Predicted Sports Premium Spending 2024-2025

Academic Year: 2024/2025	**Total fund allocated (predicted):** £17,750		**Date Updated: July 2024**	
Number of pupils on roll: 209 Amount carried forward from 2023/2024: £0				
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: **£4950 27.8%**
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:
• To ensure staff are provided with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. • To ensure active learning across the curriculum using specialists, resources and active strategies. • To ensure all staff are using assessment tools effectively to allow pupil self and peer assessment through video	• Continue with IPEP and provide training for new staff and updated CPD for existing staff. • Continue to utilise online area to upload assessment videos to allow staff and pupils to self and peer assess work. • Qualified sports coaches to work alongside teachers to enhance or extend current opportunities and enhance curriculum development with cultural experiences.	iPEP subscription: **£450** Gymnastics coach for 3 terms **£4500**		

footage.				
Key indicator 2: 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: **£4070 22.9%**
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:	Predicted funding allocation:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
• To address the physical needs of identified children not just those on the SEND register. • To provide heavy work activities with sensory development to allow children to self regulate. • To develop core strength and posture across school due to COVID legacy. • To encourage the use of sports leaders with new year 6 children. • To maintain outdoor equipment. • To promote OAA within the curriculum. • To ensure every child leaves Primary School being able to	• Providing targeted activities for pupils in KS1 and KS2 who require gross and fine motor development with a TA. • Sensory circuit delivery for identified children to develop fine and gross motor skills whilst also improving their self-regulation skills. • Providing targeted activities to identified children across school with additional sensory and physical needs as a result of COVID legacy. Work alongside TA throughout the school day. • Staff to attend Sensory Circuits CPD to develop	TA for PD and PSED development at breaks and lunches £11 per hour. 5x37 = **£2035** Plus during the school day for interventions - £11 per hour. 5x37 = **£2035**		

swim. • All children to have access to extra-curricular provision promoting PE and Sport free of charge.	knowledge to support children with social communication, physical and sensory needs. • TA to encourage active play during break times and lunchtimes with a range of sporting equipment. • Promoting the role of 'Sports Leaders' supported by support staff at breaks and lunches and use existing equipment to support this. • Continue to raise attainment of Year 6 pupils to attend additional school swimming sessions to meet requirements of the National Curriculum before the end of key stage 2 with identified children.			

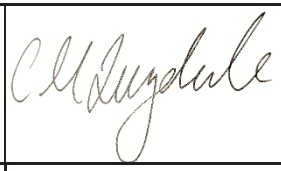
Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: **£4640 26.1%**
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what they 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:

• To ensure the opportunities we are providing to promote PESSPA are linked to the wider curriculum. • To improve pupil stamina • For children to have OAA incorporated in their curriculum learning through forest schools' experiences (Wild Ones Adventures) • Children to have access to adventure activities including water sports (Sporting NRG) • To provide staff with equipment and skill set to provide OAL activities.	• Active break and lunchtimes with a range of equipment available for pupils to enjoy using. • Continue to implementation of 'The Daily Mile' and use this to develop stamina and resilience within all pupils. • Use of visitors to provide curriculum enrichment activities which advocate and promote PESSPA as part of our CUBE curriculum • Accessing a range of competitions and other sporting opportunities linked to pupil interests. • Wild Ones Adventures to support implementation of the bespoke curriculum, focusing on year groups with new teaching staff as CPD. • Additional adventure activities for COVID legacy children with water sports activities to develop mental wellbeing and communication and team work skills.	Curriculum Enrichment including Wild Ones Adventures: **£3600** Water Sports – Sporting NRG: **£1040**		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: **£3455 19.4%**
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:
• To develop a wider range of adventure activities including water sports. • To build local links within the community. • To encourage more pupils to take up sport and physical activities during and after school and celebrate out of school activities. • To provide children across KS1 with a wider range of activities similar to KS2. • To give children a variety of opportunities to participate in a wide range of extra-curricular activities, both on site and also at different places. • To develop children's awareness of inclusive sports and access for all.	• To introduce new sports and physical activities through the curriculum enhancements and taster sessions. • Provide sport clubs following pupil interests broadening the variety of extra-curricular activities across KS1 and KS2. These will provide CPD to staff alongside this to allow it to continue further throughout the academic year and into future years. • Enter a range of intra school activities for all children across school to ensure all children can experience these. • Use links within the community to develop children's experiences in a range of sports based on interests both during and after school.	Transport to events **£150** DPSSA- **£450** SLA Premium Package- **£1250** Wheelchair sports: **£500** Balance Bike festival and awards: **£955** Additional equipment **£150**		

	• Give children opportunities to experiences accessible sports and develop their understanding of inclusivity.			

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: **£500 2.8%**
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:
• To increase pupils' participation in the School Games competitions. • To develop skills in team games through practise and consistent friendly competition to develop resilience within these games. • Children have had the opportunity to participate in a wide variety of Sports and Competitions through the SLA and DPSSA. • To provide children with the opportunity to identify key sporting events and participate in similar smaller events. • To raise the profile of girls in sports and increase engagement.	• Sign up to the Sport Partnership SLA to be able to enter more sport competitions or tournaments. (see above) • DPSSA membership and leagues / festivals through this. (see above) • Provide additional sports clubs for children to practise specific sports prior to the competitions. This will allow the sports lead to understand how the competition specific skills can be broken down to develop more complex skills. • Give additional opportunities for girls which are linked to girls only sports.	Transport to and from events: **£150** Girls G+T Rovers - **£200** Additional equipment **£150**		

Signed off by	
Head Teacher:	
Date:	July 2024
Subject Leader:	Kelly Sivill 
Date:	July 2024
Governor:	
Date:	July 2024

Amount allocated: **£17,615**

Amount Left for Additional Opportunities: **£135**

Created by: association for Physical Education Active Partnerships YOUTH SPORT TRUST

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