



New Brancepeth Primary School Sports Premium Investment 2023/24

For 2022/23, the school received approximately £16,890 to spend on school P.E. and Sport.

Sports Premium Spending

Outlined below is how this rollover and the 2023-2024 particular funding has been spent within this year **only** and the impact documented where possible.

In 2023/24, at New Brancepeth Primary School, we continue to strive to promote healthy and active lifestyles and aim to provide sporting opportunities for all our pupils. We are going to use the Sports Premium funding to continue to make sustainable improvements to the curriculum on offer, our resources, the teaching of PE and sport and children's access to competitions. We are going to continue to maximise the long-term impact of our PE provision for both pupils and staff.

Financial Year	Amount of Sports Premium Funding
2019/20	£16,900
2020/21	£16,890 + £3,850 rollover
2021/22	£16,820 + 5,575 rollover
2022/23	£16,890

For 2023-2024, schools with 17 or more eligible pupils will receive £16,000 and an additional payment of £10 per pupil in Years 1-6. New Brancepeth Primary Academy will therefore receive approximately £16,910 based on pupils on roll (Y1-6).

Vision: ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

Objective: To achieve self-sustaining improvement in the quality of PE and sport in primary schools against 5 key indicators:

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.
2. The profile of PESSPA being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport.

Academic Year: 2023/24		Total fund allocated: £16,960 (estimated)		Date Updated: December 2023 March 2024 July 2024	
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:	
				21%	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:
Simply Sport to engage children in a wider range of physical activities through after school clubs.	Clubs offered after school to children aged Reception to Year 6 to maximise participation. Audit of current extra-curricular activities/clubs. Pupil voice survey/questionnaire to provide insight into pupil likes/dislikes and attitudes. Parental survey to information gather on any barriers to non-participating children.	£1475	Autumn Term: Across Autumn Term, several clubs have been offered to pupils. The percentage of pupil-premium children accessing club is high. Pupil voice linked to clubs to be taken across Spring Term. See grid at the bottom for club attendance numbers and list. Spring Term: Across Spring Term, several clubs have been offered to pupils. The percentage of pupil-premium children accessing club is increasing. See grid at the bottom for club attendance numbers and list. Summer Term: Across Spring Term, several clubs have been offered to pupils. The percentage of pupil-premium children accessing club is increasing. See grid at the bottom for club attendance numbers and list.		To work with Education Enterprise SSP to offer lunch clubs. To target those who don't attend clubs, those who benefit from being targeted for a healthy lifestyle and disadvantaged pupils.
All children from year 1 to year 6 will be physically active for 20 minutes every day. Raise the profile of physical activity as tool to support health and wellbeing. All pupils able to articulate some understanding about why we have an Active 20 programme.	Re-introduce Active 20 each day, encouraging modelling of new yard markings and incorporation of these into activities where possible. Reception children to be introduced to this later in the academic year. A new carousel of activities to be carried out weekly - staff to support at each station (activities are adapted for outdoor and indoor -weather appropriate). Upskill staff in making physical activity fun, engaging and worthwhile, modelled by PE lead. Resources to deliver effective and purposeful Active 20. Seek pupil voice about types of activities/enjoyment and why they think physical activity is important. Link in understanding of physical activity for our health and wellbeing, with teaching & learning across the RSE & Health (and PSHE) curriculum.	N/A	Autumn Term: Children from years 1-6 have all engaged in Active 20 daily. We have now moved this to an afternoon for some classes to support with sedentary behaviours between lessons. These activities will be changed in the Spring Term. Reception children have also joined in with Active 20 and will continue to do so in the Spring Term. Spring Term: Children from years 1-6 have all engaged in Active 20 daily. Some activities have been changed so that they are more accessible to all pupils. These changes were discussed with play leaders who were trained on how to deliver the new activities. Summer Term: Play leaders report that overall effort during Active 20 has improve due to new activities mapped out.		To review Active 20 activities for the new year. Look at skills such as skipping and athletics skills e.g. javelin which is often only accessible in PE.
To continue to develop play leaders across KS2. Play Leaders to have the responsibility for playground equipment, developing and leading play and games on the yard during lunch times and play times to increase physical activity.	Children to vote for play leaders (children from year 4-6 initially). Target pupils from a range of backgrounds. Play leaders to work with class teachers to understand playground games and the need for physical activities. Play leaders with complete weekly sessions with PE lead – to understand how and what playground games should look like, to develop confidence in delivering these to their class/pod. Introduce/replace playground equipment that will support the development of physical activity when on the yard.	£150	Autumn Term: Play Leaders are established and timetabled across lunch times and break times. Children wear bibs so that they are easily identified and support younger children with playing games on the yard. Play Leaders meet with AR weekly to develop their leadership skills. See pupil voice in relation to playtimes and Play Leaders. Spring Term: Play Leaders are established and timetabled across lunch times and break times. Children wear bibs so that they are easily identified and support younger children with playing games on the yard. Play Leaders continue to meet with AR weekly to develop their leadership skills. Play leaders contribute to whole school decisions linked to sport e.g. changing Active 20 activities to support the children in better accessing the exercises. Summer Term: New play leaders to be selected in the new academic		The same play leaders can continue this role next year to develop their skills but we will also train up additional play leaders due to Year 6 pupils leaving and to allow others the opportunity to lead in sport. We will target pupils from a range of different backgrounds.

	Buddies identified to support children accessing games with Play Leaders.		year. Continue to work with AR weekly to develop their leadership skills. Play Leaders continue to meet every Monday lunch time with AR (PE Lead). The children are trained on games to play with others and also have the opportunity to be responsible for managing new equipment. Pupil voice suggests pupils enjoy having the play leaders on the yard and has supported with physical activity and friendships. New Play Leaders to be established next academic year. Reception child: "The play leaders like year 6 and year 5 play with me. I play with *** he's a play leader, isn't he? He plays spinning and makes me play so fast. Everyone in Reception plays with them." Play Leader: "Games. Tonnes of games. I like playing with all the kids and making them happy." Play Leader: "We got to help Reception with their Junior Duke and doing skipping. We worked with them until they could do it We helped with Sports Day too."	
Continue to review resources to promote physical activity.	Pupil voice encouraged to select durable play equipment for use at break and lunchtimes. Purchase long-lasting play equipment to promote physical activity during break times and replenish throughout the academic year.	£1,850 £250 worth of tennis equipment provided free of charge from ZSIG. £5.99 postage.	Autumn Term: The new equipment is popular and well used by pupils. A rota has been established to ensure pupils from Reception up to Year 6 all have the opportunity to use static equipment already in place. This continues to be risk assessed during winter months. Spring Term: A box of new equipment was provided in the Spring Term with some familiar and some new playground equipment. Another box will be provided in the summer term. The climbing frame will reopen across the summer term as weather improves. A reading shed is going to be develop in order to also promote mental wellbeing. Summer Term: Resources have been audited and any new equipment has been ordered for the next academic year. £250 worth of tennis equipment provided free of charge from ZSIG. This money was provided due to staff members receiving training linked to tennis.	Costings are starting to reduce in terms of resources as we now have most resources that continue to be in good condition.
Continue 'Active Blast' opportunities across the school day to reduce sedentary behaviour.	Staff signposted to the Active30 Hub for collated active movement ideas/resources/links to support their delivery of 5min blast opportunities. Staff to identity moments of 'Active Blasts' in planning.	N/A	Autumn Term: Examples of 'Active Blasts' displayed in classrooms including through Go-Noodle. This will need to be further embedded during the Spring Term. Spring Term: Examples of 'Active Blasts' continue to be displayed in classrooms including through a range of different methods including Jumpstart Jonny and Sticky Kids. Summer Term: Examples of 'Active Blasts' continue to be displayed in classrooms including through Go-Noodle, Jump Start Jonny and songs/dancing.	We aim to see moments of 'Active Blasts' continue to be fully embedded in our curriculum. Key examples of what worked well this year to be shared with staff again. This is a sustainable goal as additional resources are not needed.
Continue to develop active learning opportunities (pedagogical approaches) to support teaching and learning e.g. active maths/literacy.	Staff to implement active learning opportunities during lessons to support teaching and learning. Planning to evidence active learning opportunities within the classroom.	N/A	Autumn Term: Planning in all Key Stages shows examples of active maths/literacy. Staff in Key Stage 2 to ensure that they continue to develop active learning opportunities across English and Maths Basic Skills too. EYFS have a clear focus on using active learning to support writing development e.g. Dough Disco, Squiggle Whilst You Wiggle. To look at approaches to active writing with English Lead e.g. Drawing Club in Early Years to develop fine motor skills. Spring Term: Planning in all Key Stages shows examples of active maths/literacy. Staff in all key stages plan opportunities for active learning particularly in maths e.g. songs and actions to support learning of number facts. EYFS have a clear focus on using active learning to support writing development e.g. Dough Disco, Squiggle Whilst You Wiggle Summer Term: Planning in all Key Stages continues to show examples of active maths/literacy. Staff in all key stages plan opportunities for active learning particularly in maths e.g. songs and actions to support learning of number facts. EYFS have a clear focus on using active learning to support writing development e.g. Dough Disco, Squiggle Whilst You Wiggle	We aim to see moments of active learning continue to be fully embedded in our curriculum. Key examples of what worked well this year to be shared with staff by subject leaders so that they have a clear understanding of active learning in their subject.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				53%	
Intent	Implementation		Impact		
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>		<i>Sustainability and suggested next steps:</i>
Ensure that there are 2 hours of high-quality PE being taught each week in every class (Year 1 to 6). Reception to receive 1 hour of taught PE sessions with additional access to daily fine/gross motor and outdoor activity time.	Using the Curriculum LTP, teachers to deliver teaching and learning to ensure there is a broad and balanced coverage of Physical Education. Staff to attend CPD opportunities. Teaching and Learning modelled by PE lead to support recently qualified staff and those identified for support. Support to plan units of work together with staff, where required. Spare PE kits were purchased last academic year to ensure every child is able to participate in PE lessons. Continue to replenish as required.	£695 (release time for PE Lead and staff) £300 Replenishment of PE kit for pupils	Autumn Term: Every child in years 1-6 currently receives 2 hours of high-quality PE lessons each week. Planning has been monitored to ensure lessons are high quality and monitoring targets have been addressed. Year 5/6 attend swimming lessons and progress is tracked by school staff who attend these lessons and the swimming instructors. Reception children currently receive 1 lesson of PE each week and 1 outdoor physical session, alongside daily fine and gross motor sessions. 30-hour nursery pupils now join in with Reception's PE in preparation for them joining Reception next year. Spring Term: Every child in years 1-6 currently receives 2 hours of high-quality PE lessons each week. Planning has been monitored to ensure lessons are high quality and monitoring targets have been addressed. Year 5/6 attend swimming lessons and progress is tracked by school staff who attend these lessons and the swimming instructors. Reception children currently receive 1 lesson of PE each week and 1 outdoor physical session, alongside daily fine and gross motor sessions. 30-hour nursery pupils now join in with Reception's PE in preparation for them joining Reception next year. Summer Term: Every child across years 1-6 has continued to receive 2 hours of high-quality PE lessons each week. Planning shows that teachers used the STEP approach to planning to ensure lessons of inclusive and that afi is used to inform next steps. Reception receive 1 hour of taught PE lessons and 1 outdoor physical session, alongside fine and gross motor input daily. Time spent with HLTA to ensure skills and knowledge progression is clear within lessons and their planning. Children are using spare PE kits when necessary which means children are now accessing lessons more easily.		2-hours of high-quality PE will continue to be taught each week in every class (Year 1-6 initially). We have reviewed our PE curriculum and two-year cycle to ensure we have a good variety of skills and sports within the curriculum. Next year, both sessions of PE will be delivered by the class teacher across the same afternoon. Reception will continue to receive 1 hour of PE alongside 1 hour of gross motor outdoor development, fine/ gross motor daily and physical activity through continuous provision.
Raise the profile of PESSPA as a vehicle to support health and wellbeing.	Continue to pledge to the Active30 Durham School campaign to complete Active 20 daily- 20 minutes of exercise each day for all pupils Y1-6 (key indicator 1). Pupils understanding of the positive impact of physical activity encouraged through learning in e.g. RSE & Health/PSHE, Science, PE and through the raised profile of PESSPA through the active 20 sessions and home-school links EYFS Stay and Play focus for one term to be on development of Fine & Gross Motor skills to engage parents in demonstrating how to support children’s physical development at home and encourage their participation. Resources to promote physical development within continuous provision (both indoors and outdoors) in EYFS.	£5,400 EYFS resources & replenishment of these	Autumn Term: Every child in Reception to Year 6 participates in Active 20 each day. These sessions allow pupils to understand the importance of physical activity. School staff to continue to develop pupils understanding of the positive impact of physical activity during Spring Term (achieved in PSHE, PE and assemblies). Spring Term: Every child in Reception to Year 6 participates in Active 20 each day. Reception does this separately to ensure their specific fine and gross motor targets are met. These sessions allow pupils to understand the importance of physical activity. EYFS hosted a fine motor stay and play across the spring term to help engage parents in developing these skills at home. Summer Term: School staff to continue to develop pupils understanding of the positive impact of physical activity during Summer Term (achieved in PSHE, PE and assemblies). Next year, we have arranged to work with Education Enterprise SSP to help us promote PESSPA through festivals, afterschool clubs and lunchtime clubs.		We will continue to ensure children engage in physical activity each day. • Active 20 • Morning Play (All pupils) • Lunchtime Play (All pupils) • Afternoon Play (KS1) • Continuous provision (EYFS) • Active blasts (All pupils) • Afterschool clubs (To target PP and those who need healthy lifestyle encouragement). • Lunchtime clubs (To target PP and those who need healthy lifestyle encouragement). • PE Lessons (2 hours weekly) Our PSHE, Science and PE curriculums have recently been reviewed and will continue to address the positive impact of physical activity and healthy lifestyle choices. Staff will also continue to wear their PE uniforms during PE lessons to raise the profile of PESSPA.

Set up growing/gardening areas around the grounds to promote activity at break times alongside health and wellbeing.	Pupils are actively involved across break times through digging/planting/weeding and learning from wider curriculum is brought together during 'play'.	£2500	Autumn Term: Areas to be developed in Spring. Pupil voice to be incorporated in relation to growing. Spring Term: EYFS have started to grow their own plants both indoors and outside. Whole school plan is to get a poly-tunnel. Summer Term: Polytunnel is getting delivered across the summer holidays to help develop an awareness of healthy eating. EYFS have developed their own butterfly garden and pupils are responsible for its upkeep.	Whole-school polytunnel to be set up and established so that children can grow their own produce. Produce can be used in DT topics and at snack times to promote healthy eating and positive attitudes towards food
---	--	-------	--	---

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

Percentage of total allocation:

9%

Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To develop staff confidence in delivering teaching and learning of PE areas by working with PE lead when planning and assessing.	Identify staff needs and requests to support their own CPD. - Support given to more recently qualified staff. - Confidence with delivery of Core Task cards. AR to lead staff meetings/briefings. Release time for AR to liaise with wider professionals and network to improve quality of offer in-house. AR access to CPD	£1590 cover for AR release time to prepare for meetings/briefings, cover for AR and other staff to work together to plan and liaising across Trust & CPD cost	Autumn Term: Across Spring Term, AR to spend time discussing confidence levels with teachers and provide support if necessary. Regular monitoring ensures staff are planning, delivering and assessing PE lessons accurately. EYFS and KS1 staff worked alongside the local authority to look at the Thrive Basic Movement Programme and how this is delivered. Helped support staff confidence in this area. Spring Term: Across Spring Term, AR has spent time discussing confidence levels with teachers and provided support where necessary e.g. AR delivered the multi-skills festival alongside class teacher to support their confidence in delivery sporting events. Regular monitoring ensures staff are planning, delivering and assessing PE lessons accurately. EYFS continue to access the Thrive Basic Movement Programme which staff feel more confident to deliver now. Summer Term: Staff have had a whole year to develop confidence in delivering teaching and learning of PE. Regular monitoring ensures staff are planning, delivering and assessing PE lessons accurately. CPD suggested where necessary e.g. UKS2 teacher participated in CPD linked to tennis.	AR to potentially lead UKS2 PE lessons to support with staff confidence levels. AR to use EYFS nursery baseline data to find gaps in PD and address this by making a new PD timetable and targeting key skills.
Improve quality of teaching and learning in PE through Core Task Cards to ensure that children's skills are being specifically developed.	AR to work with individual staff to support recently qualified staff and others in teaching and learning of PE linked to core tasks and assessments. AR to conduct monitoring of PE and sport offer school and in conjunction with other leaders in the Trust where required.	[Costed above] for AR cover for monitoring, supporting with assessments etc.	Autumn Term: Planning monitoring shows that teachers are using core task cards to plan, deliver and assess against. Support given to HLTAs in regard to using these. Spring Term: Planning monitoring shows that teachers are using core task cards to plan, deliver and assess against. Updates shared in morning briefings. Summer Term: Planning monitoring shows that teachers are using core task cards to plan, deliver and assess against. Updates shared in morning briefings.	AR to review the curriculum now that LKS2 will be going swimming to ensure that they still have a good coverage of other skills being taught. PE lessons to continue to use Core Task Cards. Sustainable due to no cost needed next year.

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

Percentage of total allocation:

14%

Intent	Implementation		Impact	
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed</i>	<i>Sustainability and suggested next steps:</i>

Increase motivation of pupils in PE and school sport through Top 25.	Top 25 reward to be sports / outdoor and adventurous focused. <i>Add in visits once confirmed.</i>	£900	Autumn: Inflatables were hired for the morning for Top 25. Gross motor and wellbeing focus. Spring: Children went to Durham Climbing Centre. Gross motor and wellbeing focus. Summer: Children attended Chester-le-Street Riverside Park.	Sports Lead and SLT will organise a range of Top 25 activities with a physical focus
Provide children with experiences of alternative activities to promote healthy lifestyles.	Assemblies and class activities to include: Healthy eating, inspirational talk, health and wellbeing, (links to RSE & Health/PSHE Curriculum)	N/A	Autumn Term: School offered a Healthy Christmas Baking Club during autumn term 2. Parents / Carers attended this club also and tips were provided on how to make healthier choices when preparing food. To plot some assemblies across Spring Term which have a healthy eating / lifestyle focus. Spring Term: Year ½ participated in a healthy eating workshop where they made fruit kebabs. They also invited parents in to make kebabs which supports healthy eating at home. Summer Term: Years 1-6 participated in a food sustainability workshop with an external agency. They made a range of healthy products including smoothies.	Continue to plot in a range of activities that develop their awareness of healthy lifestyles including assemblies. To work with Simply Sport and Education Enterprise SSP to promote healthy lifestyles.
Provide children with experiences to develop their awareness of healthy lifestyles. Children to develop an awareness of things that you can grow at home/support cooking and baking – healthy recipes.	Opportunities to cook/bake healthy meals linked to the wider curriculum. Make use of Healthy Gardens subscription and resources to support in developing understanding of healthy lifestyles.	£300	Autumn Term: Healthy Christmas cooking club was well attended in Spring Term. Opportunities to cook healthy is targeted in DT across the rest of the year. A Eco-Friendly Gardening club is due to be started up across lunchtime once the weather has improved. Spring Term: Food-based DT lessons to be delivered across summer term. EYFS have grown their own edible plants e.g. cress. Year ½ participated in a healthy eating workshop where they made fruit kebabs. They also invited parents in to make kebabs which supports healthy eating at home. Summer Term: Y3/4 hosted an Italian café for parents and the wider community. This promoted healthy eating across the wider community. Polyunnel is getting delivered across the summer holidays to help develop an awareness of healthy eating. Y5/6 have made a range of healthy savoury snacks as part of their DT lessons. Chartwells (our school lunch provider) have also delivered a range of assemblies and workshops to Y1-6 linked to healthy eating and lifestyle.	Whole-school polyunnel to be set up and established so that children can grow their own produce. Produce can be used in DT topics and at snack times to promote healthy eating and positive attitudes towards food. Changes to the DT curriculum have been made to promote healthy eating choices.
Provide and purchase relevant school resources and equipment to support teachers in teaching and delivery of the PE LTP.	Teachers to have the correct resources to deliver teaching and learning across the year following the LTP. Stock check in summer term to ensure resources are fully available to fulfil Cycle B of PE LTP.	£1100- (Stock replenishment) Tennis Equipment ordered. £250 given by ZSIG to spend on promoting tennis in school.	Autumn Term: Relevant equipment was purchased prior to Autumn Term ready for this academic year. EYFS resources given free of charge from the Local Authority after working with them on Basic Movement Programme. Spring Term: PE resources continue to be audited across the year. No new resources purchased this half-term. Summer Term: Purchases made for next academic year. £250 given by ZSIG to spend on promoting tennis in school following accessing CPD.	Costings are starting to reduce in terms of resources as we now have most resources that continue to be in good condition.
To encourage greater participation in after school clubs. (See also Key Indicator 1 & 5.)	- PESSPA clubs and activity audit - Pupil voice survey and parent survey - Staff audit of skills competencies and interests - Staff after school club rota	As costed in Key Indicator 1.	Autumn Term: See grid at bottom of document. Participation in clubs is increasing. High percentage of those attending are pupil premium. Spring Term: See grid at bottom of document. Participation in clubs is increasing. High percentage of those attending are pupil premium. Summer Term: See grid at bottom of document. Participation in clubs is increasing. High percentage of those attending are pupil premium. Next to look at our lunch time offer.	Next year, we will continue to work with Simply Sport to deliver a range of clubs. We will also be working Education Enterprise SSP also to provide an even wider range of physical activities including lunch time clubs.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

4%

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

and about what they need to learn and to consolidate through practice:				
To provide a 'healthy competition' framework across school through all levels (individual and lesson based, intra school and inter school).	A range of inter-school competitions arranged across the Trust including: - Y5/6 Rounders (Autumn) - Y1/2 Multiskills (Spring) - Y3/4 Outdoor & Adventurous Activities (Summer) - Rec Athletics (Summer)	£500 travel, prizes & resourcing	Autumn Term: Y5/6 participated in a rounders tournament against another school in the trust. Other tournaments for the other key stages have been plotted across the year. Spring Term: Year 1/2 hosted a multiskills competition against another school. Children competed in their teams which provided both inter and intra competition. Other tournaments for the other key stages have been plotted across summer term. Summer Term: The whole-school sports day helped to promote 'healthy competition' amongst children and house teams. The EYFS sports day focused more on children challenging themselves on an individual level. In June, Reception also went to another school to participate in their first inter-school athletics competition. Y3/4 also went to another school to participate in an OAA competition.	Next year, we would like to expand our 'healthy competition' framework and have therefore decided to join the Education Enterprise Schools Sports Partnership. This will help us compete in festivals / competitions against a larger number of schools.
All children across school to access a Whole School Sports Day to support 'healthy competition' across all age phases.	Whole School Sports Day to be arranged in the summer term. Children to work in house teams to encourage 'healthy competition'. Extend timings of Sports Day to ensure every child participates in at least two events.	£150 resources (stickers, refreshment), prizes & awards for all	Autumn Term: N/A until summer term. Spring Term: N/A until summer term. Summer Term: In May, every child in EYFS was given the opportunity to participate in EYFS sports day. Children participated in a range of physical activities including running, balancing and throwing. In June, Y1-6 participated in a whole-school sports day. Children were given the chance to participate in a range of both track and field events. The day promoted healthy competition too and a team won.	Sports Day helped to support 'healthy competition'. Most equipment was already purchased last year so costings were reduced this year. Next year, the aim is to further extend the sports day timings so that children can participate in an increased number of events

Signed off by			
Head of School:	C. Robson	Date:	27.07.23
Subject Leader:	A. Robertson	Date:	20.07.23
Governor/Trustee Lead:	S. Rogan	Date:	16.09.23

Sports Premium Spending

Item	Proposed Spend	Actual Spend
Simply Sport After School Clubs x 2 weekly	£1,475	£1,980
Play equipment for playtimes (including Play Leader equipment)	£2000	£1190.38
Costs to cover staff CPD (and cover) as well as PE Lead cover for monitoring standards in school and networking	£2285	£2301.27
Spare/Replenishment PE kit for pupils, including footwear	£300	£290.38
EYFS Physical Development Resources	£5,400	£5235.93
Activity-focused health and wellbeing areas	£2,500	£2428.67
Top 25 Rewards	£900	£816.50
Resources for Healthy Eating/Baking tasks linked to wider curriculum	£300	£411.29
Resources and equipment to replenish stock to support teaching and learning of PE & Active20	£1100	£1683.06
Transport to competitions across the Trust & costs involved with hosting	£500	£470
Sports Day	£150	£152.11
Total Funding Available	£16,910	£16,960
Total Spend		£16,960

Club attendance 2023-24:

	Autumn 1			Autumn 2			
Club	Tennis	Table Tennis	Dodgeball	Cooking	Gymnastics	Table Tennis	Football
Year groups	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6
Maximum number of pupils in groups	20	20	20	20	20	20	20
Total number of pupils attending	18	19	28	15	22	22	21
Total number accessing who are eligible for pupil premium	15	14	23	10	14	17	15
Total number of SEND	5	4	8	3	5	8	6
Total number targeted for a healthy lifestyle	3	4	4	3	4	3	2

	Spring 1			Spring 2		
Club	Golf	Table Tennis	Hockey	Football	Table Tennis	Archery
Year groups	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6
Maximum number of pupils in groups	20	20	20	20	20	20
Total number of pupils attending	21	22	19	21	15	21
Total number accessing who are eligible for pupil premium	18	15	15	17	13	15
Total number of SEND	6	8	2	6	4	3
Total number targeted for a healthy lifestyle	3	3	3	3	1	1

	Summer 1			Summer 2		
Club	Athletics	Table Tennis	Dodgeball	Multiskills	Table Tennis	Rounders
Year groups	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6	Rec-Y6
Maximum number of pupils in groups	20	20	20	20	20	20
Total number of pupils attending	14	18	22	23	11	21
Total number accessing who are eligible for pupil premium	11	16	18	16	9	13
Total number of SEND	1	6	5	3	5	4
Total number targeted for a healthy lifestyle	2	1	2	2	1	1

Total number of pupils accessing a club at least once: 52%