

Sopley Primary School

Sports Premium 2023/2024



Meeting national curriculum requirements for swimming and water safety	
What percentage of your current year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	81.25%
What percentage of your current year 6 cohort use a range of strokes effectively (for example; front crawl, backstroke and breaststroke)?	81.25%
What percentage of your current year 6 cohort perform safe self-rescue in different water-based situations?	87.5%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for an activity over and above the national requirements. Have you used it in this way?	No

Academic Year: 2023/24	Total fund allocated: £16,730
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Key indicator 1: The engagement of all pupils in regular physical activity

School focus with clarity on intended impact on pupils:	Action to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Daily mile	Continuing daily mile with awards for half marathon, marathon etc. Daily mile around the world. Subscription to run club software enabling children to record and improve on their own times.	£250	Children run for 15 minutes a day outside in the fresh air as part of a daily focus on health, wellbeing and physical activity.	To track the engagement of all children with a focus priority on any individuals not achieving a marathon.
Sports leaders to run sessions throughout lunchtimes.	Encourage participation in sports related games during break times. Train sports leaders in appropriateness of games and how to lead others. Weekly sports leaders meetings.	£250	Behaviour at break times improved as children are able to focus on activities.	Continue with sports leaders training to include the introduction of OPAL style playtimes - Outdoor Adventures Monitor CPOMS for any playtime incidents and correlate with the introduction of Outdoor Adventures.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.

School focus with clarity on intended impact on pupils:	Action to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Two one hours PE lessons each week (one REAL PE and one skills based)	<p>Continue to provide 2 hours of quality PE each week. Enhanced PE lessons following training of Real PE through team teaching with Real PE lead.</p> <p>A planned and purposeful approach to activities that take place outside.</p>	£12,005	<p>As a result of focussed planning, updates and assessing better provision can be made to improve the outcomes of all children across the PE curriculum. As a result of networking the profile of the school is raised. Dance 84% ARE (Y1-6) Fielding and striking 78% (Y1-6) Invasion Games 82% (Y1-6)</p>	<p>Playground line markings to support further development of lessons and playtime activities.</p> <p>Continue to coach and develop the teaching of PE with a focus on clarity and assessment to improve QfT.</p>
School garden and outdoor spaces to be developed and used regularly by the children to encourage greater active learning and physical development.	<p>Develop curriculum links with the school gardener.</p> <p>Develop the school garden and spaces.</p> <p>Use of an outdoor based LSA to support pupils to use the garden.</p> <p>Develop classroom outdoor spaces.</p>		<p>Children’s mental health and wellbeing improves, education is more inclusive, learning and development is enhanced.</p> <p>Part time school gardener employed to up keep outdoor areas in the school garden and assist in the design, creation and</p>	<p>Continuous development of the school gardens and outdoor classrooms to enable a variety of outdoor activities to take place on a daily basis.</p>

			<p>maintenance of individual outdoor areas - in turn encouraging physical activity outdoors</p>	
<p>To increase availability of equipment to support and encourage children to partake in active break times</p>	<p>Continually review, replace and update available sports equipment.</p>		<p>Mats - improved access / possibilities within Gym QFT PE sheds - improved storage and accessibility of resources / equipment Introduction of Adventure learning resources General resources eg balls - improved provision for QFT Improved maintenance / sustainability of resources.</p>	<p>Continue to monitor and develop available resources.</p> <p>Develop the Outdoor Adventure curriculum.</p>
<p>The PE Leader meets regularly with the Headteacher to provide updates and progress reports in line with the PE action plan. PE Leader networks with local schools in order to raise the profile of PE amongst the community and staff.</p>	<p>Continue to update senior leadership on progress within PE. Continue to organise events with local schools to raise the schools PE profile.</p>		<p>PE has a good profile within the school and pupils understand the benefits of physical activity to their wellbeing. Pupil questionnaires demonstrate positive engagement and highlight areas for improvement. Links made with local schools to enhance provision.</p>	<p>Focus on the links with other schools</p>
<p>Develop opportunities for competitive sport to build resilience.</p>	<p>Children to attend sporting competitions with New Forest Partnership and inter school.</p>		<p>30% of children attended NFSP events. 35% of SEND pupils attended</p> <p>All children attended inter school events.</p>	<p>Continue to develop opportunities for competitive sport</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sports.

School focus with clarity on intended impact on pupils:	Action to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>Continue to teach using REAL PE</p> <p>Staff training</p>	<p>PE leader to continue to develop the PE provision amongst staff.</p> <p>To increase confidence in the delivery of PE lessons amongst all staff. To deliver regular updates at staff meetings.</p>	<p>£525</p>	<p>Creating and communicating a shared vision for PE across the staff.</p> <p>Staff continue to receive regular updates.</p> <p>PE leader has purposefully engaged with HIAS</p>	<p>Continue with CPD to ensure all staff are confident in delivering well planned PE lessons.</p>
<p>Ensure that the school PE lead is in a position to offer expert advice and support to all staff so that pupils receive a comprehensive PE offer.</p>	<p>Complete PESS level 5 certificate.</p> <p>Invite external moderators into school to observe and further challenge the PE leader.</p> <p>Attend PE networks and conferences offered by HIAS.</p>		<p>Level 5 to be completed and this knowledge used to enhance the provision across both schools.</p> <p>Enhanced knowledge = enhanced and ambitious provision.</p>	<p>Create a PE role on the other site and ensure the current sport leader supports and trains an additional sports leader - distributed leadership - sustainability.</p>

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

School focus with clarity on intended impact on pupils:	Action to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Swimming – catch up swimming for year 4 upwards	Seek parental input as well as assessment from previous years as to the swimming ability of children in years 4 and above.	£500	All children are able to perform self-rescue in different water based situations, swim confidently over at least 25m and use a range of strokes effectively.	Survey all children to find out what after school swimming (and other sport) club they attend outside school and encourage and praise engagement with children and parents alike.
PE blocks - each year group to have one or two 6 week blocks of learning a new sport such as curling, rugby and rounder's.	PE leader to deliver specialist lessons. On completion of each rotation a competition between the federated schools will be arranged.	£1,500	Children benefit from a broader PE provision and can determine which sports they most enjoy leading to pathways to out of school clubs. Children learn teamwork to build stronger relationships with their peers. Children can participate in competitions.	Use pupil voice to encourage participation.
Encourage sports activities beyond the school day by the provision of after school clubs.	Ensure a variety of after school clubs. Children recorded as SEN, PP and/or vulnerable groups are offered the opportunity and encouraged to attend all clubs and school sporting activities.		Participating in sports activities outside the school day enhances the breadth of experience for our children, and brings wellbeing and health benefits. Cross country - 41% KS2 attendance (full club)	Increase the sporting opportunities available after school.

	Teachers run an after school sports club (multi skills, dance, netball, rugby) during one half term per academic year.		Striking and fielding - 36% KS2 attendance (full club)	
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Key indicator 5: Increased participation in competitive sport

School focus with clarity on intended impact on pupils:	Action to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>Competitions between schools - encourage all children to participate</p> <p>Resources to encourage participation in events</p>	<p>Competitions between the Federation schools</p> <p>Medals, trophies and ribbons to encourage and congratulate participation at sports day and intra-school sporting events.</p>	<p>£800</p>	<p>Build links between schools and relationships between children. Increased social and physical activity and promoting healthy competition and camaraderie.</p> <p>Encourage a winning mental attitude and prepare children for both success and failure. Children learn sportsmanship, respect and being graceful in defeat and magnanimous in victory. Competitions encourage teamwork, tactics, leadership and resilience.</p>	<p>Increased participation in school games competitions</p>

