



<b>Subject Area: Sports Premium 2024-25</b>
<b>Main Priority: Continued implementation of OPAL programme (Outdoor Play and Learning)</b>
<b>Subject Leader: Kerry Tranter</b>
<b>Link:</b>

**Key achievements during 2023-24:**

- ‘Gold’ School Games Mark achieved
- Teaching of PE improving using scheme ‘Power of PE’
- Sports Council established and Bronze Ambassadors in place leading in-house competitions (KS1 games, UKS2 dodgeball, KS2 cricket)
- Sports accessed through the partnership include KS1 and KS2 cross country, football for KS1 & KS2 + girls’ football, netball, cricket, dodgeball, KS1 multi-skills, tag rugby
- Updates regularly communicated to staff via email, ensuring teachers are delivering 2 discrete sessions of PE per week
- Bronze Ambassadors in place and also a ‘Sports Council’. Bronze Ambassadors ran intra-school competitions including Year 2 throwing/catching games (Netherton), Year 5/6 Dodgeball and KS2 cricket (the latter 2 following the School Games format).
- Active Minutes improved throughout the year with introduction of OPAL (e.g. scooters & carts), daily mile and the Olympic Challenge.
- Sports Day included a new activity (plan to do this again in 2025)
- External providers including Shropshire Cricket to build upon in 2025

**Areas for future improvement and evidence of need:**

- Development of and investment in OPAL
- Maintaining the ‘Gold’ School Games Mark
- Further intra-school competition and opportunities to practice and demonstrate specific skills
- Continue to hear the children’s voice through both an increased profile of ‘Bronze Ambassadors’ to lead activities develop the Sports Council
- Build opportunities for assessment and retrieval in PE
- Develop teacher confidence for teaching a range of PE subjects.

**Meeting national curriculum requirements for swimming and water safety 2023-2024**

What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	<b>25/36 (69%)</b>
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	<b>11/36 (31%)</b>
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	<b>11/36 (31%)</b>

Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	<b>CPD for supporting swimmers with SEND taking place in Nov 2024 for our Sports TA</b>
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<b>Key indicator 1: Engagement of all pupils in regular physical activity</b>	<b>Percentage of total Sports funding allocation:</b>
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Target	Action Required	Timescale/Resources <b>£16,000</b>	Success Criteria	Monitoring Evidence/Evaluation and next steps
<p><b>To develop the role of 'sports leaders' (young leaders of PE)</b></p> <p>For bronze ambassadors (sports leaders) to lead break/lunch provision for sport</p> <p>To train and organise a comprehensive timetable of activities during break/lunch times</p>	<p>Children to be identified by PE leader and class teachers at the beginning of the year.</p> <p>Playleaders trained to set-up, tidy and organise equipment at lunchtimes (particularly with EYFS) and to lead play with a focus on participation.</p> <p>'Sports Council' to report back on PE lessons and to help build a picture and collate/evidence the skills they have learnt in PE lessons + their active mins</p> <p>Audit and organise equipment; purchase of any additional resources</p> <p>Sports leaders to work with KN/TL</p>	<p>Playleaders to work with PSHE and PE leads</p> <p>Bronze Ambassador training through the East Shropshire Sports Partnership</p> <p>Meet half termly at lunch times.</p> <p>Play equipment to support active break/lunchtimes</p> <p><b>(Estimated cost of resources £500)</b></p>	<p>Raised profile of these children on the playground</p> <p>Children are engaged in focused, meaningful play activity at break and lunchtimes.</p> <p>Increased in-house competitions run by sports ambassadors</p> <p>Children take responsibilities for play and leading of the younger children on the playgrounds.</p>	

<p><b>To improve the provision for exercise and activity at break and lunchtimes through further embedding of OPAL (Outdoor Play and Learning) programme</b></p>	<p>Use of Development meetings with OPAL working group and Play Team/Coordinator to make further changes to existing lunchtime provision.</p> <p>Comprehensive training and CPD for Play Team through OPAL College online resource.</p> <p>Hold parent 'stay and play' events (inviting parents to experience an OPAL lunchtime) e.g. den building, mud kitchen etc.</p> <p>Fortnightly Play Assemblies to celebrate play and negotiate any issues.</p> <p>Play team to meet six times a year to review approaches to OPAL playtimes.</p>	<p>Ongoing audits and surveys</p> <p>Development meetings</p> <p>Use of OPAL College resource</p> <p>Clothing/footwear libraries and storage solutions</p> <p>Involve the play team in identifying good players and include them in existing values/rewards systems.</p> <p><b>(Annual cost for OPAL coordinator release of 1hr/week £1000)</b></p> <p><b>(Estimated cost of resources associated with OPAL £400)</b></p>	<p>Make more use of the local environment to broaden life skills</p>	
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<p><b>To increase parental and children's awareness and involvement in physical activity and healthy lifestyles</b></p>	<p>Planned Healthy Eating week (including healthy lifestyles session for Year 6 at Oldbury Wells School)</p> <p>Walk/bike to school challenge through Living Streets programme</p> <p>To engage staff and pupils to be taking part in active challenges during the school day.</p>	<p>Online links to activities</p> <p>Tracking pupils' activity during Walk to School week</p>	<p>Children to be more active on a daily basis.</p>	
<p><b>To increase participation in sport of those children who are not PE-literate.</b></p> <p>To involve/include minority groups of pupils effectively in PE, also in extra-curricular activities</p>	<p>Set-up a regular Cool Kids intervention group running x3/week</p>	<p>Provision of lunchtime sports tuition and small group focused sessions for targeted children <b>(Annual cost £350)</b></p> <p>Provision of after-school clubs from Spring 1<sup>st</sup> half onwards targeting:</p> <ol style="list-style-type: none"> <li>1. Less active</li> <li>2. Girls' participation</li> </ol> <p><b>(Annual cost of staffing/resources: £700)</b></p>	<p>Physically less-active children access sports clubs</p> <p>Higher number of girls accessing physical activity (e.g. after school club 'This Girl Can' trialling a range of sports)</p>	

Key Indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement			Percentage of total Sports funding allocation:	
Target	Action Required	Timescale/Resources	Success Criteria	Monitoring Evidence/Evaluation and next steps
<p><b>Develop opportunities for more KS1 children to take part in festivals and competitions – encouraging to get involved in clubs outside of schools.</b></p>	<p>Membership of East Shropshire Sport Partnership</p> <p>Annual sign up and commitment to attending meetings and training</p> <p>Website, Facebook and Twitter feed to promote activity</p> <p>Successes regularly celebrated in assemblies</p>	<p>Service Level Agreement</p> <p>Subject lead and sports coach work collaboratively to identify target groups</p> <p>Transport to and from events (minibus hire)</p> <p><b>(Annual cost of bronze support £1775 + entry to 20 events £650 – total £2425)</b></p> <p><b>(Estimated annual cost of transport £1500 based on 2022-23 and 2023-24)</b></p>	<p>Curriculum mapped to link to partnership events</p> <p>Impact on staff who build confidence around different areas of sport</p> <p>Events organised termly for all KS2 children and for some KS1 events</p> <p>Increase in KS1 children representing school</p> <p>Y6 are prepared for secondary transition</p>	
<p><b>To raise the profile of physical activity through:</b></p> <p>Interactive Sports Board in the school hall</p> <p>Personal challenges during Daily Mile</p> <p>Whole class ‘Sensory Circuits’ &amp; active breaks</p>	<p>Sports Board to reflect PE updates + info following competitions</p> <p>Sports leaders to record and set-up/lead intra competitions in KS1 &amp; KS2</p> <p>Sports Council to gather increased overview of skills learnt across PE outside classrooms</p>	<p>Continued use of pupil voice to inform after-school clubs and intra-school competitions on offer</p> <p>PE Subject Leader release time to meet with Sports Council and plan for active opportunities</p> <p><b>Subject Leader release (Annual cost of £200)</b></p>	<p>All classes completing a daily mile as part of 30 active minutes</p> <p>Learning walks show active elements of learning integrated into practice</p>	

<b>To integrate retrieval opportunities into PE to aid assessment of skills</b>	Retrieval practice displays inside classroom to promote appropriate language to be used by children and raise profile of PE lessons.  Sports council/Bronze Ambassadors to take the lead following PE lessons to update the language and skills used each lesson  Extend to make links to other sports where they might use the same skills.	Use of classroom displays and associated resources	Learning walks to show this is actively happening across KS2 and KS1.	
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Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport			Percentage of total Sports funding allocation:	
Target	Action Required	Timescale/Resources	Success Criteria	Monitoring Evidence/Evaluation and next steps
<p><b>Raise the quality of learning and teaching in PE and school sport</b> by delivering broad, balanced and inclusive high-quality PE and school sport provision:</p> <p>Introduction of <b>new scheme of work</b> with a focus on staff CPD</p>	<p>Range of teaching staff to attend INSET offered by Sports Partnership (1 per year group)</p> <p>Sports lead to work alongside other staff to support delivery of PE</p> <p>Incorporate the School Games values into PE lessons and Sports</p> <p>New 'Primary PE Planning' scheme in place</p> <p>Pilot of initial units with feedback from staff</p> <p>Relevant CPD for staff around new scheme</p>	<p>CPD opportunities provided through the East Shropshire Sports Partnership CPD.</p> <p>Use specialist coaches and providers for team teaching &amp; staff training to increase the knowledge and confidence of staff in delivering PE.</p> <p>Subject Leader to attend relevant sport conferences and network meetings to gain relevant information.</p> <p><b>Staff meetings to disseminate (cost of subject leadership time £100)</b></p> <p><b>Cost of new scheme £695</b></p>	<p>Staff confidence in delivering PE lessons is improving – will further improve with new PE scheme.</p> <p>Teachers have improved confidence</p> <p>PE lessons are of a higher quality</p> <p>Progression in skills evident from PE delivery</p>	

<p><b>Improve teaching in physical education through upskilling support staff</b> through 'Sports TA' role</p>	<p>Engagement in 'Level 5 Primary PE Specialism' training through Sport Partnership</p>	<p>6 face-to-face days at a school-based delivery centre (42 guided learning hours over 3 terms)</p> <p>In-school development work (99 hours)</p> <p><b>Cost of releasing member of staff for 6 days through academic year</b></p> <p><b>Cost of course £1300</b></p>	<p>Sports TA (TH) can upskill primary colleagues to be able to assist (Level 5) or lead (Level 6) the delivery of high quality primary school PE.</p> <p>Greater understanding of the requirements of the primary school PE curriculum</p> <p>Better evaluation and review of PE and physical activity programme and to be able to identify potential ways to improve policy and practice.</p>	
<p><b>CPD to support swimmers with SEND</b>, focusing on:</p> <ul style="list-style-type: none"> <li>- Identifying barriers to participation for pupils with SEND</li> <li>- Ways to adapt swimming lessons</li> <li>- Effective communication methods and resources for pupils with SEND</li> </ul> <p>To help introduce the main swimming strokes and other aquatic skills</p>	<p>Attendance by Sports TA to CPD session 'Supporting Pupils with SEND in School Swimming'</p> <p>Implement any learning from the CPD session into UKS2 swimming in summer term</p>	<p>4.5-hour interactive workshop</p> <p>1.5-hour pool time</p> <p><b>Cost of training and release/cover for staff approx. £100</b></p>	<p>Barriers for any swimmers with SEND are identified</p> <p>Adaptations are made through resources and methods to support their stroke development</p>	



Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total Sports funding allocation:	
Target	Action Required	Timescale/Resources	Success Criteria	Monitoring Evidence/Evaluation and next steps
To develop outdoor learning practices: <ul style="list-style-type: none"> <li>- Phasing in the ethos, values and practices of a 'Forest School'</li> <li>- Half term block of Forest School sessions for each year group (year 2 upwards)</li> </ul>	Timetabled half-termly class blocks for Forest School	Development of discrete Forest School area and resources.  <b>Approximate cost £1000</b>  New equipment with a focus on sports children are unfamiliar.  <b>Approximate cost of releasing Forest School Leader and support staff £3000 1x afternoon/week</b>	Make more use of the local environment to broaden life skills  Children to benefit from Forest School teaching	

Key Indicator 5: Increased participation in competitive sport			Percentage of total Sports funding allocation: 0%	
Target	Action Required	Timescale/Resources	Success Criteria	Monitoring Evidence/Evaluation and next steps
<p><b>Provide opportunities for all children to challenge themselves through both intra and inter school sport</b> where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome.</p>	<p>Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals.</p> <p>Regular (termly), intra-house sports competitions for pupils across different sports.</p> <p>To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school</p>	<p>Adjustment of long-term and medium-term planning to mirror the Sports Partnership events calendar.</p> <p>Identify a set number of competitions/events to provide transport to</p>	<p>Pupils have increased opportunities to enjoy and experience a wide range of competitive sports and represent school at events.</p>	
<p><b>To maintain the 'gold' award for the School Games Mark</b></p>	<p>Effective differentiation to be incorporated into lesson planning across all year groups.</p> <p>Review of lunchtime clubs and extra-curricular activities.</p>	<p>Use of web site and social media feeds to promote activities and record outcomes</p> <p>Data spreadsheet (heat map) of competitions and clubs, plus mapping participation in PE</p>	<p>Raised profile for sport across school and region</p> <p>Achieve Sports Mark Gold status</p> <p>Evidence in lesson planning &amp; long/medium term curriculum planning</p>	