

Evidencing the Impact of Primary PE and Sport Premium

DfE Vision for the Primary PE and Sport Premium: “*ALL* pupils leaving primary school *physically literate* and with the *knowledge, skills and motivation* necessary to equip them for a *healthy, active lifestyle* and *lifelong participation* in physical activity and sport”

Objective: To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

Measure against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding to:

- o develop or add to the PE and sport activities that your school already offers e.g purchase new equipment.
- o make improvements now that will benefit pupils joining the school in future years. For example, you can use your funding to:
- o hire specialist coaches or teachers to work **with** teachers
- o provide existing staff with training or resources to help them teach PE and sport more effectively
- o introduce new sports or activities and encourage more pupils to take up sport
- o support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- o run sport competitions
- o increase pupils’ participation in the School Games
- o run sports activities with other schools

You should not use your premium funding to:

- o Employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- o Teach the minimum requirements of the National Curriculum – including those specified for swimming
- o Fund Clubs that pupils pay for

2023/24 Sport Premium Improvement Plan

School: Cranford Primary School	No. Pupils KS1/KS2: 504	Sport Premium Funds	
<p>5 Key Indicators</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, C4L, five a day, walk to school...</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 5. increased participation in competitive sport (<i>Intra & Inter</i>) <p>RAG rating key</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="width: 30px; height: 15px; background-color: red; margin-right: 5px;"></div> Emerging <div style="width: 30px; height: 15px; background-color: yellow; margin-right: 5px;"></div> Established <div style="width: 30px; height: 15px; background-color: green; margin-right: 5px;"></div> Embedded </div>		Total amount carried over from 2020/21	£ 0
		Total amount allocated for 2021/22	£ 21,182.00
		How much if any do you intend to carry over from this total fund into 2022/23?	£ 0
		Total amount allocated for 2023/24	£21,222.00
		Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£21,222.00

Intent/ Planned Impact	Implementation	RAG Rate	Impact on pupils (evidence)	Next steps (sustainability)	Funding Allocated £
<i>What you want the pupils to know, learn and be able to do?</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>What do pupils now know and what can they now do? What has changed?</i>		
Key indicator 1: The engagement of all pupils in regular physical activity					
Year 5 leaders to help promote active play amongst younger pupils during lunchtimes	<p>MWH to train all 3 classes of year 5s, half termly so they can set up physical games in the KS1 playground.</p> <p>Some pupils may not want to lead; allow flexibility on the timetable and ensure strong leaders are in each group.</p>		<p>Leaders took part in half termly playground leaders, monitored by playground staff. They improved their leadership skills over the 6-week course which an improvement on last year which only lasted 2 weeks.</p>	<p>Change the area they work with pupils on to the Courtyard for yr 3 from 12.30-12.45pm; staff member to supervise them.</p>	16,230.00

	<p>MWH to draw up timetable which shows pupils attend once a week in groups of 4-5.</p> <p>Certificate to be given to pupils who complete 5 weeks of training.</p> <p>Pupils 'Sign in' with lead SMSA/TA every lunchtime</p>		<p>During the course pupils focused on:</p> <p>communication; involving all children; resolving conflict Certificates also given to pupils.</p>		
<p>Regular physical activity outside of PE</p> <p>Daily physical activity programme through a timetable of short physical breaks</p>	<p>Heat map to be provided to staff for them to highlight where sedentary lessons can be avoided and active learning can be introduced.</p> <p>Well-being warriors to LOG how frequently they are taking part in physical activity breaks.</p> <p>Staff to be encouraged to access resources that allow them to avoid sedentary lessons through a number of strategies to avoid sitting down for too long: e.g</p> <ul style="list-style-type: none"> ○ Cranford Craze ○ Active Blasts (GetSet4PE) ○ Go Noodle ○ 5 a day ○ Cosmic Yoga 		<p>Well-being warriors met with MWH once a term and each time discussed WWW & EBI. New games were learned each term and children really took pride in their roles this year.</p> <p>Well-being Warriors also double up as warm up leaders and help staff at the start of lessons by running warm up games.</p>	<p>Continue to remind staff to use their well-being warriors as WARM UP LEADERS in PE lessons.</p>	16230.00
<p>SMSA training to increase physical 'play' during lunch and breaks</p>	<p>MWH to help train SMSA & T.A.'s with new games and initiatives Autumn Term.</p> <p>Is there room for a 'dance' zone?</p>		<p>No training given this year.</p>	<p>'Dance zone' possibly added to the current playground set up. Need to be run by an SMSA/responsible yr 6.</p>	16230.00
<p>Well-being Clubs offered</p>	<p><u>PLAY & ENGAGE</u></p> <p>KKA to draw up timetable for Autumn term</p>		<p>Hugely successful play and engage programme at both nursery and reception age group. The school ran morning session in all 3 terms with</p>	<p>Continue to run this scheme all year 2024/25.</p>	

Pupils to take part in a parent-child programme to increase physical literacy skills	MWH to run morning sessions after AM drop off.		well over 50% of parents who attended a block of 5 weeks.		
Curriculum: Visioning, long-term planning and detailed action planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.	2 hours/2 lessons of PE per week for all classes: ensure that lessons are delivered according to the long-term plan		Pupils continue to receive 2 hours/2 lessons per week. This is delivered by a specialist PE team of by the class teachers.	Continue the school's commitment to two lessons per week and broad and balance curriculum.	25472.03
Active Travel Plan	The school will promote active, safe and sustainable travel. The school intends to actively encourage and monitor how their pupils get to and from school with the main drive on reducing the number of pupils being driven to school.		The school is effectively contributing to the pupils active 60mins per day of physical activity by promoting active travel to and from school and many parents encourage their pupils to walk, scooter, bike and run to and from school.	Continue to promote active travel amongst parents especially those who in nursery and reception classes in September.	
Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement					
Notice Boards Celebration assemblies	Kept up to date with recently appointed Well-Being Warriors (new title). Take the opportunity to celebrate any successes in borough competitions and promote new clubs.		Pupils were involved in designing the board this year which included a new section which had information about the curriculum being taught this year. Assemblies which follow borough wide event always feature a celebration of the teams and individuals that took part.	Sports council representatives suggested included a sports report section in the newsletter and notice boards. The idea being that after each off-site competition someone would write up a short report on how the team got on.	
Sports Council to have a greater impact on school life	Newly named WELL-BEING WARRIORS to have more pivotal role within school life: Meeting dates set each term 1. Help fundraise for equipment for the		Wellbeing Warriors had a huge impact on each class and their relationship with physical literacy. Their 'Military Fitness' session in the Summer term was a whole	Select new well-being warriors in September and ensure they have an input on which event they would like to run to raise much needed PE funds for the school.	16230.00

	<p>playground (2k run suggested in first meeting)</p> <ol style="list-style-type: none"> Help with physical active breaks in the day time and monitor their class involvement. Make decision on equipment Help decide the clubs for the last 2 terms via class votes/suggestions 		<p>school event where they took part in a non-stop 30mins fitness session led by Mr Whitfield. Pupils trained for it over half term and each contributed to a total of over £300 for the school to spend on new playground equipment.</p>		
Platinum Games Mark	<p>After the success of gaining last years platinum award the school needs to ensure criteria for Gold standard Gamesmark is met; competition entries, focus groups, commitment to extra-curricular, parent information on a regular basis.</p>		<p>Platinum completed for another 2 years.</p>	<p>Check gold/platinum criteria at the start of the year to ensure we are meeting the requirements.</p>	
Lunchtime leader training	<p>Yr 5 leaders to be utilised at lunchtime so they can provide active games for lower year groups (yr 1 & 2).</p>		<p>See comment above.</p>	<p>Continue to train yr 5 next year and let everyone have the opportunity to lead the younger children.</p>	16230.00
Whole School Sports Day	<p>Continue to inspire children to be involved in competitive activity.</p> <p>MWH to liaise with KKA/Coach Michael on any suitable changes to this years model based on WWW & EBI from last year.</p>		<p>Successful sports day run by the school which continue to receive positive parent feedback.</p>	<p>Keep the same format for next year's events.</p>	
<p>Intent/ Planned Impact</p> <p><i>What you want the pupils to know, learn and be able to do?</i></p>	<p>Implementation</p> <p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>RAG Rate</p>	<p>Impact on pupils (evidence)</p> <p><i>What do pupils now know and what can they now do? What has changed?</i></p>	<p>Next steps (sustainability)</p>	<p>Funding Allocated</p> <p>£</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>					
<p>Teacher support programme developed, linked to areas of development highlighted by all staff (particularly NQT's);</p>	<p>Support programme:</p> <p>Level 1: Support: NQT/NQT+1</p> <p>Focus on: Organisation/ transition speeds/SMILES</p> <p>Level 2: Experienced staff/previously received support from Impact</p>		<p>Staff CPD programme was a success in many ways. Staff survey results show Confidence improved by the end of the 6-week block</p> <ul style="list-style-type: none"> Feedback was rated 'highly effective' from all staff Planning sessions were rated 'highly effective' 	<p>Ensure any ECT's are given priority in the Autumn term and a full programme rolled out to all staff again so that all staff are given at least one 6 week block with Matt.</p>	16230.00

	<p>Focus on:</p> <p>Whole part whole</p> <p>Programme of support planned, delivered & evaluated by MWH to all staff throughout the year:</p> <p>MWH to deliver demonstration lessons / team teach through a 6-week programme of support:</p>		<ul style="list-style-type: none"> Support was rated as 'highly supportive' Expertise of MWH was rated as 'outstanding expertise' Pupil progress was rated as 'strong impact' <p>Level 2 staff were given a slightly different focus with differentiation proving the most useful for staff.</p>		
Twilight CPD	<p>Staff to feedback on topic.</p> <p>TBC timings; 3.30pm-4.30pm Autumn term</p>		SEND & Differentiation deliver in the Spring Term by Matt Whitfield.	Potential to use Tri-Golf as a twilight INSET option as it is going to be on the new curriculum for KS2 next year. External provider LIV GOLF will provide format.	16230.00
Lesson planning from class teachers	<p>Teachers can use the printable online lessons or their own resources.</p> <p>Staff to use GetSet4PE website with bank of information to plan effective lessons, and ensure consistency across year groups.</p>		Use of getset4PE is a hugely valuable tool for staff and pupils benefit from sound planning and progression of skills within each unit of work.	Subscribe to getset4pe 2023/24	1320.00
Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key Indicator 4 - broader experience of a range of sports and activities offered to all pupils					
Sports Council survey to review extra-curricular activity successes	<p>-Class surveys</p> <p>-Well-being warriors to feedback to year groups on how they can achieve and monitor personal challenges. Council to collate data on class challenges. Possible 'PERSONAL CHALLENGE WEEK' during national school sports week June 18th</p>		<p>Personal challenges not used in 'brain breaks' but previous activities did prove to be successful in deliver.</p> <p>Hands up surveys used by pupils of feedback on potential clubs.</p>	Parents potentially need to be involved in feedback of which club they would like their child to attend.	16230.00

<p>Long Term planning using GETSET4PE to show clear activity progression</p>	<p>Curriculum Map allows for variety of activities to be used. Alternative options could be implemented for Yr 6 to keep pupils engagement & motivation levels high: (experiment 3 week blocks?)</p> <p>Yoga/Golf/Dodgeball/Fitness</p> <p>Staff to complete survey on activities and feedback to MWH</p>		<p>Yr 6 alternative curriculum not delivered.</p>	<p>Tri Golf to be delivered next year. Volleyball also a possibility along with INSET from Matt Whitfield.</p>	<p>1320.00</p>
<p>National School Sports Week June 2024</p>	<p>-MWH & KKH to organise potential house events/activities week of alternative sports</p> <p>- Sports Premium to support any external agencies delivering sports</p>		<p>Sports Day and well-being warriors were run during this week of school to coincide with National Sports Week.</p>	<p>Get date in diary for next year and continue to promote sporting activities/sports days during this week.</p>	<p>16230.00</p>
<p>Dukes Meadows Coaching</p>	<p>-External coaching booked in for the Summer half term so pupils in yr3 or 4 get to experience expert coaching from the Dukes Meadows staff. This will be followed by entry into the annual Sport Impact tennis event.</p>		<p>Tournament did not run this year due to rain.</p>	<p>Organise a block for yr3/4 at the start of the year so they are prepared for the tennis tournament in May.</p>	<p>16230.00</p>
<p>Intent/ Planned Impact</p> <p><i>What you want the pupils to know, learn and be able to do?</i></p>	<p>Implementation</p> <p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>RAG Rate</p>	<p>Impact on pupils (evidence)</p> <p><i>What do pupils now know and what can they now do? What has changed?</i></p>	<p>Next steps (sustainability)</p>	<p>Funding Allocated £</p>
<p>Key indicator 5 - increased participation in competitive sport</p>					
<p>Competitions</p> <p>Greater numbers of children participating in Level 2 competitions throughout the year.</p> <p>Entry into additional Level 2 competitions for Girls;</p>	<p>MWH/Coach Michael to check SI Competition Calendar to identify Level 2 competition entries</p> <p>Identify Inclusive activity competitions:</p> <p>Entry into Year 3-4 Tennis Festival</p> <p>Tier 1,2 & 3 entries</p>		<p>Coach Michael entered both the SI festivals and competitions in line with the competition format. This allowed children of all different abilities to experience the thrill of a competition and honour of representing their school.</p>	<p>Focus on a few competitions that could allow for further practise of skills so that pupils are more competent when entering against other schools.</p>	<p>1097.10</p>

<p>PE & Sport information available to parents via Newsletter (every 2 weeks is a Gold/Platinum Gamesmark requirement);</p>	<p>Website updated Newsletter sent to parents via email every fortnight.</p>		<p>Weekly newsletter updates the parents on sporting events/success and other PE news.</p>	<p>Continue to keep parents informed of general events and success.</p>	
<p>House events to be increased beyond sports day</p> <p>House system review</p>	<p>Encourage staff to include the getset4PE lesson 6 to use competition within lessons for the last lesson in the unit; use of house teams to encourage team spirit.</p> <p>CMU to use Koboca survey to see if children would like to compete in more house competitions throughout the year; culminating in Sports Day as the final day of events for the year.</p> <p>House system to potentially be reviewed so pupils are more aware of their house and how other events (outside of attendance and behaviour) could contribute to points.</p>		<p>House system remained the same; sports day being the pinnacle of events throughout the year which use the houses.</p>	<p>Koboca survey used to see pupil interest in house competitions.</p>	

SWIMMING DATA

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	50%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	20%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	14%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<p>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?</p>	Yes/No

Signed off by	
Head Teacher:	Jasmeen Chana
Date:	10.9.24
Subject Leader:	Celine Munden
Date:	10.9.24
Governor:	Norian Riaz
Date:	10.9.24