



Christ Church CofE Primary

Sport Premium Action Plan

2024-25

Policy created by:	T.Wilding	On:	
Approved by:	FGB	On:	December 2024
Next Review:	December 2025		

Details with regard to funding

Total amount allocated for 2024/25

£19, 450

Swimming Data 2023-2024

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study	55%
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 2024. Please see note above	55%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	35%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	55%
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 2024-2025

Academic Year: 2024/25

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school	Percentage of total allocation:
	60%

Intent	Implementation	Impact	
Increase the engagement for children in physical activity across their school day through lunchtimes and after school	Review equipment for break/lunchtimes. This allows staff on duty to supervise activities which children are engaging in. Ranging from	Increase in children engaging in physical activity during their break times. Gives children the chance to possibly find a new hobby/interest. Children now using equipment which they would only use once a year during their PE topic.	More children are encouraged to participate in lunchtime activities and after school.

	simple playground games to cricket, football etc. Equipment organised effectively to ensure children have access to a range of PE equipment	This can also help to avoid behaviour incidents during lunchtime.	
Audit of equipment and additional equipment to be purchased to deliver the PE curriculum correctly.	Teacher assessment within the lesson will be more effective as all children have a piece of equipment each so they can develop their skill. This avoids children waiting for their turn (possible behaviour issues) and also giving them more time of physical activity.	Children have developed their skills in these areas, noticing when they are achieving the steps set in the lesson and applying these in game situations.	Continued application of the skills learnt, application to games and across other areas of PE.

Class teachers, teaching their own PE to ensure that their children are engaging in physical activity.	Teachers following schemes of work/lesson plans to ensure good practice.	Class teachers seeing their own children in a different type of learning and also children seeing their own teacher showing a different type of teaching – improve relationships. Improves overall teaching for staff.	Monitoring of PE regularly and feedback from staff (especially new staff teaching PE)
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation:
			10%
Intent	Implementation	Impact	
Children are given more opportunities for movement in longer classroom sessions to help improve attainment and focus.	Planning more evidence lessons in other subjects other than PE e.g. orienteering lessons in PSHE. Encourages children to not only increase physical activity but improves other social skills.	Improved concentration across school and improvement in classroom behaviour.	Staff surveys to assess impact, repeated throughout the year. Pupil voice on impact.

	Taking opportunities during break times to be more physically active using equipment.		
Give children the widest ranging curriculum. Offer as many opportunities as possible and develop children's cultural capital by providing a wide range of learning opportunities and cultural capital.	Allow children to experience a range of new activities and ways to apply their skills ranging from dance to outdoor education to Basketball	Children to experience a wide range of activities in school including in PE lessons, break times and after school.	Work with diversity team to ensure curriculum is comprehensive
Develop links with the governors so that all stakeholders have a better knowledge and overview of PE	Action plan and current view of PE to be shared. Write a report for governors on PE - checked and shared with TRIADS to form part of a curriculum report Staff meeting from PE lead.	Governors are kept up to date on what children are learning in PE Governors can see that more staff are also engaging in PE.	Governors invited to participate with sports events

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			20%
Intent	Implementation	Impact	
In order to continue to improve progress and achievement of all pupils the focus is on up-skilling the staff and raising their confidence. Improve confidence of all staff teaching PE for this school year.	PE lead completed staff meeting to explain to staff what is expected in a PE lessons. Allowed any questions or concerns from staff who have not taught PE before. PE planning is uploaded for the whole school from PE lead each week to help guide staff when teaching their lessons.	Teachers are more aware of how lessons and series of lessons are structured, there is a dialogue between the teacher and PE lead on how to support children with smaller steps or to push those who are more gifted.	Teachers use the plans to structure lessons and build skills and progression across lessons, they can assess and provide challenge and support where needed. Next steps: To continue to develop teacher's knowledge and confidence to teach P.E.
Teachers will be able to identify those children who are Gifted and Talented in order to challenge during lessons.	P.E. lead to work across school to support the delivery of PE sessions working alongside staff and	Teachers are able to effectively differentiate which has led to children achieving quicker in lessons and application of skills into competitive games.	Children identified as gifted to participate in sporting events and be given roles during PE lessons to skill their peers.

Also, children who are identified as needing more gross motor support will be identified and during the PE session supported by the TA to build vital skills.	supporting their continued progression and effective teaching. All planning linked together (year 1 hand and eye skills in autumn, year 6 basketball/netball) this allows teachers to progress HA children and also look at where some children may need extra help.		
Regularly review PE in light of up to date research and cognitive science	Keep up to date with government changes to the curriculum, developments and cognitive science around learning for my subject. Self-assessment of areas of strength and weaknesses in PE. Regularly receiving	PE teaching and learning to reflect current research and the children in the school.	Termly review of my subject with TRIADS Feedback from staff teaching PE

	feedback from pupils, staff, parents and governors on PE.		
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils/To take full advantage of capturing pupil's interest by planning activities around national and international events -, world cup, sports aid etc			Percentage of total allocation:
			10%
Intent	Implementation	Impact	
Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved. Link lessons/assemblies/other lessons to sporting events around the world e.g. euro 2024, Paris Olympics 2024	Regularly use pupil voice with children and ask for verbal feedback on what they enjoy and would like to learn more about/of. Specific questioning rather than which sport they would enjoy the most. 'Did you enjoy learning the chest pass more through game situations or through passing to your partner?'	Pupils have been exposed to different sports and learnt about rules and skills needed to play. Children will also have improved their social and teamwork skills through effective PE lessons and chances for other activities. Children will take an interest in different sports/countries/ethnicities competing around the world	Children take part in termly pupil voice.

	Assemblies about worldwide sporting events/links in other subjects.		
Focus particularly on those pupils who do not take up additional PE and Sport opportunities (pupil premium focus).	Target pupils who do not regularly participate in sports clubs and encourage them to attend (pupil premium focus)- particularly lunchtime clubs.	More children to be active in clubs.	Each class is offered an after-school club throughout the year. Encourage all children to participate in the club.
Additional achievements:			
Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			0%

Intent	Implementation	Impact	
To introduce additional, inter sports competitions in order to engage more pupils through the school games	Develop a sense of competition, teamwork and desire to improve. Achievement in their own ability. Staff teaching PE can use similar teams each week to show improvement. Reward with dojos etc. Possibly use tables from classroom.	Establish a competition within in schools. Children were given a goal with which to achieve, they were focused and knew they were aiming for an end goal that was to be their best. Children showed more focus and used the skills taught to the best of their ability.	Children develop a sense of competition. A sense of ownership and achievement, along with support for others in their class. Children can compete against other in classes each week.