A brochure of a young child

Description automatically generated

**Great Heath Academy**

**2024 - 2025**

A young child in a swimming pool

Description automatically generatedThis template can be used for multiple purposes:

by:

* It enables schools to effectively plan their use of the Primary PE and sport premium
* It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
* It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider

the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable**

**improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

* Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
* Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school’s core budget should fund these. Further detail on capital expenditure can be found in the updated** [**Primary PE and sport premium guidance**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils’ PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.

**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.

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| **Activity/Action** | **Impact** | **Comments** |
| Develop the teaching of PE by enhancing the skills of  class teachers by using targeted coaching and  training  Monitor PE lessons (Conduct Deep dive in PE) to  ensure that PE lessons follow the scheme of work  and skills are taught at a high level  Ensure that PE resources and equipment is kept up to  date. Check sporting equipment for sustainability and  repair    Run inter school sport competitions for all and continue to develop different intra sports events  Provide opportunities for ‘Personal Challenge’ within PE lessons and competitions | High impact in some area/sports as coaches were  employed from the Forest Heath Sports  partnership to provide CPD. These were targeted sports and reflected the teachers lack of skills in these sports. The impact was seen in their increased confidence in staff and also participation in internal and external competitions.  Lessons were observed in all Year groups and with all teachers by PE leader and also members of the SLT. This showed that all lessons were taught following the scheme of work that has been set up. Staff all showed that they were well prepared for the lesson.  The PE resources were audited and displayed better. This enabled staff to collect them and used them. More equipment was purchased to provide some sports better and more resources this had the impact of enabling more children to access the curriculum.    The impact is low in running inter school  Competitions. Cross country was set up and the  whole school ran this in year groups. Also, sports  day provide competition within school as the  children were assigned different coloured teams.  A high impact in the intra sports event. The school is part of the Forest Heath sports partnerships which organize many sporting events. The school entered teams in many of these and were successful in many, for example the U12 boys came second in the football competition. The Year 5/6 team won the orienteering competition. The 3/4 team came third in the indoor athletic competitions.  Personal challenge were set up in each class and a specific sport or activity was conducted each team eg cross-country in the Autumn term and skipping in the summer. | It also needs to be noted that some sports coaches were difficult to source. These will be targeted in the next academic year.  It was noted that in some lessons there needs to be more participation from the children in the lessons and staff needed to adapt the lesson more for some children to support their learning.  We will continue to audit and ensure that equipment is looked after and maintained.  Intention is to continue to entry the intra sports event.  Continue to develop different intra sports events |

**Key priorities and Planning**

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| Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025. | £19,800 |

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| **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** |
| Introduce lunchtime sport sessions/activities for pupils  This is a new provision called OPAL. There will be new playground zones will support with this to increase regular engagement of all pupils in sport and physical activity | *Lunchtime supervisors*  *teaching staff*  *Play Co-coordinators - as they need to lead the activity*  *pupils – as they will take part.* | 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.  Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities. | £3000 costs for additional Play Coordinators to support lunchtime sessions.  £1000 to purchase extra resources |
| Continue to Improve Early year balance and gross motor skills | Children in Reception | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  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. | Reception children improved balance, confidence and gross motor skills. Early Learning goals shows an increase in gross motor skills and the number of pupils meeting the standard | Balanceability coaching from Forest Heath Sports Partnership  £1500 |

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| CPD for teachers to increase confidence in teaching PE in key areas  Internal and external PD courses for school staff to improve and share good practice and to develop their own confidence. | Identified teaching staff within the school | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  Key indicator 5: Increased participation in competitive sport. | Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, and as a result improved % of pupil’s attainment in PE. | £5500 for 6 teachers to undertake CPD via the Forest Heath sports partnership |
| Pupils access to high quality PE lessons per week. All children receive 2 hours a week of PE | All children within the school | Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.  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. | Monitoring of PE lessons showed a range of sports are taught and skills covered. Children report that they enjoy PE lessons and when questioned are able to demonstrate skills or understanding of terms. These skills are also transferred into competitions. | Purchase of Getset4PE scheme £550 |
| Children participate in inter and intra sporting competition during the year.  Celebrate achievements of sporting teams with the rest of the school Celebrate achievements of participation in outside sport with the rest of the school. | All children in School | Key indicator 5: Increased participation in competitive sport. | Children to have the opportunity to take part in external football, orienteering, netball, swimming and cricket events.  The children experienced playing sport against other schools and helping them to build resilience, as well as team work. The impact will also result in teams performing well in team events.  Children who have had sporting achievements to be celebrated during our weekly praise assembly and also mentioned in newsletters, facebook and school twitter. | £3500 for new equipment  £1550 Fee for being member of FHSP  £750 transport cost for hiring Minibus |
| Children in Year 5 learn First aid  (This is sourced from the Forest Heath Sports Partnership) | Year 5 Children in School | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | All the children will learn a new life saving skills and have the knowledge and confidence to help someone. | All three Year 5 Classes will have a lesson.  £550 |
| Children in Year 4 will learn mental health First aid  (This is sourced from the Forest Heath Sports Partnership) | Year 4 Children in School | Key indicator 4: Broader experience of a range of sports and activities offered to all pupils. | All the children will learn about mental health and have a greater knowledge about mental health how it affects people/young child and how they may help someone. | The two Year 4 Classes will have a lesson.  £450 |
| To provide top up swimming lessons for pupils in Year Six not meeting the required standard. | Year 6 pupils | 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 to promote physical and mental health and well-being and to help to prevent obesity. | Teaching primary school pupils to swim 25 meters has a positive impact, enhancing their safety, health, social skills, and educational outcomes.  Addressing the challenges to ensure equitable access to swimming instruction can maximise these benefits, contributing to the overall well-being and development of children. | £1000 |

**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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| **Activity/Action** | **Impact** | **Comments** |
| Forest Heath Schools Partnership core package   * Balance-ability instructor for Reception classes * Netball coach for KS2 classes * CPD package * Entry to interschools competitions   Subsidy for Y6 residential to allow them to participate in different sports and sports that we cannot access from school, with a focus on ensuring disadvantaged pupils attend  Subscription to Get Set 4 PE scheme to ensure high quality teaching across the school and PE equipment to play different sports  Developing lunchtime play through the OPAL scheme  Widening the range of extra-curricular clubs on offer | This has allowed access to CPD and support for the PE lead and staff, increasing their knowledge and confidence. It has also allowed for access to different coaches to provide high quality teaching to the pupils and CPD for the staff who worked alongside them.  We participated in many competitions between schools including orienteering, cross country, netball, swimming, football and cricket. This widened the number of children who took part in competitive sports and raised the profile of the sports and competitions.  Children widened their experiences and knowledge of other sports  Teaching of PE is consistent across the school. Children learn a variety of sports and develop their skills over time.  Children have greater access to a variety of play activities developing their physical and emotional wellbeing.  This year children across the school have had access to a variety of extra-curricular sports clubs including netball, gymnastics, cricket and football | Increase to number of coaches in place for next academic year |

**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*

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| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 43% | *Mobility of children in the school means there are children in Y6 who were not enrolled when this cohort undertook swimming.* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 68% |  |

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| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 70% | *Mobility of children in the school means there are children in Y6 who were not enrolled when this cohort undertook swimming.* |
| 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? | No | Actioned for next year to improve outcomes |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | Staff have joined lessons and supported pupils in these lessons which are being led qualified swimming instructors. |

Signed off by:

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| Head Teacher: | Emily Mitchinson |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | David Hicks Assistant Principal/PE Leader |
| Governor: | Steve Shore |
| Date: | 31st July 2024 |