

St Giles’ and St George’s C of E Academy

Sports Funding Plan 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.

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| Key achievements to date until July 2023: | Areas for further improvement and future vision: |
| Gold School Games Mark criteria met.  Progression of PE skills taught from nursery-year 6 through PE learning journey.  Forest school slot within PE including progression, planning and knowledge organisers from nursery to year 6.  New equipment around the school that children use in playtimes and PE lessons. | Raise the confidence of staff to teach PE in all areas, dance, gymnastics, games, OAA and athletics  Improve the physical activity of children, making links in maths and other curriculum areas using physical literacy.  Explore evidence for assessment to compile a bank of working within and greater depth to ensure assessment is consistent across the school.  Ensure all staff understand and feel confident with using the new PE scheme to its full potential .  Retain the Gold School Games Mark criteria. |

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| Meeting national curriculum requirements for swimming and water safety. | Used on Impact |
| 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. | 63% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 63% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 65% |

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| 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 |

**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.

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| **Academic Year:** 2023/24 | **Total fund allocated:** £ 16,800 | **Date Updated:**  October 8th 2023 | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
| 22% |
| **Intet** | **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:  £3,750 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| To embed gold ‘GamesMark’ award for Academic year 2023- 2024.  Further extend the range and frequency of sports and physical activity based extra-curricular clubs delivered by teachers.  To increase activity levels across the school during the school day (active for 30 minutes).  Active learning (including CalmBrain Scheme) | * Look at criteria for school’s games mark and continue with the competitive opportunities on offer in achieving appropriate award for the school. Calendar of sporting events put together throughout the year, including intra competitions & clubs on offer. Inclusive sports events are included to ensure PP, SEND children have opportunity to represent the school in a competitive, sporting event. * Teaching staff remain committed to providing clubs that promote regular physical activity. * Complete questionnaires with children to ascertain demand and wishlist for clubs . * External agenices deliver a wider range of clubs for pupils after school. * To introduce a adult-supported weekly run with pupils during breaktimes. * Implementation of external club agencies to deliver targeted provision during lunchtime. * Implementation of sports leaders to lead and encourage structured play during breaktimes and dinnertimes. * Adult-supported pastoral football club during school day to develop active minutes, physical and mental well-being. * Daily ’Active Learning’ incorporated into lessons on a daily basis (Up to 30 minutes). * CalmBrain: Calming physical activities for pupils within classroom, particularly used during lesson transitions. | See KI 4.    £3,000  £750 | * Calendar of competitions clearly mapped out and fits well to current curriculum overview and extra- curricular clubs on offer for pupils. * Areas to develop linked to the new GamesMark criteria for 2023-2024. * Wider range of sporting clubs offered to children across school. * Increased attendance in after school clubs (including PP and SEND). Figures at the end of year to be added. * Pre and post-evaluation of children to show evidence of growth of the amount of active minutes children take part in on a daily basis during school time. * Pupil voice. * Evident within curriculum planning. * Pupil voice. | To implement measures across whole school to achieve individual GamesMark criterias.  To appropriately advertise clubs across school (newsletters, assemblies, social media).  To develop sports leaders with the skills and confidence to deliver sessions to their peers.  Develop playground rota of activities.  Subject leader monitoring to share good practise. |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 38% |
| **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:  £6,300 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Develop pupil sports leaders across school to raise the profile of PESSPA across all aspects of the school day.  To increase the percentage of parents and children who view sport provision across school positively.  All teaching across school in PE is good or better, through the use of high-quality resources.  Maintain Year 6 swimming data and create resilence and confidence in younger swimmer.  Improved status and standards of PE Equipment Storage (including equipment audit). | * Development of pupil sports leaders from PE Leader and external agencies so that they have the skills, confidence and opportunity to deliver pupil-led activity across school * Pupil sports leaders to facilitate regular activity, leading of clubs or promotion of PESSPA/sporting events. * Children’s achievements to be celebrated during a dedicated time of the week. * Sport news to be shared (newsletters and social media). * School competitions to be uploaded on the website/dojo. * Pre-questionnaire for engagement in sport. * Measure with post-questionnaire. * Changes to the planning are introduced and embedded which enables us to meet the school’s PE vision. * New equipment purchased to raise profile. * Specialist-led CPD to increase profile and quality of PE lessons. * Each year group across school to have swimming lessons (2 blocks of 3 weeks) to enhance swimming and life-saving skills. * Highest expectations and standards of PE Equipment Storage for staff and pupils after reorganisation and auditing of equipment. * Pupil Sport leaders proud to take responsibility of standards of storage and raise status of PESSPA across school. | £300  £2,000  £4,000 | * Pupil, parental and staff voice. * Pre/post-evaluations of children to show attitudes of PESSPA across school. * Pupil sports leaders observed showing the skills, confidence to deliver sporting activity to peers. * Children’s sporting achievements celebrated in assemblies and school social media page. * World sporting events given status in school (celebrated in school, researched and promoted in classrooms). * Questionnaire data supports profile of PE being raised positively. * All teachers follow GetSet4PE scheme which has allowed a more consistent approach to PE. * All Teaching is observed by SLT and PE Lead and is judged ‘good or better’. * Swimming pool in school to increase expected standards in swimming data (to be provided at the end of academic year). * Positive staff and pupil voice on quality of resource available and the status this holds within school. * Observed use of wide and varied range of PE equipment during lessons. | Coach/develop next group of sports leaders for future (shadow current leaders).  Act on feedback from questionnaires to positively increase profile of PESSPA.  Subject leader monitoring to share good practise with school staff.  Collect data and develop targets for following year.  Celebrate with staff and pupils of increased status of PESSPA within school |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 3% |
| **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 toconsolidate through practice: | Make sure your actions to | Funding  allocated:  £500 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested |
| achieve are linked to your | next steps: |
| intentions: |  |
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| Increase staff confidence in the delivery of PE lessons across school.  Develop quality of PE provision across school so that all teaching is considered ‘good or better’ | * Identify development needs and confidence for staff and TA via questionnaires and then provide appropriate training for staff (exploring possibility of external specialist). * Monitoring from SLT and PE Lead. * Reguarly review scheme of work to quality-assure that curriculum is engaging, appropriate and relevant. | £500 | * Monitor impact of training (What percentage of PE is good across school?). * Monitoring from SLT and PE Lead shows that PE is good across all areas of the PE curriculum. | Identify future developments and relevant next steps from monitoring.  Edit and develop whole school scheme of work as a result of monitoring.  If teaching is not yet good, arrange CPD and staff coaching to support in raising standards of PE provision across school. |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 30% |
| **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:  £5,000 | Evidence of impact: what do  pupils now know and what  can they now do? What has  changed?: | Sustainability and suggested  next steps: |
| Utilise opportunities offered to children broaden pupil’s experiences and sporting opportunities  (clubs, enrichment and inter-school and intra-school sporting fixtures).  To subsidise OAA Activities for Standon Bowers (Y6) and Dovdedale (Y4) OAA Activities. | * Incorporate enrichment activities from external agencies to provide a range of unique activities and experiences for pupils. * Broaden children’s experiences through regular intra-school sport competition. * Teaching staff remain committed to providing clubs that promote regular physical activity. * Complete questionnaires with children to ascertain demand and wishlist for clubs. * External agenices deliver a wider range of clubs for pupils after school. * Broaden children’s experiences through regular inter-school sport competition. PE Lead ensures that selection for sporting competition participation is fair and promotes equlity for all children, including vulnerables, PP, SEND and girls. * Development of pupil sports leaders to development experiences of themselves and others by facilitating regular activity and leading of clubs. * Subsidied opportunities means that Y4 and Y6 pupils receive unique opportunities by highly experienced staff. | £1,000  £2,000  £2,000 | * Wider range of sporting clubs, fixtures and enrichment offered to children across school. * Pupil and parent voice discussing positive impact of experiences. * Experiences of children transfer into other elements of school life (increased confidence, participation in further extra-curricular clubs, further encouraged to participate in further sport environments). * Challenging OAA activities mean that pupils build long-lasting confidence, resilience, leadership and communication skills developed for the present and later life experiences. | Review and evaluate experiences.  Were they successful?  Can they be improved?  Put next steps into place.  Celebrate and showcase success of competitions through different mediums of school life (displays, newsletters, social media).  Children have the skills and confidence to support their own health and well-being. |





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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 7% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | £850 | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To renew membership to the Newcastle and Kidsgrove Sports Federation to attend inter-school sport competitions.  To launch termly intra-school competitions | * PE leader to regularly liase with SGO to organisae sports competitions for all pupils. * Increase the frequency of activities and competitons provided for children, developing inter-school sporting opportunities for KS2 pupils. * Increased attendance at sporting competitions, through the use of school mini-bus. * Offer to use our school as a venue if needed (cross-country host). * Provide extra-curricular clubs for KS2 children with the aim of attending inter-school competition (Teacher-led and external providers). * Organise termly copetitions for ALL pupils to access (sport for all). Have a KS1 & KS2 winner with trophies and/or medals. | £250 member fee    £500  £100 | * Competitive opportunities have been mapped out and events attended. Wider range of sporting competitions attended by children across school. * Increased attendance of KS2 children at sporting competition (including PP and SEND). Figures at the end of year to be added. * Children are now better prepared to take part in sporting events and competition with other schools (skills and confidence), through practise at extra-curricular clubs. * Participation of all children in competitive sport (including PP and SEND). | Celebrate and showcase success of competitions through different mediums of school life (displays, newsletters, social media) to inspire children and create a legacy for the next cohort of pupils to follow. |





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| Signed off by | |  |
| Head Teacher: | Mrs C Pointon |  |
| Date: | 9.10.23 |  |
| Subject Leader: | Mr J. Woods |  |
| Date: | 8.10.2023 |  |
| Governor: | Mrs S Taylor |  |
| Date: | 9.11.23 |  |