further opportunities to participate.  Bikeability for all programme to be available for non riders prior to full programme  School swimming programme ensures that all pupils achieve 25m and all experience life saving. Sports funding allows target children to achieve swimming criteria.  Phase 2024 to 25  Woodland area to be accessed and cleared.  Wilding to continue.  Additional shelter and storage areas to be added to provision.  Staff and volunteers identified to progress provision. | 2,000  £300  £2000  £1500 | Children have increased opportunities to access a wider range of activities  Children have increased opportunities to participate and to compete  Non riders are give an opportunity to achieve skills to access Level 1 and level 2 Bankability programme  Children achieve at least minimum standard for swimming.  Some children achieve life saving qualification.  School can make better use of the existing natural resources on site to support open ended learning in the environment.  Natural resources enhanced to support and develop outside learning. | Two programmes were accessed in 2024 to 25 through  the Blackpool Sports Network. Children in Yr 2 to 6 took  part in small group events during the school day.  After school sports clubs were available from Yr 1 to Yr 6  with access to competition in football, swimming  and cross country.  The Yr 5 and 6 football teams competed in 5 tournaments.  Yr 3 and 4 competed in one competition.  Yr 3 o 6 competed in half termly cross country events.  8 children took part in the non riders programme which allowed  them to then access the full programme.  The Year 5 swimming programme ran throughout the  academic year.  The first phase of the woodland project was completed.  An application for funding through Tesco Stronger Starts will secure  further funding for 2025 to 26.  **Next** to continue to develop the offer for the wider opportunities  to participate and compete across the community.  To work to access the natural resources available on the extensive site  to provide opportunities for all pupils and groups of pupils. |
| **Key Indicator 5: Increased participation in competitive sport.** | | | | Percentage of total allocation: |
| Intent | Implementation | | Impact | 11% |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to earn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:  £2,000 | Evidence of impact: what do pupils now know and what can they now do? What has changed? |  |
| Participation in the Blackpool Sports Partnership | Schools sports partnership to offer opportunities for pupils to compete in after school on site activities.  School leaders to build capacity of staff and volunteers to develop opportunities to particpate  Children to take part in competition against other schools in the local area.  School to provide staffing and minibus/ coach access to events to ensure access | Above  £2,000 | Capacity of adult team to deliver sports coaching increased.  Children have experience of participating and competing beyond school setting.  Children more confident when competing in school competition. | In school staff alongside volunteers ( DBS by school ) provided additional  capacity to ensure that pupils could access a wider programme of events.  Staffing ad transport costs were met in part trough this funding.  NB in 2024 t0 25 there was a sudden rise in transport costs locally.  **Next**  Seek ways to build a larger network of volunteers and school adults to ensure  that children can access the partnership activities offered. Consider more creative ways to access transport. |