

Review of last year's spend and key achievements (2023/2024)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p><i>Ensure there are organized games at lunch time for children to participate in.</i></p>	<p>All children feel that they have an activity that they enjoy to be able to participate in. Playground leaders have been able to develop their leadership skills as they have lead or supported in an activity. Our less active children have been part of a group at lunch time lead by our playground leaders to improve levels of activity.</p>	<p>Next steps:</p> <ul style="list-style-type: none"> - look at pupil voice again to review the types of activity. - to continue to provide opportunities for reaching active minutes. - Ensure that the daily mile happens every day.
<p><i>To provide additional provision for swimming activity in order to achieve national curriculum standard by the end of KS2.</i></p>	<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres = 82% • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] = 83% • perform safe self-rescue in different water-based situations = 77% 	<p>Next step:</p> <ul style="list-style-type: none"> - assess the impact of the new swimming facility at GigMill Primary School that are providing supportive sessions in smaller groups.
<p><i>CPD for staff</i></p> <ul style="list-style-type: none"> - <i>Swimming CPD</i> - <i>Team teaching with staff who need to increase confidence in the delivery of lessons</i> - <i>CPD/ team teaching with new staff</i> 	<p>Swimming</p> <ul style="list-style-type: none"> - Questionnaires and observations show that all three members of staff have an increase in confidence when delivering swimming lessons. <p>CPD for teaching PE</p> <ul style="list-style-type: none"> - Team teaching feedback from all 7 members of staff show an increase of confidence. - Feedback shows that's that staff are more confident with adjusting lessons especially 	<p>Next steps:</p> <ul style="list-style-type: none"> - Provide staff questionnaire to look at areas of need for staff support in PE - Support available for new members of staff as well as ECTs.

	<p>using the STEP model linked to staff meeting</p> <ul style="list-style-type: none"> - All staff are now aware and understand the importance of OAA – this was feedback from staff questionnaire. <p>Opportunities for external CPD has been beneficial (cricket, rugby and primary activity)</p>	
<p><i>Continue to meet school games mark standard of Platinum.</i> Enter a range of competitions through: Compete: children competing against each other (black country games) Engage: semi competition Less about outcome. Mostly on raising activity levels. Inspire: focus on enjoyment and participation.</p> <p><i>To attend events for vulnerable and SEND children</i></p> <p><i>Have links with the community for sporting companies to engage children in different sports</i></p>	<p>Compete events</p> <ul style="list-style-type: none"> - Gymnastics (KS1 achieved 1st and KS2 achieved 2nd) - Cricket year 5 and 6 (achieved 1st place) - Football league – achieved 3rd position. - Football tournament (trust) – achieved 2nd position <p>Engage and inspire (Cricket, multi sports, tag rugby)</p> <ul style="list-style-type: none"> - All children that attended events felt inspired by the events as well as interested in taking up the sports. 	<p>Next year the aim is to continue to take part in more inspire and engage activities and have links with community for different clubs.</p>
<p>To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills.</p>	<p>Evidence shows that 97% of children have reached expected standard due to the support and interventions that have been put in place.</p>	<p>Next year this will continue in order to achieve the same standard.</p>
<p>Provide opportunities for targeted children to improve their physical, social and mental well-being.</p>	<p><u>In school</u></p> <ul style="list-style-type: none"> - Children that find it challenging in school have benefited from time outside the class to socialize in smaller groups to support their communication skills and mental wellbeing. <p><u>External</u></p>	<p>Working with Old Halesonians has been a success this year and we will continue to develop links with them. Next year, we will be continuing to provide opportunities to support children with their physical, social and mental well-being.</p>

	Children were selected to take part in Old Halesonians Rugby as part of the SMILE scheme. Feedback has now shown	
To provide a range of sports after school clubs	<p>Clubs throughout the year:</p> <ul style="list-style-type: none"> - Dance - Kombat kids - Football - Multi sports - Rounders - Cricket - Athletics - Rugby - Golf - Netball 	Next year, we will continue to respond to the children's interest to provide sports that show a high-level interest.

Key priorities and Planning 2024-2025

This planning template will allow schools to accurately plan their spending.

Total cost allocation: £21,340

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><i>Playground leaders will be trained a member of staff and coach to ensure they can support children during structured lunch time activities as well as the daily mile.</i></p> <p><i>School vacancy for pastoral lead to support leadership of lunch time activities, playground leaders and dinner supervisor.</i></p>	<p><i>Playground leaders will be developing leadership skills that are life-long skills.</i></p> <p><i>The daily mile will be able to improve physical, emotional, social and mental health. They will feel a sense of achievement when increasing their amount.</i></p>	<p><i>Key indicator 2: the engagement of all pupils in regular and physical activity.</i></p> <p><i>Key indicator 3: The profile of Pe and Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</i></p> <p><i>Children will be able to improve, their social, emotional and mental health.</i></p>	<p><i>Costs for additional coaches to support lunchtime sessions for least active children as well as supporting playground leaders, EYFS support (£6925)</i></p>
<p><i>To provide additional (top up) provision for swimming activity in order to achieve national curriculum standard by the end of KS2.</i></p> <p>-</p>	<p><i>The children will be learning a life-saving skill.</i></p>	<p><i>Key indicator 2: the engagement of all pupils in regular and physical activity.</i></p> <p><i>Key indicator 3: The profile of Pe and Sport is raised across the school as a tool for whole school improvement.</i></p> <p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>% of children swimming 25 meters confidently and self-rescue increased.</i></p>	<p><i>Swimming costs £6500 – top up only</i></p> <p><i>Coach costs £8640 for top up only</i></p> <p><i>(parents will voluntarily contribute to coach costs)</i></p>

<p>CPD for staff based on staff questionnaire as well as new members of staff</p>	<p>Impacts on the staff as their confident increases. It will also impact on the children as staff will be delivering higher quality lessons.</p>	<p>Key indicator 1: increase confidence, knowledge and skills of all staff in teaching PE and sport.</p>	<p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil's attainment in PE.</p>	<p>Use of free CPD offered from Dudley active black country as well as support from local community clubs.</p> <p>Support from PE lead – e.g. staff meetings, team teaching/ observations</p> <p>Use of free CPD used to make it sustainable.</p>
<p>Continue to meet school games mark standard of Platinum. Enter a range of competitions through competing, engaging and inspiring.</p> <p>To attend events for vulnerable and SEND children</p> <p>Have links with the community for sporting companies to engage children in different sports</p>	<p>Pupils</p> <ul style="list-style-type: none"> - children that are talented at specific sports - Children that do not take part in sports. - Vulnerable and SEND children 	<p>Key indicator 5: Increased participation in competitive sports</p>	<p>Children will be able to showcase their talent. Developing their skills for life – linked to our skills builder</p> <p>Least active children finding enjoyment in sport.</p>	<p>Supply cost – internal mostly this is why it can be sustainable.</p>
<p>To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills focusing on those children that are least active.</p> <p>As identified by EYFS teachers, ES to meet with team and coach to identify areas of EYFS curriculum and development matters specific to above children</p> <p>Coach to provide assessment of the</p>	<p>Coach to deliver the sessions</p> <p>Children to take part in the session</p> <p>Class teachers to engage and use sessions as CPD</p> <p>EYFS staff to observe coach sessions to enable replication</p>	<p>Key indicator 1: increase confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>Key indicator 2: the engagement of all pupils in regular and physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>CPD opportunity for EYFS staff to adjust and structure activities so that they can encourage the least active to become active.</p> <p>Promotion of a broad range of activities to ALL children</p> <p>Sports coach to provide session plans / activities to address foundational gaps to enable school staff to</p>	<p>Sports coach cost= shown above.</p>

<p><i>progress of intervention for children.</i></p> <ul style="list-style-type: none"> <i>Baseline – foundation gaps identified by EYFS staff using development matters criteria.</i> <i>End assessment – achieved / not achieved.</i> <i>Evidence base – tapestry, observations, notes from coach.</i> <i>Each child to have pen portrait for work with coach.</i> <p><i>Coach to complete personalized tasks for targeted individuals.</i></p> <p><i>EYFS team to use tapestry as a way to record physical development.</i></p> <p><i>EYFS staff and coach to communicate after each session based on assessments made.</i></p> <p><i>SLT to monitor and evaluate quality of provision of coach through observation / pupil voice / staff voice/ assessment information / tapestry</i></p>			<p><i>replicate.</i></p> <p><i>Staff observe sessions to enable replication</i></p>	
<p><i>To provide a range of sports after school clubs</i></p>	<p><i>Pupil voice for clubs.</i> <i>New Rugby afterschool to be launched.</i> <i>Current clubs to continue – dance, football, multi skills, Kombat kids</i></p>	<p><i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</i></p>	<p><i>Sustainability – internal club and no cost for the children. Other clubs- parents pay to attend.</i> <i>PP children get clubs free at their request.</i></p>	<p><i>No internal cost</i></p>

Key achievements 2024-2025

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

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<p>To provide additional provision for swimming activity in order to achieve national curriculum standard by the end of KS2.</p>		
<p>CPD for staff</p>		
<p>Continue to meet school games mark standard of Platinum. Enter a range of competitions through: Compete: children competing against each other (black country games) Engage: semi competition Less about outcome. Mostly on raising activity levels. Inspire: focus on enjoyment and participation.</p> <p>To attend events for vulnerable and SEND children</p> <p>Have links with the community for sporting companies to engage children in different sports</p>		
<p>To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills.</p>		

Provide opportunities for targeted children to improve their physical, social and mental well-being.		
To provide a range of sports after school clubs		

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?	%	<i>We provided a year of swimming in year 4 for all children and then selected individuals that hadn't met the standard to go again for another term in year 5.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	<i>We provided a year of swimming in year 4 for all children and then selected individuals that hadn't met the standard to go again for another term in year 5.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>%</p>	<p><i>This is the year group that we changed our approach to spending sports premium on top up and where they have had the least amount of impact from COVID. We provided a year of swimming in year 4 for all children and then selected individuals that hadn't met the standard to go again for another term in year 5. The children that had top up sessions in year 5 were only able to achieve 25m but not enough confidence for safe self-rescue.</i></p>
<p>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?</p>	<p>Yes/No</p>	<p><i>We have adjusted our approach and provided top up in year 5 to be another year instead of a term. Our approach is now going to be the children will keep swimming in year 4 and 5 until they have reached the National Curriculum requirements.</i></p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p><i>Previously, we have as staff were required to deliver the sessions, however now only qualified instructors teach the lessons.</i></p>

Signed off by:

Head Teacher	<i>Alex Hall</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Emily Sherratt</i>
Date:	<i>27.1.25</i>