

Primary School PE and Sport Premium at Grange Primary School 2024-25

The DfE Vision for the Primary PE and Sport Premium is for ALL pupils leaving primary school to be 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.

The funding has been provided to ensure impact against the following 5 Objectives and Indicators:

- 1) 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 a day, of which 30 minutes should be in school.
- 2) The profile of PE and sport is 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

Total amount carried over from 2023/24	£1,800
Total amount allocated for 2024/25	£14,000
How much (if any) do you intend to carry over from this total fund into 2025/26?	£ 0
Total amount allocated for 2025/26	£TBC

Key Achievements and areas for improvement

Key achievements to date until July 2025:	Areas for further improvement and baseline evidence of need:
<p>Swimming provision is in place so children can meet the expected standard in swimming. In Autumn 2024, our year 4 cohort will swim. In Spring our Year 5 cohort will go swimming. Catch up swimming is completed during the summer term in Year 6 to build on and consolidate the swimming taught in statutory swimming lessons earlier in children’s schooling. Children unable to swim in Year 6 are given targeted lessons and by the end of their time at Grange, 50% of children could swim 25 meters.</p> <p>The majority of children at Grange travel to school in an active way. A no drive zone outside of the school was researched in order to make sure at least all children walk a part of the journey rather than park directly outside of the school. During walk to school week, the data collected suggested more children than previously are using active methods of transport to get to school.</p> <p>We have continued to maintain and grow a full timetable of extra-curricular sports clubs in a wide variety of different sports, some that the children do not access in PE (netball, yoga, dance, multiskills, roller skating, football, tennis, cricket and SEN sports). The number of children attending these sports clubs has increased again compared previous years, partly due to the children having an input into which clubs they would like to be run at school. We have also had great feedback from our SEND multi skills club.</p> <p>We have had a high number of PP attending sports clubs regularly, partly funded by the SP.</p> <p>We have engaged with as many festivals as possible both through the PESSN community and other agencies. We have attended hockey, basketball and SEN bowling events with a range of KS1 and KS2 children. Some of these events have been ‘inspire’ events, where children that usually would not participate in sports have been able to try something new. These have been particularly successful in KS1.</p> <p>Events in the school calendar such as healthy week and sports day are delivered annually and were a great success in the summer term. The participation of children was high, and more parents came to the event than in previous years. Parents and children commented positively on the organisation, running and enjoyment of sports day. Children who are less happy doing physical sport, participated for the required amount of time and then looked at the other side of sports (games officials, reporters, times keepers).</p>	<p>Swimming provision in place and a good percentage of children can meet the expected standard in swimming.</p> <p>A no drive zone outside of the school will be researched in order to make sure at least all children walk a part of the journey rather than park directly outside of the school.</p> <p>Build on the weekly mile to become daily as a tool to get more children active during the school day. Continue to look into getting parents involved in this challenge to grow parental engagement in PE events.</p> <p>Continued focus will be put on active minutes available to pupils and a greater awareness amongst pupils and families of how active children should be everyday (60 minutes – 30 minutes outside of school and 30 minutes in school). We will hold more assemblies and sports-leader led fun games to encourage children that do not engage as well with PE/sports to become more active.</p> <p>Increase the confidence of teachers who are new to the profession include NQTs, NQTS+1 and ECT’S.</p> <p>Increased participation in competitive sport both intra and inter school level.</p> <p>Maintain the quality and breadth of equipment to deliver high quality PE sessions and a broader range of sports and activities.</p> <p>Continue to develop PE sessions in EYFS with appropriate access to equipment.</p> <p>A greater engagement in the school games partnership leading to an increase in numbers of pupils accessing level 1 and level 2 competition.</p> <p>PESSN have delivered CPD and team teaching as well as curriculum support to increase staff confidence, knowledge and skills.</p>

<p>We successfully introduced the weekly mile as a tool to get more children active during the school day. We will look into getting parents involved in this challenge to grow parental engagement in PE events.</p> <p>Sports leaders have been very successful this year. The sports leaders have had a number of jobs over the year including: helping to explain, demonstrate and run events at sports day, lead playtime sports games for younger year groups, lead parts of assemblies about sports and events, compete for our school in festivals, coach parts of Reception PE lessons, write newsletter articles about sports events happening at school. These roles have had high engagement and again the children in Year 5 are already excited to have an opportunity to be a sport lead next academic year.</p> <p>Every class in KS1 and KS2 allocated two hours of timetabled PE. One session every week is staff CPD, to ensure high quality PE teaching will continue at Grange school in the future.</p> <p>We have further developed the teaching of PE in EYFS. Reception and Nursery now have a coach session weekly where the teachers receive CPD. The outside area of EYFS has also been developed to promote active learning and physical development. New resources have been purchased to ensure this happens and TAs have received training on PD. This year 84% of children in Reception met the early learning goal for gross motor physical development.</p> <p>Curriculum maps and new unit planning are in place. Planning has clear differentiation, skill progression and is inclusive. CPD videos have been very successful.</p> <p>We have led staff meeting and encouraged an increased in the amount of physical activity in the school day during non-PE lessons. We have re-introduced active brain breaks inside and outside of the classroom and more games and sports lead during break and lunchtime play.</p> <p>We have held assemblies helping the children to notice when they are completing physical activity during their day outside of PE (walking to/ from school, using the stairs instead of the lift, playing 'it' at playtime, riding their scooter or bike). This has helped the children to notice the benefits of being active outside of playing sport.</p> <p>We have retained our silver school games award thanks to our participation in festivals and the engagement of PP and SEND children in physical activity.</p> <p>Purchased new playground equipment for the KS1 and KS2 playground to ensure active and fun break times across the school.</p>	<p>Apart of a school games partnership and taking part in some competitions (level 2)</p>
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<ul style="list-style-type: none"> - Purchased a range of new sports equipment to ensure lessons can be taught to a high standard. - Achieved the games mark and were awarded TBC - Received local community awards of TBC with PESSN. 	
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Swimming Data

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters? 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.	TBC
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	TBC
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	TBC
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

Breakdown of Primary PE expenditure Spent – 99.6% £24,420 Roll over for 24/25 – 0.4% £92

Academic Year: 2024/25	Total fund allocated: £15,800	Date Updated: September 2024		Percentage of total allocation:
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				
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:
- The whole school community	PE lead gave out information and supportive links about active 60 minutes	Free	Evidence: - Some children are able to	Sustainability: - All activities within

<p>including all pupils, staff and families to be made aware of Chief Medical Officer guidelines of 60 active minutes.</p>	<p>into one of their scheduled staff meetings. (active brain break ideas)</p> <p>Sports leaders led an assembly that includes information about active 60 minutes. Encourage children to think about times outside of PE that they complete exercise and notice that there are lots of ways of being active. Achievements posted on P.E. display board.</p> <p>PE lead ensured articles were published in newsletters about active 60 minutes to increase parental engagement in helping children get their 60 minutes.</p>	<p>Free</p> <p>Free</p>	<p>recognise when they are completing their active 60 minutes when asked on pupil voice surveys.</p> <p>Teachers have been asked about their use of brain breaks.</p> <p>During and after the assembly children could name activities that contributed to their active 60 minutes (park, scooter, walking up stairs to lessons, etc).</p> <p>Impact:</p> <ul style="list-style-type: none"> - Children have a better knowledge of their bodies and how much they need to move to be healthy. - Children became more engaged in playtime activities after the assembly, especially the activities run by the Year 6 sports leaders. 	<p>this were free, and will continue to be free. Promoting this further will embed the idea of active 60 minutes into all children, so by the end of their time at Grange they will be regularly getting and knowing they are getting 60 minutes of physical activity every day.</p> <p>Next steps:</p> <ul style="list-style-type: none"> -
<p>Develop a more active school with greater emphasis on active learning.</p>	<p>PE lead to introduce other 'active brain-break' ideas to teachers eg: GoNoodle, cosmic kids, Jack Hartman, Just Dance, The Learning station.</p> <p>Use School Games 'Heatmap' tool with a chosen EYFS and KS1 class to assess how much active learning is completed in school. Use these findings to find subjects</p>	<p>Free</p> <p>Free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Results of pupil voice shows that teachers regularly of active brain breaks during learning time. Teachers have also been positive about short active breaks during longer lessons. - Some children can identify that they are having 'active brain breaks' 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Lots of active brain break resources are free. - Physical phonics games and activities can be shared by EYFS staff to KS1 staff and intervention staff so that early reader children

	<p>where more active brain breaks need to be given.</p> <p>PE lead to attend sports leader meetings and choose active strategies used in other schools to introduce into school.</p> <p>Encourage a greater amount of outdoor learning opportunities within the curriculum. Encouraging teachers to make the most of outdoor areas and include physical activities in other areas of learning (eg. running and timing races in maths, outside nature/ bug walks in science, learning outside that requires walking up and down stairs and being active).</p> <p>Physical phonics resources – games and activities related to phonics that make phonics engaging and active.</p> <p>SENCo to train staff on how to lead Sensory Circuits to help our active learners use some energy and gain focus.</p>	<p>Free (after school)</p> <p>Free</p> <p>Free – PE lead has access to resources.</p>	<p>in lessons. (This needs to be a continued focus in assemblies next academic year.)</p> <ul style="list-style-type: none"> - Teachers have reported an increase in children’s concentration after active breaks. - Lots of outdoor learning where physical activities like walking, digging and climbing are included, particularly in EYFS and KS1. - EYFS children regularly use physical phonics as extra activities during the day inside and outside the classroom. <p>Impact:</p> <ul style="list-style-type: none"> - Children are more engaged in lessons. - Children enjoy the activities. - Learning is more effective. - Children enjoy the physical phonics games and often ask to play them. <p>Children complete part of their 60 active minutes a day without doing ‘sport’ or running around.</p>	<p>throughout the school can participate in active phonics learning.</p> <p>Next steps:</p>
<ul style="list-style-type: none"> - Engage vulnerable/ less active/ demotivated children in wider sporting opportunities. - Pupils feeling more engaged with physical activity 	<p>Planned sharing of the message through activities during Sport Relief week, healthy week and sports day.</p> <p>Opportunities for parental engagement in PE, sports and games to help demotivated</p>	<p>Free</p> <p>Free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - High engagement in sports day and events held during sports week! Children turned up for before school circuit training, took part in intra-school 	<p>Sustainability –</p> <ul style="list-style-type: none"> - Training of sports leaders was completed by PE leads this academic year. This can be done

	<p>children.</p> <p>Deliver events that engage children in physical activity both in the playground and at home through challenges with a celebration of their success. (Allow time for boy/girl only, or year group only activities in the MUGA during breaktime to enable less confident children to join in.</p> <p>ActiveEdge coaches to run lunchtime sports/ active games for different children on Wednesday, Thursday and Friday lunchtimes with the focus of engaging less motivated children (sporty children also allowed to join in).</p>	<p>Free</p> <p>£6,000</p>	<p>competitions between year groups, had special coach sessions in different activities during PE lessons for the week, and had great fun during sports day. All teachers saw high participation in events on sports day, children all took part in at least 3 events. Children that sometimes did not join in with PE, joined in with activities on sports day. Key children were given opportunities to help and be part of the organisation of sports day events once they had met their competing capacity.</p> <p>A higher than normal number of parents engaged with sports day and left positive comments about the event. A large amount of them took part in the parent race, which all children loved cheering for!</p> <p>Teachers took part in teacher race at sports day to show children that everyone can compete in sport – the children loved cheering this on!</p> <p>More children have been seen taking part in sport and active play during their lunchtime</p>	<p>again next year so their leadership comes at no extra cost. Play workers supervised some activities, but did not stop competing their normal roles.</p> <p>PESSN also offer a sports leader training programme that we can sign our Year 6 leads up for in September. This is included in our PESSN spend.</p> <p>ActiveEdge coaches are really good. They are already completing teacher CPD, but next academic year it would be good to enable play and lunchtime staff to carry out sport activities with them, so if they are not with us in the future, the sporting activities can continue.</p> <p>Next step:</p>
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<ul style="list-style-type: none"> - SEND pupils not consistently accessing PE and Sport provision and identified as lacking fundamental movement skills. 	<ul style="list-style-type: none"> - Scheduled weekly intervention programme with sports coach (PESSN) working alongside SEND support staff. This CPD to help staff complete PE activities with their focus children outside of PESSN lessons/. - SEND children to take part in a number of festivals throughout the year to engage them in physical activity and grow their movement skills. - New afterschool club dedicated to SEND children with qualified SEN sports coach. 	<p>See key indicator 3</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Increased awareness amongst the school community regarding active minutes every day. Pupils are aware of how active they need to be throughout the day and know the benefits of meeting this. Children care able to talk about this when asked. - An increase in activity throughout the school day including travelling to and from school, at break times and outside of the school day. - Celebration of the success of pupil's attempts to increase the time they physical activity for. 	<p>Sustainability:</p> <ul style="list-style-type: none"> - SEND TAs this academic year have all had CPD in SEND PE. This is something they can continue to use and develop with children they work with next academic year. As these staff grow in confidence, they will be able to show other TAs activities and games that work with SEND children, so eventually all staff are skills in working in

			<ul style="list-style-type: none"> - SEND pupils receive support from confident staff in curriculum PE to allow them to access. <p>Impact:</p> <ul style="list-style-type: none"> - SEND children access PE more. - EYFS SEND children have improved physical development scores, especially in gross motor. - SEND staff are more confident in delivering PE or sporting activities with small groups, which allows children to continue to develop and be active outside of SEND PE lessons and festivals. 	<p>physical activity with SEND children.</p> <p>Next steps:</p>
<p>Improve active play and engagement in 60 active minutes a day for all EYFS children.</p>	<ul style="list-style-type: none"> - Continue weekly PE coach sessions for Nursery and Reception children. - Reinvest in PE and play equipment for EYFS. This is to be used in their PE lessons and in their outside area. (Benches, balls, stepping stones, digging resources, mixing resources, throw and catch games, jumping shapes.) - PE lead to lead training for EYFS team on how to use bar equipment in top hall so this can be done in small groups outside of PE lessons. - PE lead/ Reception teacher to teach EYFS physical phonics games using the 	<p>See key indicator 3</p> <p>£6,000 top up from membership</p> <p>Free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - 84% of children in Reception met the early learning goal for gross motor physical development in the 2023/24 academic year. - Children have been engaged in the outside area. They run, climb, dig and play, building their gross motor skills. - Children enjoy physical phonics games and play these independent of adults. - Children enjoy using the wall bars and TAs have taken children to use 	<p>Sustainability:</p> <ul style="list-style-type: none"> - New equipment will not need to be replaced for up to 5 years as long as they are looked after well. - Equipment will be kept in shelter (never outside in the rain), children will be taught how to use it responsibly to ensure it is not broken.

	<p>free resources to be used outside as part of active learning.</p> <ul style="list-style-type: none"> - Children and staff to be made aware of government 60 minute daily targets and encourage all children to spend time in the outside environment using gross motor skills (mud kitchen, sand pit, water tray, planting areas, as well as 'PE' activities like obstacle courses and riding bikes/ scooters. - EYFS to also take part in walk to school week. Children encouraged to walk/ scooter/ cycle to school regularly. This to be an ongoing conversation with children and parents. 	<p>Free</p> <p>Free</p> <p>(Included in whole school walk-to-school-week price)</p>	<p>them as part of brain break and small group work.</p> <ul style="list-style-type: none"> - EYFS children have all made good progress in their PE skills. They demonstrated lots of these during their successful sports day event. - Most children in EYFS scooter to school when the weather is nice. <p>Impact:</p> <ul style="list-style-type: none"> - A greater range of children are taking part in physical activity during independent learning and play times. - Children in EYFS have better coordination and gross motor skills. - Children are fitter than previous EYFS cohorts. 	<p>Next step:</p> <p>-</p>
Swimming	<ul style="list-style-type: none"> - Year 6 catch up swimming will be held in the summer term. 	<p>£1,500</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Both years 5 and 6 have had their extra swimming lessons and a higher percentage of children than last academic year can swim 25m (50% compared to 47%). - Teachers noticed improvements in children's abilities and confidence over their swimming blocks. - Year 5 children commented on children saying they, "hoped 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Children have now had 3 terms worth of swimming lessons whilst at Grange Primary School. Each time they have grown in confidence and ability. Teachers have encouraged parents to take their children swimming outside of school, and the

			<p>to go swimming at the weekend”, when previously they had never spoken about swimming.</p> <p>Impact:</p> <ul style="list-style-type: none"> - Children are more confident with safe rescues in water. - Children are more confident swimmer, particularly in front crawl. - Children are safer around water in their local environments, and would be calmer and have a better understanding of how to help themselves if the situation arose. 	<p>children’s excitement around swimming might help this to happen. If children consistently practice swimming, they will be safer around water throughout their lives.</p> <p>Next steps:</p>
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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:

Intent	Implementation		Impact	43%
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
Further raise the profile of sport (and the SP money) in the school.	<ul style="list-style-type: none"> - Celebrate all sporting achievements in school through assemblies and newsletter posts. Sports leaders to write some of the posts and present award. - Celebrate sporting achievements achieved in the wider community, eg, sports clubs. - Take photos of PE lessons and sporting events and display them in the sports hall and in newsletter posts. - Arrange sports day where children can engage in a range of sporting activities. - Help children to understand and identify the sporting activities that they are doing in school and outside of school (eg. active brain breaks, PE lessons, clubs, sports weeks, walk to school). This will be done through assemblies and teachers identifying and telling the children. 	<p>Free</p> <p>Free</p> <p>Free</p> <p>Free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Awards and certificates given to children in assemblies after completing tournaments and competitions. - Achievements from outside of school celebrated in assemblies. - Lessons to encourage healthy lifestyles taught in PE and PSHE. - PE displays showing children’s learning and key vocabulary present throughout the school. - Evidence of EYFS PE in floor books. - Children completed work booklets during walk-to-school week. These were celebrated in assembly. <p>Impact:</p>	<p>Sustainability:</p> <p>All free and able to continue into the future.</p> <p>Next step:</p> <p>-</p>

	<ul style="list-style-type: none"> - Participate in walk to school week and make this a focus in assemblies. Teach children about the benefits of walking to school and daily out of school exercise. - New boards to be put up in the sports hall. These to show good practice photos of PE lessons. - Hold assemblies to help children recognise that they are doing at least 30 minutes of exercise every day, including things that they are doing before and after school. Recognise these achievements in assemblies. - Promote PE, healthy lifestyles and being active through school newsletters, school council and social media. - Update parents on sporting festivals, clubs, and local club events via school communication. - PE lead to write the sports premium report and publish this on the school website to ensure the wider community's knowledge of how the funding is being spent. - Run more in school competitions and festivals to further raise the profile of P.E.. 	<p>£6,000</p> <p>Free</p> <p>Free</p> <p>See below</p>	<ul style="list-style-type: none"> - Children have a greater knowledge of the sporting activities taking place in and outside of school. - Sport has a high and positive presence within the school and is featured in newsletters and on the website. 	
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	<ul style="list-style-type: none"> - Host competitions and sports leaders to run assemblies teaching others about achievers in sports. - Children to have optional P.E. half term homework to research a sports person and create a project about them. 			
<p>Release PE lead approximately once every term to monitor and develop PE across the school. More time might be needed during the summer term when there are lots of events including sports day.</p>	<ul style="list-style-type: none"> - PE lead to be released from class one day per term. - PE lead to attend meetings with other PE leads. - PE lead to monitor and assess the teaching of PE across the school. Check that planning is being used accurately, lessons are being taught to a good level and that assessment is being done correctly. If improvements are needed, time to support teachers will also be necessary. - PE lead to organise sports week and sports day. - PE lead to ensure that we reach the standards for and then apply for the Silver School Games Mark again. - PE lead to research and write the Sports Premium report. 	<p>Free – after school</p> <p>Free - cover provided internally.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - PE lead was able to attend the school sports meetings and further CPD recorded in Middle leader log - We retained the silver school games mark this academic year. - Sports week included a number of intra school activities and sports day was a whole school success. - PESSPA report written. <p>Impact:</p> <ul style="list-style-type: none"> - Children will have access to a better PE curriculum throughout school and will be able to access a greater variety of sports at a higher level. - Staff feel confident teaching PE at Grange. 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Lots of cover for PE lead was done internally this year with no extra cost to the school. - Lots of things set up by the new PE leads this year will be continued next year, so less time out of class will be needed. <p>Next steps:</p>

<p>Children's mental health and wellbeing is increased through physical activity.</p>	<ul style="list-style-type: none"> - Children to take part in a health and wellbeing week that focuses on developing strategies to create a mindful sense. - Children will be carrying out a yoga session, mindfulness through art, sports activity, and a science investigation with of focus on health and biology. 	<p>Free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Children completed yoga sessions within their classes documented on the school Instagram and in EYFS floorbooks. <p>Impact:</p> <ul style="list-style-type: none"> - The impact of this week had a positive impact on the pupils understand on mental health and wellbeing. and mental health lead. - Some children have continued to use strategies practiced during mental health week to help them when they have struggled through the year. 	<p>Next steps:</p> <ul style="list-style-type: none"> -
<p>All children from Year 1 to Year 6 to complete 2 hours of timetabled PE lessons a week.</p>	<ul style="list-style-type: none"> - Every class has two PE lessons timetabled a week. These sessions are one hour each. - Every class has at least one coach session a week, where a trained PE coach delivers sport-specific coaching for children (and CPD for teachers). - The PE timetable works as such that the teaching of PE can be indoors or outdoors depending on the weather. A PE lesson will never be cancelled due to poor weather a session would take place inside instead of outside. 	<p>See key indicator 3.</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Year 1 – Year 6 have to PE session every week. These are timetabled and can be watched by members of staff. - PE lessons are documented through photos and videos in the assessment folder. <p>Impact:</p> <ul style="list-style-type: none"> - Children are showing great improvements in skill- 	<p>Sustainability:</p> <ul style="list-style-type: none"> - PE plans are running throughout the school and teachers are confident teaching from them. There will not be significant changes to any plans in the upcoming future. - Teachers have now received CPD for all PE areas within their current year group

	<ul style="list-style-type: none"> - Curriculum maps and unit planning are in place. Planning has clear differentiation, skill progression and is inclusive. PE plans stretch the highest children as well as have steps to improve lower ability children. - Lesson observations to have a focus on our SEND pupils. - Lesson observations to have a focus on gifted and talented PE pupils. 		<p>based lessons, in games and during inter-school festivals.</p> <ul style="list-style-type: none"> - Pupils perceive PE to be as important as all subjects. - Lessons are adapted depending on the facilities and the equipment available. 	<p>(see indicator 3), and will be able to take this expertise into future teaching.</p> <ul style="list-style-type: none"> - Pupils will continue to progress and challenge themselves as they move up the school. - Timetable is incorporated within school life and runs alongside timetables for all other subjects. This will continue. <p>Next steps:</p> <ul style="list-style-type: none"> -
<p>Ensure children have sufficient equipment to participate effectively in all curriculum PE.</p>	<p>PE lead to purchase equipment that is needed to enable children to participate in PE lessons and clubs.</p> <ul style="list-style-type: none"> - Tidy sports cupboard and ensure that it stays tidy and that equipment is 	<p>Total equipment spend (excluding EYFS above):</p> <p>£800</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Children are able to participate in a wide range of sports effectively with appropriate equipment. <p>Impact:</p> <ul style="list-style-type: none"> - All children able to participate in PE without needing wait a long time to taking turns. - Pupils are able to participate in the new sports offered within the new PE 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Most equipment will be long lasting if looked after properly. - Equipment has been counted and teachers made responsible for equipment shared for their year group. - Teachers made aware of the

	kept in cupboard instead of around the school.		curriculum due to the new equipment. - Sports such as gymnastics are being taught in a more effective way thanks to new, safer equipment.	amount spent on new equipment and made part of the solution to keeping it safe and in good condition. Next step:
Improve Year 1 – Year 6 attendance at competitions and festivals, all children to know they will have a chance to take part in at least one festival each year.	<ul style="list-style-type: none"> - Work/liaise with PESSN to organise enriching festivals/events for every class in school. - Competition calendar to be printed and visible for all staff to see in the staff room. Also shared electronically and added to the school calendar. - PE lead to enter non-PESSN events as well. 	See key indicator 5.	Evidence: <ul style="list-style-type: none"> - Every year group from Year 1 to Year 6 has taken part in at least one sports festival with PESSN this academic year. - KS2 have taken part in over 4 festivals per year group. - The school has taken part in festivals organised by charities and sports groups outside of PESSN. Impact: <ul style="list-style-type: none"> - Children have improved in areas of their sporting ability. - Children have had an opportunity to be chosen to take part in sports that they are great at. 	Sustainability: <ul style="list-style-type: none"> - We have completed a greater number of intra-school competitions between year groups this year based on the models shown at PESSN. This means that we are able to organise and complete our own events in the future. - We have taken part in sport charity festivals this academic year and will continue to look out for these opportunities to

			<ul style="list-style-type: none"> - Children have taken part in competitive sport. - Children have improved their sportsmanship, improved social skills through mixing with other children, they have accessed their local community and visited local sports facilities. - Children have been proud of their sporting achievements this academic year. - Children's achievements in sports have been celebrated in assemblies, so other year groups know what their peers have done. This give them excitement for future year groups. 	<p>keep the cost of festivals down for the school.</p> <p>Next steps:</p> <ul style="list-style-type: none"> -
Children to audition and take part in Grange has got talent show.	<ul style="list-style-type: none"> - PE leads to organise Grange has got talent. - Acts within this to audition and perform in front of the rest of the school. - Acts to be encouraged to be 'active', eg, football/ gymnastics/ basketball/ dance skills. - Rest of school to watch and vote. 	Free	<p>Evidence:</p> <ul style="list-style-type: none"> - Children loved the talent show! - Over 100 children auditioned for the event. - Many children auditioned with an active skill. (Skating, juggling, 	<p>Sustainability:</p> <p>Completely free!</p> <p>Next steps:</p> <ul style="list-style-type: none"> -

	<ul style="list-style-type: none">- Build a hype for the event and hopefully encourage practice of skills.		<p>dancing, football, basketball, gymnastic skills, catching – as well as singing, sometimes with choreography!)</p> <ul style="list-style-type: none">- Teachers performed a dance. <p>Impact:</p> <ul style="list-style-type: none">- Whole school engagement in the show.- Children practiced their sports/ events in the playground in the weeks leading up to auditions and the show.- Children continued to do their talent with their friends in the playground after the show.- High parental engagement asking to watch the video of the show.- Children were all excited for another talent show.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	89%
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 practice.	Make sure your actions to achieve are linked to your intension:	Funding allocated:	Evidence of impact: What do pupils know and what can they now do? What has changed?	Sustainability and suggested next steps:
- Ensure all pupils experience high quality teaching and learning in PE .	<ul style="list-style-type: none"> - Each member of staff and class have one lesson of PE taught by a qualified sports coach weekly for the academic year (delivered by PESSN coaches). Session to be CPD for teachers, and to include a mix of observing and team teaching, so that Grange can develop and build on this good practice during their teaching in the second lesson of the week. - 2 ECT's new to teaching and those that lack experience with teaching PE to be given additional support that enables them to increase their confidence and competency. A designated sports coach (PESSN) to team teach with all NQT's, NQT+1 and ETC'S staff in curriculum 	PESSN teacher PE CPD and TA SEND CPD = £6,000 top up fee ActiveEdge teacher and TA CPD = £8,000	Evidence: <ul style="list-style-type: none"> - PE lead has given questionnaires and asked staff about their strengths and weakness in PE teaching. Sessions in a variety of sports have been put into place to help improve teacher's confidence and quality of teaching. - In later questionnaires teachers have reported feeling more confident in areas of PE and have felt benefit from the CPD. - Confidence of staff has also been measured by entry and exit survey completed by PESSN staff member delivering team teaching - PE leads have observed PE lessons across the school, and PE lessons are 	Sustainability: <ul style="list-style-type: none"> - Grange staff are confident teaching PE in the year groups that they work in. - TAs attend PE lessons so are also familiar with the activities, expectations and goals of PE lessons. - Teachers can transfer the skills learning in their current year group to future year groups.

	<p>time to work on the specific needs of each teacher.</p> <ul style="list-style-type: none"> - All teachers access PE planning provided by PESSN and the planning is of a high quality that meets national curriculum expectations, is age appropriate and is understandable for staff with good pedagogical principles applied. - Throughout the academic year PE lead to complete staff surveys to find out areas of confidence and less confidence when teaching PE. Based on this, PE lead will choose staff needing additional coaching sessions/ CPD opportunities. - ActiveEdge coaches to provide additional CPD for teachers. - Active edge coaches to provide sports club CPD for teachers and TAs. - 		<p>of a good quality with the needs of all children being met.</p> <ul style="list-style-type: none"> - Children are making good progress in PE lessons. <p>Impact:</p> <ul style="list-style-type: none"> - Pupils receive high quality teaching and learning in PE because members of staff have increased their knowledgeable and confident. As a result, more pupils are achieving end of year and Key stage objectives. - Staff new to the school are teaching PE lessons to the high standard expected at Grange. - Children are Grange compete well in borough-wide tournaments and festivals because they have a good level of skill when attending sporting activities. - Children are happy and confident when taking part in PE lessons. - Children are safe when taking part in PE session. 	<ul style="list-style-type: none"> - This is an effective way to spend the sports premium funding and ensure that high quality teaching is happening consistently across the school. <p>Next steps:</p> <ul style="list-style-type: none"> -
<ul style="list-style-type: none"> - Employ PE & School Sports Network Coach 	<ul style="list-style-type: none"> - Access for all class from EYFS to high quality PE lessons. - Lessons to be taught alongside class teacher and TA. - Termly reviews/observations to be conducted by PE Coordinator and Network Manager. 	<p>See cost above.</p>	<ul style="list-style-type: none"> - Pupils receive high quality teaching and learning in PE from trained PE coaches. As a result, more pupils are achieving end of year and Key stage objectives. 	<p>All pupils have a weekly PE session with the sport coaches. All lessons are differentiated and allow all pupils to access the curriculum through high quality PE session.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation	Impact		£14,000 89%
Your school 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 practice:	Make sure your actions to achieve are linked to your intentions.	Funding allocated:	Evidence of impact: What do pupils know and what can they now do? What has changed?	Sustainability and suggested next steps:
An improvement in range and quality of PE equipment accessible to all pupils to be made	<ul style="list-style-type: none"> - An audit and inspection of all PE equipment to be made ensuring all equipment is safe and usable. - An inventory of required equipment to be made with focus on additional equipment that will enhance provision (broader range of experience) 	(see indicator 5)	<ul style="list-style-type: none"> - Pupils access high quality, safe equipment throughout the school during curriculum (see above, key indicator 2).	Sustainability: PE Equipment has been brought and the new range of equipment has ensured that our pupils have had access to a full range of sports.

				Next steps:
Cycle confident	<ul style="list-style-type: none"> - Opportunity for children to learn how to safely ride a bike throughout a 1-2-week programme. - Year 2 and 5 have accessed Bikeability and Cycle confidence sessions and have complete level 1 and level 2. - We will 	Free	<p>Evidence:</p> <ul style="list-style-type: none"> - Photos - Coaching - Instagram posts. <p>Impact:</p> <ul style="list-style-type: none"> - Children are prepared for secondary school. - They develop a sense of independent and a new skill. - Children are more confident and safer on bikes in their local areas. 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Bikes were purchased in the past and are still in good condition. Bikes to continue to be maintained. - The sessions are free so sustainable for the future. <p>Next steps:</p> <ul style="list-style-type: none"> -
Dance Festival & Workshops	<ul style="list-style-type: none"> - Pupils take part in international dance routines as part of our end of year topic session and PE sessions. - Make links with music lead sending music from different times and places throughout the year. - Dance squad compete in dance festival against other primary schools. 	Free Included in PESSN	<p>Evidence:</p> <ul style="list-style-type: none"> - All pupils took part in an extra opportunity to develop the dance curriculum while learning dances from different countries that linked to their Topic sessions. <p>Impact:</p> <ul style="list-style-type: none"> - The children are given an opportunity to be exposed to different genres of dance while 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Dance was linked to our Summer 2 topic about countries of the world. This can be continued within topic and PE lessons each year. - The dance festival was included within

	<ul style="list-style-type: none"> - Dance clubs competed in the school talent show. 		<p>still meeting the PE learning objectives.</p>	<p>our PESSN contract and this will be continued.</p> <p>Next steps:</p> <p>-</p>
<p>Maintain a full timetable of extra-curricular clubs in a range of sports. (2023/24 school year)</p> <ul style="list-style-type: none"> - Provide children with a range of sporting opportunities. - Provide children with a greater understanding of health and wellbeing. - Engage a wider number of children in sport provision. <p>Encourage children to take part in these sports outside of school.</p>	<ul style="list-style-type: none"> - TAs to lead activities, to replenish equipment when needed. - Extra-curricular timetable to be advertised on the website, on notice boards, in classrooms. Letter to be produced by the office staff, handed out to all classes at the start of the academic year. - Sports leads to work closely with local sporting clubs and charities to increase our range of extra-curricular sports. <p>Autumn:</p> <ol style="list-style-type: none"> 1. Football club (KS2) (1 hour) – 2. Football club (KS1) (1 hour) – 3. Football club (KS2- girls) (1 hour) – 4. Dance club (Ys 1,2,3) (1 hour) – 5. Dance club (Ys 4,5,6) (1 hour) – 6. Dodgeball (KS2) (1 hour) – 7. Multisports (SEND) (1 hour) – 8. Judo and Netball (KS2) 1 hour <p>Spring:</p>	<p>PESSN Clubs over the year = £6,000</p> <p>ActiveEdge Clubs over the year = £8,000</p> <p>Other clubs run by school staff = free.</p>	<p>Evidence</p> <ul style="list-style-type: none"> - Weekly registers of attendance - Children participate in a higher amount of sports clubs - A high number of SEND children attend clubs - A high number of PP attend clubs - A high number of EAL children attend clubs - Positive pupil voice with many asking if clubs will be on again next year/ term. <p>Impact</p> <ul style="list-style-type: none"> - Children now enjoy a range of different clubs - Children can choose from a range of different clubs and learn their preferences and may choose to join clubs outside of school based on these decisions. - Children have a greater self confidence in a range of sports which helps them participate in PE lessons. 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Develop a teacher-led sports club rota where each teacher runs – Potentially have the teacher shadow a club for the first half term and then teach it themselves the second if they are not confident. (Also a next step). <p>Next step:</p>

	<p>Summer:</p> <p>-Run a greater amount of KS1 sports clubs/ activities during break and lunch times, possibly by the sports leaders.</p> <p>Greater focus on including children with SEND in PE clubs, especially those with EHCPs.</p>			
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Impact	£6000 £33
Your school 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 practice:	Make sure your actions to achieve are linked to your intentions.	Funding allocated:	Sustainability and suggested next steps.
<p>Taking part in interschool sports tournaments, leagues and festivals through the PESSN.</p> <p>Have an increased number of children in the school take part in competitive sport.</p> <p>Children across the school enjoying sport that is inclusive and purposeful.</p>	<p>PE lead to sign Grange Primary School up for relevant competitions in the Southwark cluster through PESSN.</p> <p>PE lead to sign Grange up for other tournaments and festivals that come up throughout the year (eg, Sportinspire charity multiskills tournament).</p> <p>PE lead to sign Year 5 and 6s up to football league.</p> <p>PE lead to sign girls up to the girls football league.</p> <p>Staff to be given time to organise transport to tournaments if needed.</p> <p>PE lead to look into a range of sporting events and enter children into a range of sports tournaments, competitions</p>	<p>PESSN sports festivals over the year = £6,000</p> <p>Charity festivals = free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - A range of children from very sporty to not confident in sports have taken part in a range of sports events over the year. - Whole year group events have taken part in Years 1,2,3,4,5 and 6. - High number of PP children have taken part in sports competitions and events and enjoyed them. - Selected children have had the opportunity to take part in higher level sporting festivals including: <ol style="list-style-type: none"> 1. Football 2. Cross country 3. Gymnastics 4. Netball 5. Athletics 6. Tag rugby - Results have been published in <p>Sustainability:</p> <ul style="list-style-type: none"> - The competitions that we enter are mostly part of the PESSN deal that we get alongside coaching, planning and CPD. This is sustainable as long as the funding continues. If funding changes, we will need to make more links with local secondary schools to engage with interschool competitions. <p>Next steps:</p>

	<p>and festivals over the year. This is to include events at different levels:</p> <ol style="list-style-type: none"> 1. Higher – competitions for children that have developed skills in a particular sport and have been selected to compete in competitive tournaments in that sport. There are results, winners and pathways. 2. Aspire – festivals and competitions about participation aimed to inspire children to come back to a club in our out of school in the sport completed in the festival/competition. 3. Inspire – These are purely about participation, giving children a safe environment to try something fun and new. These events focus on multi skills and there are no winners. <p>Whole class events and tournaments to be used as often as possible so that the maximum amount of children in a year group can participate in competitive sport at some level.</p> <p>PE lead to choose gifted and talented children appropriately for higher level sporting events with the help of class teachers, SENCO and SLT.</p> <p>Achieve an improved games mark</p>		<p>newsletters and assemblies.</p> <ul style="list-style-type: none"> - Children have commented on how much they have enjoyed playing against other schools. - Staff have been proud of the commitment and behaviour of children when attending inter-school competitions. - Grange Primary has achieved the Silver Schools Games award. <p>Impact:</p> <ul style="list-style-type: none"> - A range of children has competed in inter-school competitions. - Children are building emotional resilience to the challenges faced when participating in competitive sport. - Children have learnt new skills - Children have had opportunities to work with coaches from across the borough. - Children have improved the amount of physical activity they take part in. 	
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	<p>This ensures that children who do not like competing in sport are able to take part in a range of new and different physical activities.</p>			
<p>Provide a greater number of opportunities for children to participate in intra-school competitions.</p>	<p>PE lead to be given time out of class to increase the number of intra-school competitions.</p> <p>PE lead to organise more intra-school competitions. More competitions between teams and year groups. Base this on learning taken place in similar year groups (eg. if both are doing basketball/ football/ rounders).</p> <p>PE lead to organise competitions with different year group teachers.</p> <p>PE lead to work with sports leads to manage and judge/ referee the competitions.</p> <p>PE lead to work with sports leaders to ensure that there is sufficient equipment for competitions to take place.</p> <p>PE lead to work with sports leaders to promote the outcome of intra-school competitions in assemblies, newsletter and website posts.</p> <p>A higher number of lunchtime competitions to be run on the field.</p>	<p>Intra-school events covered within school = free</p>	<p>Evidence:</p> <ul style="list-style-type: none"> - Children have competed in intra-school sports competitions. - Results have been published in newsletters and assemblies. - Children have commented on how much they have enjoyed competing. <p>Impact:</p> <ul style="list-style-type: none"> - Most children in the school have been able to complete in competitive sport, mostly within class or during virtual sports challenges. - Children are building emotional resilience to the challenges faced when participating in competitive sport. 	<p>Sustainability:</p> <ul style="list-style-type: none"> - Currently done a lot by PE lead. <p>More could be done within year groups and partner classes to make this more sustainable (see next step).</p> <p>Next steps:</p>

Maintain the Silver Schools Game Mark	<p>PE lead to re-apply for the Silver School Games Award (24/25)</p> <p>PE lead to ensure that we meet the requirement for the Silver School Games Award (see website for this year's guidelines).</p> <p>Teacher to use tools on school games mark website to ensure sport is completed by children across key stages by all children.</p>	Free	<p>Evidence</p> <ul style="list-style-type: none"> - re-applied for Silver School games and successfully achieved it. - Took part in the evaluation of sports completed at our school on the School Games website which has given us a roadmap for next academic year. <p>Impact:</p> <ul style="list-style-type: none"> - Children across the school of all abilities have taken part in sporting activities and festivals at a competitive level (whether beginner, intermediate or advanced). 	<p>Sustainability: Continue to provide time and opportunities for sports lead and children.</p> <p>Next steps:</p>

Signed off by	
Head Teacher:	Rebecca Benjamins
Date:	September 2024
Subject Leader:	Leena George
Date:	September 2024
Governor:	

Date:	
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With thanks to Association for PE and Youth Sport Trust for creation of this proforma and supplementary materials giving guidance on how the PE and sport premium can be effectively spent.

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