



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by



This template can be used for multiple purposes:

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

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

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

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

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

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



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

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

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

Swanwick Primary School

PE and School Action Plan 2023-2024

At Swanwick Primary School, we receive PE and Sport Premium funding based on the number of pupils in years Reception to year 6. In most cases, the DfE determine how many pupils in the school attract the funding using data from the previous January school census

Funding for 2023– 2024 is £19,410 raised from after school clubs

Schools like Swanwick Primary school each receive £16,000 plus £10 per pupil.

The DfE provide advice and guidance on how the PE and School Sport funding is to be used.

They state that schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we should use the premium to:

1. Develop or add to the PE and sport activities that our school already offers
2. Make improvements now that will benefit pupils joining the school in future years For example, we can use our funding to:
 - a. hire qualified sports coaches to work with teachers
 - b. provide existing staff with training or resources to help them teach PE and sport more effectively
 - c. introduce new sports or activities and encourage more pupils to take up sport
 - d. support and involve the least active children by running or extending school sports clubs
 - f. increase pupils' participation in the School Games g. run sports activities with other schools

The DfE has stipulated that we should not use our funding to:

1. Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of our core staffing budgets
2. Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach our existing PE curriculum)

Rationale behind Swanwick Primary School Action Plan

This action plan has been created based on the 5 key indicators set out in the guidance for the spending of Sports Premium. These indicators are:

- Key Indicator 1: The engagement of all pupils in regular physical activity.
- Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement
- Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Key indicator 4: Broader experience of a range of sports and activities offered to all pupils
- Key indicator 5: Increased participation in competitive sport

By addressing these areas, we aim to:

- Improve the health, fitness and wellbeing of children by increasing activity levels
- Improve the quality of Teaching and Learning
- Increase participation in intra-school and inter-school competitions
- Encourage more pupils to take part in sport and be active
- Increase/improve resources
- Increase the range of sporting activities on offer

Review of last year's spend and key achievements (2022/2023)

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> To increase activity levels in children and change long term attitudes towards exercise by running the Swanwick Kilometre. To increase active bursts within lessons to improve concentration and activity levels and fitness in children. To increase the quality of teaching within PE sessions. To continue to increase the subject knowledge of staff and confidence in PE teaching. PE learning walks to support the teaching and assessment of PE and identify areas of development. To increase the amount of competitive sport opportunities for pupils. Increase levels of participation in whole school sporting activities and challenges. 	<ul style="list-style-type: none"> Children continued to be active during the school day with an increased uptake in the Swanwick Kilometre. A new certificate 'Ultimate' for 100km was introduced. A small number of children achieved this. Baseline scores collected part way through the year and starting to show some improvement in running distances. The activity trolley has increased activity levels at break and lunch times and has been supported by the mini leaders. Mini leaders running activities at lunch times supported by sports coach. Children recorded the hours they led activities as a mini leader and received certificates. Staff received CPD in the teaching of Games, Dance and Gymnastics. A new format to increase the effectiveness of the CPD was trialed and will continue next year. Curriculum overviews have been updated and shared with staff. Staff survey used to identify areas of strengths and areas for further support for the next year. New assessment grids trialed in PE. These will continue next year. Competitions were attended by children of different abilities. School entered a combination of development and elite competitions and festivals in KS1 and KS2. 	<ul style="list-style-type: none"> Continue to collect baseline scores for the distance each child can run each half term. Staff to ensure this is counted accurately to ensure clear data. New sports coach to support active lunch times and support mini leaders. Continue to create links with clubs outside of school, promoting through the Swanwick story. Identifying those children who are less active and using student voice to hold a lunch time coach to engage these children. Offer a broader range of Physical activities, this needs to be timetabled with the sports coach and equipment availability. Provide additional CPD to staff within PE lessons through the AVSSP sports coaches. Teachers to work alongside the coach and work towards leading the final lesson with the support of the coach. Review and update the PE section of the school website. Introduce staff hoodies to raise the profile of PE. Liaise with School Governor to discuss current plans for PE, Sports and Curriculum as well as to confirm the planned spending. Introduce an active wall to enhance activity levels during break, lunch and curriculum times.

- Use school website and Swanwick story to celebrate success and sign-post to clubs to encourage participation.

- Sports days took place in KS1 and KS2 with parents able to attend. Children, parents and staff enjoyed the events.
- AVSSP coach included year group or class competitions at the end of each unit of work in games lessons led by them.
- Sporting success continued to be celebrated in the Swanwick Story each week, when events have taken place, as well as presentations in assemblies and a dedicated PE display.

Key priorities and Planning

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Swanwick Kilometre</u></p> <p>To increase activity levels in children and change long term attitudes towards exercise by running the Swanwick Kilometre.</p> <p>Embed the Swanwick KM within the school day</p> <p>Continue with our fitness initiative, Swanwick Kilometre. The whole school will be completing as many laps as they can each week of the school Swanwick Kilometre routes on the playground or field.</p> <p>The Swanwick Kilometre will record the distances run by each child as they work towards different distances. Certificates of achievement will be awarded for 5km, 10km, 20km, 40km and 100km (ultimate certificate).</p> <p>Target children who are less active and support them by teaching ways of increasing the distance they can run. This could be done by looking at last years. spreadsheet and identifying children who didn't achieve a certificate.</p> <p>Support staff to ensure that the spreadsheets are completed fully each week to ensure certificates are awarded in each class.</p> <p>Staff to record the number of laps each child can run in 5 mins each half term.</p> <p>Share with staff ways to make the Swanwick KM more effective through a staff meeting. Look for ways to enable children to see it as a competition within</p>	<ul style="list-style-type: none"> • Teaching and support staff • Pupils • AVSSP coach • Lunch time staff 	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Children showing increased activity levels outside of the PE lessons.</p> <p>More pupils meeting their daily physical activity goal.</p> <p>Staff meeting at the start of the year to identify expectation and reminders weekly in assembly. Reminders each half term to complete the timed lap.</p> <p>KT/HM to check in termly.</p> <p>Evidence: Spreadsheet of results, photos, child survey, certificates. Spreadsheet showing progress.</p>	<p>£90 for new Bronze and silver certificates</p>

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<p>class and against themselves.</p> <p>KT/JF to model how the swanwick km can be run showing how to encourage children to run for longer.</p> <p>Identify challenges to motivate children further to run for longer including combining with the active wall. Sports council members to assist with this.</p> <p>Look for ways that EYFS can add to their additional 15 minutes a day- audit provision with EYLead and investigate resources needed for physical development- gross motor.</p> <p><u>Sports council</u></p> <p>To set up a Sports Council with a clear role in school PE and Sport improvement.</p> <p>Children to apply for the role of Sports Council.</p> <p>Successful children to be trained on their role. Photograph of children to be displayed on PE noticeboard and shared in the Swanwick Story.</p> <p>Sports council members to meet termly to identify areas in which PE and school sport can be improved. Children to take on tasks to gain pupil voice from their class.</p> <p>Children responsible for identifying additional equipment needs and placing an order for play equipment.</p>	<ul style="list-style-type: none"> • PE lead – KT • Pupils 	<p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Children meeting regularly.</p> <p>Children's feedback used to plan clubs and events.</p> <p>Children feel they have a voice in shaping their opportunities for PE and school sport.</p>	<p>£29.40 badges</p>

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<p><u>Active breaks and learning</u> To increase active bursts within lessons to improve concentration and activity levels and fitness in children.</p> <p>Continue to look for further ways to be active within lessons beyond super movers, go noodle, ageless grace and active wall.</p> <p>Staff to look for opportunities to be active whilst learning. Staff to share active ideas they have used within class. Share a different active break or lesson idea once a term.</p> <p>Continue with Forest schools across more year groups.</p> <p>Book a skipping workshop. Run skipping challenges linked to the Dan the skipping Man workshops.</p> <p>Continue to use the activity trolley at breaks and lunch times. Purchase additional balance boards. Sports council members to identify equipment children would like for active breaks. Sports council members to purchase equipment from given budget.</p> <p>Purchase 2 activeall walls to increase physical activity during lesson times and break times.</p>	<ul style="list-style-type: none"> School staff Pupils 	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p> <p>Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>KT/HM</p> <p>Meeting to share and remind about ideas and go through possible resources.</p> <p>Speak with TD and LB</p> <p>Hold skipping challenge assemblies.</p> <p>Evidence: Learning walks, survey, planning, discussion with staff.</p>	<p>Skipping workshop costs £485</p> <p>Activity trolley equipment costs £150</p> <p>Activwall costs: £3400</p>

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<p><u>Sports outside the curriculum</u></p> <p>Introduce new sports or activities and encourage more pupils to take up sport.</p> <p>Reception, Y1, Y2 – pirate obstacle course to support transition and encourage teamwork and resilience</p> <p>Years 3, 4, 5 and 6 to take part in the tough runner course towards the end of the year to support transition to encourage teamwork and resilience.</p> <p>Continue link with Swanwick Hall Cricket Club and Derbyshire Cricket to run 'Chance to Shine' sessions.</p> <p>Continue link with Sleetmoor United and look at ways of having a coach coming into school.</p> <p>Continue the link with Ripley Netball and look at the option of a coach running a session in school.</p>	<ul style="list-style-type: none"> Teaching and support staff Pupils 	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p> <p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p> <p>Key indicator 5: Increased participation in competitive sport.</p>	<p>More pupils encouraged to take part in PE and Sport Activities.</p> <p>Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas.</p> <p>Links made between sport, exercise and health.</p> <p>Increased opportunity to compete against peers.</p> <p>Evidence: Sports survey, links with clubs, photos.</p>	<p>Costings:</p> <p>Tough runner: £645</p> <p>Ozzy obstacle course: £550</p> <p>Chance to shine £0</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Active breaks</u></p> <p>To sustain activity levels at lunchtimes and break times.</p> <p>Use AVSSP coach to run fitness, skipping and other activities at lunch.</p> <p>AVSSP coach to work with HM and mini leaders to continue their role and enhance the range of activities. Provide some coaching for the mini leaders with fresh activities.</p> <p>Midday staff to use long ropes for skipping.</p> <p>AVSSP coach and school staff to work on a different sporting value each term. Promote this value within an assembly. Sporting values: determination, honesty, passion, respect, team work, self-belief.</p> <p>Certificates to celebrate each of the sporting values. Presented in assembly.</p> <p>HM to continue a timetable and hours log for mini leaders.</p> <p>Mini leaders to continue celebrating success in whole school assembly.</p> <p>Order additional equipment to support lunch times: balance boards, speaker for music area.</p> <p>Purchase an activall wall to support physical activity at lunch times.</p>	<ul style="list-style-type: none"> • Pupils • School staff • PE lead – HM and KT 	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p>	<p>Children active for longer within the school day.</p> <p>Less incidents reported at breaks and lunch time.</p> <p>Evidence: Surveys with staff and children.</p> <p>Children show teamwork and sportsmanship values.</p> <p>Evidence: Photos, list of certificates in assembly spreadsheet.</p>	<p>Subject release time</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>AVSSP coach – 1 and ½ days per week To support active breaks</p> <ul style="list-style-type: none"> • AVSSP coach to run a sports club at lunch time to encourage more girls to take part in the sport. • Continue link to local club (Ripley Netball) • AVSSP coach to work with HM and mini leaders to continue their role and enhance the range of activities. Provide some coaching for the mini leaders with fresh activities. • Work with the AVSSP coach to identify when additional equipment can be used within school to offer a broader range of activities from the following: Boccia, Archery, Fencing, Boxercise, Martial arts. <p>To increase the range and quality of extra-curricular sporting clubs.</p> <ul style="list-style-type: none"> • Provide a high quality coach to run after school and lunchtime clubs across a range of sports across the whole school. Aim to run 2 after school clubs a week. Cost of £1.50 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable. • Lunch time clubs 2 times a week. • Link the after school clubs to sporting competitions where possible. • Pupil survey to identify areas of interest in clubs both at lunch times and after school. Sports council to survey own classes for clubs children would like in school. • Identify school staff who are able to support with the running of after school clubs to increase clubs to 3 times a week. 	<ul style="list-style-type: none"> • AVSSP coach • Sports leader – HM and AVSSP coach • AVSSP coach • AVSSP coach 	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p> <p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>More children active at lunch times.</p> <p>Children given opportunities to access physical activity and sport outside of the curriculum.</p> <p>Increased number of children taking part in extra-curricular activity.</p> <p>Evidence: Registers, pupil surveys, timetable on website</p>	<p>Costings:</p> <p>1 days coach per week including lunch time and after school club (33 weeks) £6903</p> <p>1/2 days coach per week including lunch time and after school club (33 weeks) £5020</p> <p>Estimated income from after school clubs: £1350</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>To increase the quality of teaching within PE sessions.</p> <ul style="list-style-type: none"> Employ a sports coach from AVSSP 1 1/2 days a week to assist with the teaching of high quality PE lessons. AVSSP coach to work alongside staff supporting PE lessons and leading activities. Coach to lead lessons, team teach sharing planning. Coach support plan: Weeks 1 and 2: coach to run the session, class teacher to support and complete assessment. Weeks 3 and 4: coach to run the session, class teacher to run an activity e.g. warm up. Weeks 5 and 6: Teacher to run more of the session with coach supporting as required. Coach to observe and provide support and guidance. Sports coach to support with inclusion of all children and maximise engagement through differentiation. Sports coach to support staff in stretching those children who have specific talents in PE. Sports coach to assist staff with assessments during PE session. <p>To develop staff knowledge and understanding of Dance.</p> <ul style="list-style-type: none"> KT/HM to share knowledge and good practice for Dance. Use of the dance coach to support staff and share learning. Staff to feed back on the new dance planning. 	<ul style="list-style-type: none"> PE lead – KT Sports council School staff <ul style="list-style-type: none"> AVSSP coach School staff <ul style="list-style-type: none"> AVSSP coach PE lead - HM 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff upskilled and confident in the teaching of PE in future years.</p> <p>Teachers to show greater confidence in specific areas of PE as identified in the staff survey.</p> <p>Children engaging in high quality PE and are active for longer.</p> <p>Extra support with the coaching of key skills and developing these skills within game situations.</p> <p>Additional support in the differentiation and challenge of key skills.</p> <p>Staff able to identify good to outstanding practice and criteria required</p> <p>Evidence: PE planning, learning walks, staff survey.</p>	

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>To increase the confidence in staff abilities to include all children within PE lessons.</p> <ul style="list-style-type: none"> • KT work with MW (Senco) and AVSSP SEN support to continue understanding and use of sensory circuits within school in order to increase participation. • KT to look at different ways of differentiating and supporting learning of those children with additional needs with support of experienced sports coach from AVSSP. • Inset for staff based on differentiation in PE. • Boccia sessions planned in for Year 1, 2 and 3 to support needs of SEN children and SEN groups to run for these mornings too. <p>To increase staff confidence and skills in the teaching of physical literacy.</p> <ul style="list-style-type: none"> • HM to work with Assistant SENCo to devise new Physical Literacy timetable, plus map out assessments phases for next academic year. • Train/revisit resources and programme with relevant staff for next year. 	<p>PE lead – KT/ HM</p> <p>AVSSP staff</p> <p>School staff</p> <ul style="list-style-type: none"> • PE lead – HM • Assistant SENCO – GR 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>All children able to participate at their own level within PE lessons and sporting clubs.</p> <p>Staff showing greater confidence in differentiation and inclusion within PE lessons.</p> <p>Evidence: Inset for staff</p> <p>Staff show increased skills and confidence in physical literacy.</p> <p>More children receiving the support they require in physical literacy.</p> <p>Evidence: registers, learning walks.</p>	<p>Costings: part of affiliation with AVSSP</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Curriculum To continue to increase the subject knowledge of staff and confidence in PE teaching.</p> <ul style="list-style-type: none"> Distribute copies of the AVSSP 'Do Think, Feel' PE lessons to support staff in their teaching. Use of all or part of sessions as required by staff at least 2 units throughout the year. Clear progression of skills and curriculum coverage shared with staff. Sports survey used to inform which units of PE staff receive support with. <p>To improve the assessment of PE and identify ways of supporting pupils.</p> <ul style="list-style-type: none"> New assessment sheets introduced to staff. PE learning walks to support the teaching and assessment of PE and identify areas of development. <p>To ensure a broad coverage of the curriculum.</p> <p>KT/HM to ensure that the overview showing coverage of sports in games, gymnastics units and dance is being followed across the school. Add these to timetables termly.</p>	<ul style="list-style-type: none"> School staff Pupils PE leads – HM and KT 	<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Staff clear about planning and expectations in PE.</p> <p>Staff more confident in supporting all pupils within PE lessons.</p> <p>Children participating in high quality PE lessons.</p> <p>Staff delivering high quality PE lessons with greater confidence showing an increase in skill development and application.</p> <p>Documents for planning, progression of skills and curriculum overview available on share point.</p> <p>Staff following progression of skills, using games and gym plans as a guide.</p>	<p>Cost of curriculum time: £</p> <p>£0- free training and resources as a part of the affiliation</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Bikeability</u> To develop confidence and competence in cycling.</p> <ul style="list-style-type: none"> • Bike-ability training for all children in year 5 increasing cycling ability and confidence. Level 1 and 2 qualifications. • Bike-ability for children in year 4 increasing cycling ability and confidence at level 1. <p><u>Competitions</u> To increase the amount of competitive sport opportunities for pupils.</p> <ul style="list-style-type: none"> • A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2. • Continue to enter competitions to encourage a range of ages, abilities and skill levels to take part in high quality competition. • Increase the number of competitions entered by encourage more staff to support with competitions over the year. Staff survey to identify staff available to support. • Continue to hold a competitive element within PE lessons. Units of games sessions to end with a competition either between members of the class or between classes in the same year group. 	<ul style="list-style-type: none"> • School staff • Pupils <ul style="list-style-type: none"> • School staff • Pupils 	<p>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)</p> <p>Key indicator 5: Increased participation in competitive sport</p>	<p>Increased cycling ability along with road safety awareness.</p> <p>Increased number of children travelling safely to school.</p> <p>Evidence: Register, photographs</p> <p>Increased desire to perform well showing determination.</p> <p>Certificates presented after each event.</p> <p>Increase the number of children competing.</p> <p>Pupils motivated to be active and take part in competition.</p>	<p>Through affiliation with AVSSP roughly £450 out of affiliation fee.</p> <p>£750 cost.</p> <p>(£1200 per year affiliation with AVSSP minus Bikeability costs.)</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p><u>Intra-school competition</u> Increase levels of participation in whole school sporting activities and challenges.</p> <ul style="list-style-type: none"> • Include small sided games and competitions at the end of each unit of work. Sports coach to model this and support staff. • Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams. • Create a clear list of activities for sports day and present to staff in the Spring Term to allow for preparation and practice prior to the event. • Purchase medals and awards to celebrate success and achievements. • Within lessons children encouraged to score and officiate. • Sports council to plan a competition day for their year group. 	<ul style="list-style-type: none"> • School staff • Pupils 	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>All children engaging in Intra school competition and celebrating success.</p> <p>All children enjoying competing against themselves and others. Children competing as a class against other classes across the school</p> <p>All children engaging in intra school competition and celebrating success.</p> <p>Increased quality of skills within the sports day.</p> <p>Achievements celebrated and rewarded.</p>	<p>Medals £110</p>

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>To use school website and Swanwick story to celebrate success and sign-post to clubs to encourage participation.</p> <ul style="list-style-type: none"> Update the school PE section on the website to provide information about expectations and opportunities in PE. Event leaders to provide a short summary after events and send to JW for the Swanwick Story. Area on the website to show excellence and achievement. Area on the website to show competition schedule. <p>To celebrate the participation and success of sports in weekly assemblies to inspire and motivate others.</p> <ul style="list-style-type: none"> Hand out certificates for events in assembly. Celebrate success of achievements from both in and outside of school. Share inspirational sporting stories and events and promote sporting values through assemblies and the Swanwick story. Encourage parents to email in details of achievements from outside school with or without a photo. SLT include sporting heroes and achievements in at least one assembly a term. 	<ul style="list-style-type: none"> School staff Pupils Parents 		<p>Pupils proud to read updates and celebrate success.</p>	
<p>To raise the profile of school sport.</p> <ul style="list-style-type: none"> Purchase a set of staff hooded tops. Purchase labelled bibs for mini-leaders. 	<ul style="list-style-type: none"> Staff Pupils 		<p>Pupils and staff feel proud to be part of Swanwick Primary School.</p>	<p>£600</p>

Key achievements 2023-2024

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

Activity/Action	Impact	Comments
<p>Sports Council To set up a Sports Council with a clear role in school PE and Sport improvement.</p> <ul style="list-style-type: none"> Children to apply for the role of Sports Council. Sports council members to meet termly to identify areas in which PE and school sport can be improved. Children to take on tasks to gain pupil voice from their class. Children responsible for identifying additional equipment needs and placing an order for play equipment. 	<p>Around 60 children applied for the role of sports council member. From those applying 27 children were chosen across year 3-6. The children initially met as a group and completed some training led by Mrs Turner on what makes a good leader. They then were given tasks to complete. So far they have:</p> <ul style="list-style-type: none"> completed surveys in class to identify after school clubs for the Summer term. Identified areas their class enjoys PE and school sports and areas for improvement. Completed an audit of play equipment and completed an order. Run mini-competitions with support of their staff at the end of a unit of PE. Completed surveys to identify preferences for sports days and levels of activity in school. Designed posters to promote walking to school. Held a skipping assembly to promote being active at break times. 	<ul style="list-style-type: none"> Continue to build on the sports council offering opportunities for year 2 to be involved. Support the sports council in running further assemblies to promote being physically active in school. Continue to complete surveys to inform choices of after school clubs.
<p>Active breaks and learning To increase active bursts within lessons to improve concentration and activity levels and fitness in children.</p> <ul style="list-style-type: none"> Staff to look for opportunities to be active whilst learning. Staff to share active ideas they have used within class. Share a different active break or lesson idea once a term. Book a skipping workshop. Run skipping challenges linked to the Dan the skipping Man workshops. Continue to use the activity trolley at breaks and lunch times. Purchase additional balance boards. Sports 	<p>2 members of staff attended an active maths workshop gaining lots of new ideas.</p> <p>The skipping workshops led by AVSSP coach were a great success with the children. Children were keen to skip at break times and lunch staff have been using the long ropes for group skipping.</p> <p>Break times continue to be active with the activity trolley. New equipment was purchased and an audit and new order completed by Sports Council members.</p>	<ul style="list-style-type: none"> Plans to promote and develop active maths next year through Teach active resource. Book the AVSSP coach for skipping workshops. Continue to replenish the activity trolley. New plans to change break times making them more active and with more equipment led by Miss Mallard through OPAL.

<p>council members to identify equipment children would like for active breaks. Sports council members to purchase equipment from given budget.</p> <ul style="list-style-type: none"> • Purchase 2 activeall walls to increase physical activity during lesson times and break times. <p><u>Sports outside the curriculum</u></p> <p>Introduce new sports or activities and encourage more pupils to take up sport.</p> <ul style="list-style-type: none"> • Reception, Y1, Y2 – pirate obstacle course to support transition and encourage teamwork and resilience • Years 3, 4, 5 and 6 to take part in the tough runner course towards the end of the year to support transition to encourage teamwork and resilience. • Continue link with Swanwick Hall Cricket Club and Derbyshire Cricket to run 'Chance to Shine' sessions. <p><u>After-school clubs</u></p> <p>To increase activity levels of girls in sport.</p> <ul style="list-style-type: none"> • Run a girl's football club and continue link to local clubs (Sleetmoor United FC and Wildcats). <p>To increase activity levels in pupils through after school clubs.</p> <ul style="list-style-type: none"> • Ask staff if there is anyone who would like to run a new club e.g. table tennis, fitness. • Identify children who don't participate in regular activity or show reluctance during PE lessons. • Pupil survey to identify other interests and choice of clubs. • Run a hockey club, link to Chesterfield Hockey Club. • Continue to run a football club for boys and girls, link to Sleetmoor United. • Promote clubs through Swanwick story and assemblies and include the value and intent of the club. 	<p>The activwalls have been used at breaks and lunch times. Year 5 and 6 children have acted as leaders for this, supporting children with their use.</p> <p>The pirate obstacle course was a great success. Children really enjoyed this opportunity. Children were active in year groups completing different challenges.</p> <p>The tough runner course was a great success. Children really enjoyed this opportunity. Children were active in year groups completing different challenges and obstacles. Working as a year group they were able to develop friendships with peers ready for transition.</p> <p>The chance to shine programme allowed children to create links with local cricket clubs and take part in All Stars cricket and Dynamos.</p> <p>Girls football took place alongside the boys training. There were 12 girl's competing in competitions and after school club.</p> <p>Extra clubs took place this year including: an additional netball for younger children and hockey club. The pupil survey informed summer plans for clubs. Clubs and competitions continued to be celebrated through swanwick story, parent mail and assemblies. Sporting values were shared with parents and pupils in lesson times and for competitions.</p>	<ul style="list-style-type: none"> • Sports Council to run challenges linked to the activwall. Staff to use in lessons. • Re-book these experiences next year. • Continue to hold girl's only clubs where identified as needed. • Continue to survey pupils on the clubs and sporting opportunities they would like in school. • Continue to celebrate and promote sport through the Swanwick story and also include details on the website and social media. • To use school website and Swanwick story to celebrate success and sign-post to clubs to encourage participation.
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AVSSP coach – 1 and ½ days per week

To increase the range and quality of extra-curricular sporting clubs.

- Provide a high quality coach to run after school and lunchtime clubs across a range of sports across the whole school. Aim to run 2 after school clubs a week and lunch time clubs 2 times a week.
- Link the after school clubs to sporting competitions where possible.
- Cost of £1.50 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable.

To increase the quality of teaching within PE sessions.

- Employ a sports coach from AVSSP 1 1/2 days a week to assist with the teaching of high quality PE lessons.
- AVSSP coach to work alongside staff supporting PE lessons and leading activities. Coach to lead lessons, team teach sharing planning.
- Sports coach to support with inclusion of all children and maximise engagement through differentiation.
- Sports coach to support staff in stretching those children who have specific talents in PE.
- Sports coach to assist staff with assessments during PE session.
- Use of the dance coach to support staff and share learning. Staff to feed back on the new dance planning.
- Sports coach to assist staff with assessments during PE session.
- Coach support plan:
Weeks 1 and 2: coach to run the session, class teacher to support and complete assessment.
Weeks 3 and 4: coach to run the session, class teacher to run an activity e.g. warm up.
Weeks 5 and 6: Teacher to run more of the session with coach supporting as required. Coach to observe and provide support and guidance.

Sports coach and inclusion

Sorts coach ran high quality lunch time and after school clubs.
Funds used to provide additional sporting opportunities for pupils.
Clubs selected to support competition and meet specific needs. Focus on coverage across the whole school.

Sports coach worked well with school staff. Pupils received high quality PE lessons.

Staff subject knowledge increased.

Recent survey shows less area of need for support from the sports coach.

Coach plan not followed in all subject areas due to some changes in the sports coaches and staff absence. Where the coach was used per the plan subject knowledge and confidence has increased.

Support from the coach has increased confidence in adapting lessons to challenge and engage all pupils.

- Employ an AVSSP coach once a week to run a lunch time and after school club.

- Employ the coach once a week next year.
- Staff to follow the coach plan taking greater responsibility for the teaching of the session as the sessions progress.

- PE leads to continue to work with SENCO to support staff in adapting lessons.

<ul style="list-style-type: none"> • Sports coach to support with inclusion of all children and maximise engagement through differentiation. • Sports coach to support staff in stretching those children who have specific talents in PE. <p>Curriculum</p> <p>To improve the assessment of PE and identify ways of supporting pupils.</p> <ul style="list-style-type: none"> • New assessment sheets introduced to staff. • Assessment examples collected in. <p>To ensure a broad coverage of the curriculum.</p> <ul style="list-style-type: none"> • KT/HM to ensure that the overview showing coverage of sports in games, gymnastics units and dance is being followed across the school. Add these to timetables termly. <p>Bikeability</p> <p>To develop confidence and competence in cycling.</p> <ul style="list-style-type: none"> • Bike-ability training for all children in year 5 increasing cycling ability and confidence. Level 1 and 2 qualifications. • Bike-ability for children in year 4 increasing cycling ability and confidence at level 1. <p>Competitions</p> <p>To increase the amount of competitive sport opportunities for pupils.</p> <ul style="list-style-type: none"> • A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2. • Continue to enter competitions to encourage a range of ages, abilities and skill levels to take part in high quality competition. • Increase the number of competitions entered by encourage more staff to support with competitions 	<p>Assessment sheets trialed by staff for at least one unit of work. Sheets simple to use and show areas of support or challenged needed.</p> <p>Clear coverage of curriculum areas for PE shared with staff termly. Area of coverage added to termly timetable was effective in ensuring staff coverage of correct units.</p> <ul style="list-style-type: none"> • 39/55 year 5 children (71%) took part in bikability passing levels 1 and 2. • 40/56 year 4 children (71%) took part in level 1. <ul style="list-style-type: none"> • Children continued to take part in competition. This was mixed between festivals and elite competitions allowing more children to participate. 	<ul style="list-style-type: none"> • Staff meeting to ensure staff are clear about use of the assessment sheets. • Assessment sheets to be created for all areas of PE. • Continue to add subject coverage to timetables. <p>Continue to run bikeability in years 4 and 5.</p> <ul style="list-style-type: none"> • Look for opportunities to enter competitions for those children with additional needs. • Continue to enter the School Games competitions.
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<p>over the year. Staff survey to identify staff available to support.</p> <p><u>Intra-school competition</u> Increase levels of participation in whole school sporting activities and challenges.</p> <ul style="list-style-type: none"> • Include small sided games and competitions at the end of each unit of work. Sports coach to model this and support staff. • Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams. • Create a clear list of activities for sports day and present to staff in the Spring Term to allow for preparation and practice prior to the event. • Within lessons children encouraged to score and officiate. • Sports council to plan a competition day for their year group. <p><u>Raising the profile and communication</u> Raise the profile of competitive sports.</p> <ul style="list-style-type: none"> • Continue to share match reports for different sporting events on the school website, through the Swanwick Story and in assembly. • Continue to share the intent of these competitions with parents in letters home and within the Swanwick Story. • Create links to local sports clubs. • Set up sports reporters to create match reports from year 6. • Share the competition calendar with parents on the school website or noticeboard. <p>To raise the profile of school sport.</p> <ul style="list-style-type: none"> • Provide opportunity for staff to purchase a staff hooded tops subsidized by school. 	<p>Some classes have completed competitions in year groups at the end of a games unit.</p> <p>Sports day was a huge success. Children were active for the whole of the event. Parents supported pupils and also took part in parent races.</p> <p>Sports council held a rainbow run which was a great success.</p> <p>Results of sporting competitions was shared well with parents via Swanwick Story, Tapestry and Social media.</p> <p>All letters for events detailed the intent of the competition stating the sporting values from the School Games that we would be working towards.</p> <p>Most staff purchased school hooded tops to wear at sporting events and within PE lessons. Staff showed sense of pride in PE and sport.</p>	<ul style="list-style-type: none"> • Bigger emphasis on sports council leading intra-school competitions at the end of each unit. • Sports days to be held on a morning allowing more time to add in pupil races after the team events. • Support for staff on how pupils can officiate during PE lessons. • Sports council to organize a Colour run. <ul style="list-style-type: none"> • Event leaders to continue to provide a short summary after events and send to JW for the Swanwick Story. • Events to be placed on social media. • Share the events calendar with parents on the website and set up sports reporters from year 6. <ul style="list-style-type: none"> • Look at the option for staff to purchase polo shirts and additional hooded tops.
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Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	79% 38/48 children	<i>Some of the remaining 21% are able to swim 5 and 10m but only in a limited stroke.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	79%	<i>Most children are more confident at front crawl and back stroke than breast stroke and butterfly.</i>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>79%</p>	<p><i>100% have done basic water safety and covered water safety in the shallow pool. Of this, 79% are confident and knowledgeable to perform a safe self-rescue.</i></p> <p><i>79% have covered additional water safety including deeper water situations and rescue.</i></p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>No</p>	<p>This is planned in for next year 2024-2025.</p>

Signed off by:

Head Teacher:	<i>Mr Ben Wray</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kathryn Turner and Harriet Mallard</i>
Governor:	<i>Mr Gareth Hughes</i>
Date:	17.07.24