

Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
<p>Children participated in 2 hours of physical activity each week. They have also additionally been able to access after-school clubs.</p> <p>Active playtimes were a key focus and an active lead was appointed to support staff CPD and monitor impact.</p>	<p>All pupils participated in 2 hours of physical activity per week and had the opportunity to access additional provision in after school clubs. 12 sports clubs were run 2022-23. 180 children have attended these groups.</p>	<p>Curriculum to be reviewed and planned to ensure clear progression in keys sports to support NC objectives and end points.</p> <p>To continue to provide after-school provision with a wider range of sports, targeting key pupils to attend to support development of healthy lifestyles.</p>
<p>Parents invited to competition/ enrichment events within school to raise profile of PESSPA.</p>	<p>Multiple events have been organised from Y1-6 where parents could attend.</p>	<p>To continue to communicate with parents and offer opportunities to attend a wider variety of key events in all year groups.</p>
<p>Staff have received CPD in gymnastics and tennis, observing coaches and developing planning from these observations.</p>	<p>Staff have developed high-quality lesson plans through observations of a coach that will be taught by the teacher.</p>	<p>To provide continued CPD opportunities for teachers to observe and learn from qualified coaches in a wider range of sports.</p>
<p>The school has run lunchtime and after-school club focusing on cycling.</p>	<p>Attendance of cycling lunchtime club has been very high.</p>	<p>Cycling provision will be continue next year to develop competent and confident cyclists across the school.</p>

Key priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Playground leader to provide CPD for support staff at playtimes, including activities that can be played, parkour and cycling.</p> <p>Extra support staff to run active playtime activities and provide CPD for MTAs.</p> <p>To deliver high-quality CPD to teaching staff by observations/ mentoring by specialist coaches and subject leaders.</p> <p>New subject leader to be supported by experienced subject leader to plan, implement, monitor and assess curriculum.</p>	<p>Lunchtime supervisors/ teaching staff/ coaches/ playtime leaders (pupils)</p>	<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>High-quality planning has been produced linking to CPD opportunities that key year groups received in gymnastics and tennis.</p> <p>CPD has been provided for new and existing support staff, focusing on active games to play at playtimes. This has included training for Parkour equipment.</p> <p>CPD has been provided for staff who run cycling at lunchtimes and after-school club. This will be offered again 2024-25</p> <p>New curriculum developed and resources provided for teachers to use to support planning. Continued CPD support to be provided by subject lead.</p> <p>New subject leader has worked with experienced colleague to review curriculum and plan new 2024-25 content.</p>	<p>£2000 costs for additional support staff to support lunchtime sessions and provide CPD for MTAs.</p> <p>Tennis coach: £800</p> <p>Gymnastics coach: £640</p> <p>Supply: £2000 to cover subject leader costs for curriculum development and monitoring</p> <p>Playtime leader costs: £750</p>

<p>Encourage active playtimes during break and lunchtimes by rotating activities and consult with pupils to promote engagement in physical activities.</p> <p>Encourage attendance of after-school and lunchtime clubs by offering a variety of sports.</p> <p>Develop play leaders to lead active playtime activities.</p> <p>An active playtime lead will be identified at the start of the year to monitor and train staff to ensure active playtimes. They will ensure that during every play and lunch time opportunities to be active are provided, including developing dance opportunities.</p> <p>TA and MTA involvement in PESSPA will be supported through monitoring of active playtimes. PE leaders will</p>	<p>Lunchtime supervisors/ teaching staff/ coaches/ playtime leaders (pupils)/ playground leader</p>	<p>Key indicator 2: 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 per day, of which 30 minutes should be in school.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Active playtimes have been supported by MTAs and TAs who lead active games, such as hockey. The playground lead has provided CPD and monitored the impact of these activities.</p> <p>After-school clubs have continued with 14 different clubs running 2023-24, 223 pupils have accessed these. Including:</p> <ul style="list-style-type: none"> • Cycling • Dance • Tag rugby • Gymnastics • Football • Yoga • Outdoor athletics <p>Sports clubs will continue to be offered next academic year 2024-25.</p> <p>Play leaders have been established and monitored by PE subject leader. They lead active games during lunchtimes.</p>	<p>£2500 have been spent on active playtime resources.</p> <p>£2200 PE replacement resources</p> <p>£200 speaker for playground has been purchased to allow children to choose dance during playtimes.</p>
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<p>then identify training needs based around the principles of active playtimes accordingly</p>				
<p>During whole school assemblies, significant and inspirational sports people to be discussed.</p> <p>Parents and adults associated with the school will be kept informed about clubs, enrichment events and competitions taking place within the school through parent mail and other forms of communication.</p> <p>During RSE lessons, pupils will be taught the importance of healthy choices, including being active and support pupils to develop a daily activity goal.</p>	<p>Lunchtime supervisors/ teaching staff/ coaches/ playtime leaders (pupils)/ playground leader</p>	<p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>Whole school assemblies have been delivered, focusing on key sports people e.g. Jessica-Jane Applegate, Mo Farah</p> <p>Parents have been invited into school to celebrate children’s achievements in PE, including watching dance and gymnastics performances and sports days.</p> <p>RSE lessons have been delivered across all year groups and have included teaching pupils about the importance of being physically active and the positive impact that this can have on their physical wellbeing as well.</p>	<p>£200 planning time for PE leader</p>

<p>To review the curriculum to provide a broad range of sports and activities for all pupils.</p> <p>At East-the-Water, we recognise the importance of being able to ride a bike. Therefore, we intend children in all age phases and of all abilities to be competent and confident on and off-road cyclists.</p> <p>To ensure that all bikes are maintained to a safe standard</p> <p>We will provide taster sessions for sailing to promote a broader range of sports due to our local context.</p>	<p>Lunchtime supervisors/ teaching staff/ coaches/ playtime leaders (pupils)/ playground leader</p>	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Children have engaged with a wide range of sporting activities at playtimes, including parkour and cycling.</p> <p>The playground leader and PE subject leader have monitored playtimes and lunchtimes to change provision regularly to maintain interest in being active and opportunities to join in with different activities.</p> <p>Across the school 14 different sports have been covered within the PE curriculum.</p> <p>Every year group has completed a half term using school bikes and improved their cycling skills. Year 1, 2 and 5 have also completed bikeability courses. This will be run again 2024-25.</p> <p>40 children have attended cycling after-school clubs, including intermediate and advanced cycling. 1:1 cycling sessions have been provided for specific children in Y5 who are unable to cycle. Cycling will remain as a key sport for PE 2024-25.</p> <p>Year 4 have had a sailing taster day. This activity will be run yearly due to our local context.</p> <p>Year R – 3 took part in a STOMP workshop and Y3 and 4 took part in a modern dance workshop to provide a wider variety of sports</p>	<p>STOMP Workshops: £599</p> <p>Dance workshops: £600</p> <p>Bike replacements and maintenance: £3987.07</p> <p>Sailing: £1000</p> <p>Supply costs for CPD for teaching staff for cycling instructor: £1500</p>
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<p>PE leader will plan participation in competitions and share the expectation of this with teachers.</p> <p>Subject leaders to liaise with the School Games Organiser to organise opportunity in competitions in specific sports for specific age groups.</p> <p>Introduced sportsmanship focus for playtimes and PE, through rewards linked to this behaviour and assemblies.</p>	<p>Teaching staff Playground leader PE subject leader</p>	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Pupils have had the opportunity to participate in competitions at the end of sequences of lessons.</p> <p>Pupils have had opportunities to compete in year group sports days in the summer term.</p> <p>Assemblies have been run throughout the year to discuss the key skill of sportsmanship.</p>	<p>£800 Staffing costs for competitive events</p>
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Key achievements 2023-2024

Activity/Action	Impact	Comments
<p>Review of curriculum</p> <p>Ensure that cycling opportunities are embedded in PE lessons, after-school</p> <p>Monitoring of active playtimes, including providing CPD</p> <p>Introduced sportsmanship focus for playtimes and PE.</p>	<p>The new subject leader has been developed by receiving mentoring from an experienced member to staff.</p> <p>Cycling has continued to be the key sport at East-the-Water. Children are provided with opportunities to learn key skills, as well as practical road safety skills.</p> <p>Playtimes have been actively monitored and improved throughout the year by the playtime leader and PE subject leader.</p> <p>The impact has been positive and focused on developing sportsmanship across the school. This ethos is modelled during playtimes by support staff as well as during the PE lessons.</p>	<p>This will have a greater impact in the coming 2024-25 academic year. PE curriculum has been reviewed and new progression document created to ensure skills are being built upon. General fitness, stamina and strength has been identified as needing a greater focus and therefore Functional Fitness will be added into the curriculum.</p> <p>A playtime leader will continue to monitor, implement and assess 2024-25</p> <p>The ethos of sportsmanship will continue to be focused upon next year to develop this attitude in all pupils. Pupils will be given an increased opportunity to join in with competitive sports.</p>

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	75%	2 pupils have SEND needs which means they are unable to swim. 2 children were casual intake in Year 5, therefore unable to assess as swimming lessons take place in Year R, Year 1 and Year 4 due to capacity of local swimming pool.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	70%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	85%	2 pupils have SEND needs which means they are unable to swim. 2 children were casual intake in Year 5, therefore unable to assess as swimming lessons take place in Year R, Year 1 and Year 4 due to capacity of local swimming pool.

If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum Requirements after the completion of core lessons. Have you done this?	Yes/ No	Limited access to local swimming pool. Additional sessions are unavailable.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/ No	Swimming instruction is provided by qualified local swimming coaches at local pool.

Signed off by:

Head Teacher:	<i>Adam Buckeridge</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Fergus Higley</i>
Governor:	<i>Daniel Dalley</i>
Date:	05.07.24