

## Sports Premium Action Plan 2023-24

### **Expenditure for 2023/2024**

Total amount carried over from 2022/23: £13,242.78

Total amount allocated for 2023/24:

Total amount spent during academic year 2023/24:

Total to carry forward to Academic Year 2024/25:




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*Key Indicator 1 : To engage all pupils in regular physical activity*




**Future related costs: TBC**

Intentions	Implementation	Impact	Continued/Additional Intentions for Academic Year 2024-2025
PE & sport participation/attainment	Ensure these improvements are sustainable by...	Evidence of pupils' PE and sport participation and attainment	Next steps
To encourage active play during break times and lunchtimes	<p>In Autumn 17 year 4 play leaders were chosen by staff and Mrs. Robinson was appointed play leader supervisor (lunch time supervisor) They undertook 3 hours of training in the Autumn term and will receive further training in the summer term. The play leaders work with Keystage 1 children at lunch times initiating games and encouraging children to be active.</p> <p>We decided to choose more girls (13:4) due to a lower participation rate for girls in our P.E sessions – to act as a role model for younger girls.</p>	<p>The play leader initiative has been a real success this year. The children who have taken part have shown fantastic leadership skills and it has been lovely to see them grow in confidence and become fantastic little coaches to the younger children. The Key Stage 1 children love playing with the leaders and all the children I talked to discussed how the leaders kept them busy and active at playtimes.</p> <p><i>“The year 4 Play leaders have been absolutely wonderful this year. They have been great at getting the younger children involved in games that they wouldn’t normally play or be involved in. It’s been great to see the leaders grow in confidence through these sessions.... The younger children are more active and having the support of the older children has really helped their team work and communication skills.”</i></p> <p>Playground leader supervisor feedback</p> <p><i>“I have loved being a play leader this year – at first I was really worried but now I am really good at it.”</i> Year 4 play leader</p> <p><i>“I love playing with the children... it makes me feel</i></p>	<p>We will continue this initiative next year with Mrs Robison as play leader supervisor.</p>

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		<p><i>grown up and proud of myself.” Year 4 play leader</i></p> <p><i>“The play leaders are really kind and they play fun stuff with us.” Year 2 child</i></p> <p><i>“We have shown the teachers some of the games that we play with the leaders at lunch time.” Year 2 Child</i></p>   	
	<p>Each class will be allocated a budget to purchase a class set of playground equipment.</p>	<p>We have purchased lots of new equipment for play times this year. As well as individual class equipment we have also invested in playground equipment bags for each key stage. The children enjoy using this</p>	<p>Continue to monitor playground equipment and replace as necessary.</p>

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		<p>equipment and are more active at playtimes.</p>  <p><i>“My favourite thing to play with is the skipping ropes, I can now skip backwards and criss cross!”</i> Year 3 child</p> <p><i>“I like to use the cricket equipment to practise my cricket skills like we do in P.E.”</i> Year 4 child</p> <p><i>“The children love to use the equipment to copy what they have done in their P.E sessions or make up their own games – playtimes are very active with all children ‘doing’.”</i> Key Stage 2 Teacher</p>	
	<p>Continue to invest to ‘loose part play’ equipment for children to build and promote imaginary play across KS1 and 2</p>	<p><b><u>Measure by...</u></b> Loose parts play continues to be very popular with all children. <i>“The children are just always busy.. They have so much fun.”</i> KS2 Lunch time supervisor</p>  	<p>We will continue to invest in Loose Parts Play next year.</p>

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*"I love all the different stuff that in there and it changes all the time – we can create lots of different things with all the stuff and play with our friends." Year 3 child*

*"If I didn't have this to play with then I would just be sitting in the huts." Year 3 Child*

*"I like building big towers and then trying to climb it."  
Year 1 Child*

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<p>Improve girls participation in after school clubs</p>	<p>Provide girls with positive role models (Play leaders)</p> <p>Identify the barriers to participation</p>	<p><b>Measure by...</b></p> <p>Girls Participation in afterschool clubs still remain low <i>See appendix 3 for full breakdown of club data for 23/24.</i></p> <p>I spoke to 20 KS2 girls about why they did not attend afterschool clubs. Barriers I identified were: Children already take part in lots of clubs outside of school Don't like getting sweaty Parents won't let them stay They are tired after school</p>	<p>Spring 2024 – Number of girls participating in after school clubs still remain low – I have signed up to complete the Youth Sport Trust Girls Active Online Modular Training course for advice and support. – <i>Update Summer 2024 The training was aimed more at secondary age children so not necessarily relevant to primary aged children. I will continue to look for resources to support with this.</i></p> <p>Look at the activities offered in afterschool clubs to see if we can make them more attractive to girls.</p> <p>Look at ways to engage parental community in school sports - Get Set 4 P.E Active families?</p>
<p>Increase SEN engagement in Physical Education</p>	<p>Targeted interventions ran by specialist coach in spring and summer term</p> <p>Attend School Games events</p>	<p><b>Measure by</b></p> <p>In the spring term 2 a specialist coach (with experience of work with children with SEND) ran intervention groups in spring for KS1 children – teachers have identified children who need extra support (engagement/motor skills/specific learning need e.g autism) These sessions were very successful with both teachers and children. Teachers have reported an increase in confidence with all children who have attended these sessions and have been seeing improvements in children's engagement in curriculum P.E sessions.</p>	<p>Continue to support teachers in the delivery of P.E to children with SEND.</p> <p>Provide training and support for T.A's who work with children with SEND.</p> <p>Look at possibly using specialist coach in summer term to run intervention sessions.</p>

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		<p>Feed back from POD teacher :</p> <p><i>“The pod found the sessions very helpful and inclusive. A joined in – which is first actual PE lesson they have joined in nearly 2 yrs and did not need any adult support. B and C were able to access short intervals of sessions. They both struggled sensory wise with the gloves but coach was flexible and met their needs in allowing not to wear. D benefited from learning to turn taking and following instruction. E and F enjoyed the routine of the sessions and improved in confidence.”</i></p> <p>KS1 Manager Feedback: <i>“The Tuesday SEND/girls sessions have been going really well. The children have been coming back buzzing about them. Travis has been joining in with the Pod boxing group too. He saw them and was desperate to join them!”</i></p> <p><i>“I did a good job - I was best at skipping.”</i> POD child</p> <p><i>“Kev made me feel strong!”</i> Year 1child</p> <p><i>“It was hard, but good hard – it made me sweaty!”</i> Year 4 Child</p> <p><b>See Appendix 2 for photographs of session</b></p> <p>SEN Bowling and SEN Triathlon attended by a group of children with SEND</p>	
<p>Continue to subsidise clubs to ensure more children have the opportunity to be physically active outside of the normal school day.</p>	<p>Clubs continued to be offered at a reduced cost.</p>	<p><b><u>Measure by...</u></b></p> <p><b>Autumn term 1:</b></p> <p>KS2 Multi Sports: 11 children attended (91% Boys 9% Girls)</p> <p>KS1 Multi Skills: 20 children attended (60% Boys 40% Girls)</p>	<p>We will continue to subsidise clubs to ensure more children have the opportunity to be physically active outside of the normal school day.</p>

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		<p>KS2 Football 21 children attended (85% boys 15% girls)</p> <p><b>Autumn term 2:</b>          KS2 Fun Fitness: 18 children attended (78% boys 22% girls)          KS1 Fun Fitness: 20 Children attended (65% boys 35% girls)          KS1 football: 20 children attended (70% boys 30% girls)</p> <p><b>Spring term 1:</b>          KS2 Hockey: 12 children attended (91% boys 9% girls)          KS1 hockey : 19 children attended (63% boys 37% girls))          KS2 Boxing Club: 20 children attended (90% boys and 10% girls)</p> <p><b>Spring term 2</b>          KS2 Multi skills:17 children attended ( 94% boys and 6% girls)          KS1 Multi skills: 20 children attended ( 75 % girls and 25% girls)          KS1 Boxing : 20 children attended (80% boys and 20% girls)</p> <p><b>Summer term 1</b>          KS1 Tri Golf: 20 children attended (75 % boys and 25% girls)          KS2 Tri Golf: 14 children ( 92.8% boys and 7.2% girls)          KS2 Boxing: 14 children attended ( 85.7% boys and 14.3 % girls)</p>	
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		<p>KS1 &amp; KS2 cricket: 20 children attended ( 85 % boys and 15% girls)</p> <p><b>Summer 2</b></p> <p>KS1 Athletics: 20 children attended ( 85 % boys and 15% girls)</p> <p>KS2 Athletics: 11 children attended ( 90% boys and 10% girls)</p> <p>KS1 Football: 20 children attended ( 90% boys and 10% girls)</p>	
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b> <b>Future related costs: TBC</b>			
Intentions	Implementation	Impact	Continued/Additional Intentions for Academic Year 2024-2025
PE & sport participation/attainment	Ensure these improvements are sustainable by...	Evidence of pupils' PE and sport participation and attainment	Next steps
Embedding physical activity into the school day through encouraging active travel to and from school, active break times.	<p>Investment in Loose Parts Play</p> <p>Year 4 Play leader scheme</p> <p><del>Walk to school safely event/week June 19<sup>th</sup></del></p>	<p><b>Measure by...</b></p> <p>For Loose parts play please see impact statement on Key indicator 1.</p> <p>Please see impact statement on Key indicator 1.</p> <p>Discussions with children</p> <p>Photos</p> <p><del>% of children walking to school</del></p>	<p>We were unable to take part in the walk to school safely event this year. We will look at running this next year.</p> <p>As the building work has now completed on the studio we will look at ways to incorporate the use of the track and gym</p>

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			equipment into the school day in a manageable and sustainable way.
Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school	Give the year 4 play leaders the opportunity to help with the organisation and running of any intra school competitions and festivals.	<p>The play leaders have helped with the organisation and running of our Spring Cricket festival and Inclusive sports day this year.</p> <p><i>"It was fantastic to see the children confidently run and set up the activities with the children. In the inclusive festival they also worked with parents who were very complimentary about the play leaders."</i> Supporting T.A feedback of events</p> <p><i>"I had such fun! I just want to do it again!.. I hope I can be a play leader at middle school."</i> Year 4 child</p>	Continue to look at ways to encourage the use of play leaders to support the delivery of school sport within school.
<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>			
<b>Future related costs: TBC</b>			
<b>Intentions</b>	<b>Implementation</b>	<b>Impact</b>	<b>Continued/Additional Intentions for Academic Year 2024-2025</b>
PE & sport participation/attainment	Ensure these improvements are sustainable by...	Evidence of pupils' PE and sport participation and attainment	Next steps
To support class teachers in the delivery of curriculum physical education lessons.	<p>In September the whole school began using the Get Set for PE SOW. I will evaluate the Get Set for PE plans in Summer 2. Discuss what has gone well and where things can be improved. LA to look at assessment data and meet with each year group - Do units need to be re ordered/changed to suit the needs of cohort or ensure progression of skills.</p> <p>Investigate the Get Set for P.E platform and sign post teachers to useful resources</p>	<p>I have met with staff several times this year to monitor how the new scheme of work is working. All are very happy with the units so far – love how easy they are to follow, and feel they have significantly improved their subject knowledge</p> <p><i>"Its like having a coach with you when you are teaching – I know exactly what I need to teach, how to teach it and adapt it to suit the needs of my class"</i> Y2 teacher</p>	<p>Continue to monitor the effectiveness of Get Set for P.E planning next year.</p> <p>Dance continues to be an area where teachers feel less confident - DT is a dance specialist, look at using her to help support teachers. Look at developing links with local dance</p>


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	<p>Evaluate the Get Set for PE plans in Summer 2. Discuss what has gone well and where things can be improved. LA to look at assessment data and meet with each year group - Do units need to be re ordered/changed to suit the needs of cohort or ensure progression of skills.</p> <p>Meet with TA's and 1:1's to offer advice and support for supporting teachers in the delivery of P.E.</p>	<p><i>"I feel so much more confident in teaching P.E now!"</i> Year 3 teacher</p> <p>In summer 1 staff meeting we discussed the units that have been taught this year and looked at how best to order the units to ensure maximum progression – new long term plan created after this discussion.</p> <p><b>P.E Session photographs</b></p> 	<p>clubs.</p> <p>Analyse assessment data to identify gaps in children's attainment.</p>
	<p>Staff CPD videos on Get Set 4 PE website</p>	<p>Discussed this with staff in Summer 1. <i>"I found the videos really helpful, especially the gymnastics support video"</i> Year 1 Teacher</p> <p><i>"The videos are great – I love that they show the skills that we need to teach really clearly."</i> Year 4 teacher</p>	<p>The Get Set 4 P.E platform regularly updates its CPD section. I will continue to monitor this and sign post staff.</p>
	<p>As part of the Chance to Shine initiative, Worcester Cricket club to support the teaching of cricket in Summer term.</p>	<p>The children really enjoyed these sessions with several joining the local Redditch club for some taster sessions.</p>	<p>Continue to look for opportunities to work with sporting clubs/coaches.</p>

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		<p><i>“Cricket makes me happy...”</i> Year 4 Child.</p> <p><i>“I never knew I was good a cricket.”</i> Year 3 Child</p> <p><i>“I really liked it when Jon made us try and improve our score from the week before.. I always beat mine!”</i> Year 4 child</p> <p><i>“I now feel more confident to teach cricket next year.”</i> Year 3 teacher.</p> 	
	<p>Sports coach to work with each year group to receive 1 x 6 week block of fundamental skills/fitness sessions.</p>	<p>The feedback from these sessions were really positive (<a href="#">See teachers evaluations at the end of this document – Appendix 1</a>) and the children really enjoyed them.</p> <p><i>“I love working with Kev – Its ‘good’ hard, I get very sweaty!”</i> Year 4 Child</p> <p><i>“I have definitely go quicker now and I don’t give up as easily – look at how many burpees I can do...”</i> Year 2 child</p> <p><i>“Children who are usually not engaged in PE were focused....Children were excited and looked forward to the sessions.”</i> Year 2 teacher</p>	<p>Teachers will now apply the skills they have developed during these sessions with their new classes next year.</p>

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		<i>The sessions were fast paced and there was clear progression with each session.” Year 3 teacher</i>	
<b><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</u></b> <b>Future related costs: TBC</b>			
Intentions	Implementation	Impact	Continued/Additional Intentions for Academic Year 2024-2025
PE & sport participation and attainment	Ensure these improvements are sustainable by...	Evidence of pupils’ PE and sport participation and attainment	Next steps
<p>Raise the profile of physical activity by providing children with opportunities to participate in a wide range of activities.</p> <p>Introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.</p>	Children to take part in festivals offered by our local schools pyramid and the School Games.	<p><b>Autumn Term :</b> Year 4 Multi Sports Festival at Trinity SEN Bowling <b>Spring Term:</b> SEN Triathlon KS1 Cricket Festival</p> <p><i>“As always it was ran and organised fantastically and it was great to see the children applying their curriculum learning in a different environment”</i> Visit leader</p>  <p><b>KS2 Dance festival</b> The children attended a local high school and performed the dance they had been learning in their P.E lessons on a stage to an audience.</p>	<p>Continue to take part in school games events</p> <p>Look at possibly joining the local school pyramid so that we have access to more festivals and competitions.</p> <p>Make links with clubs that offer different sports that would not normally be available to children.</p> <p>Research companies that offer alternative physical activity workshops.</p>

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Raise the profile of physical activity by inviting local clubs and companies into school to build community links.

Contact local clubs and invite into school

This year we have had the following local clubs come into school and work with us:

*Alvechurch Football Club (curriculum sessions and afterschool club)*

*Worcester Cricket club taster sessions Spring 2*

*Worcester cricket club coaching sessions and afterschool club Summer 1*

*Amelia Dance Academy workshop Summer 2*

These sessions have been beneficial to both children and teachers.

### **Cricket festival**




### **Cricket taster day**



Continue to make links with new local clubs.

As the dance workshops were so successful we will look at working with Amelia again next year.

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		<p><b>Amelia's Dance Academy workshop</b></p> <p>These sessions were fantastic and was great to see all children getting involved.</p> <p><i>"That was so fun, I want to be a dance teacher like Millie when I grow up!"</i> Year 4 child</p> 	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p> <p>Future related costs: <i>TBC</i></p>			
Intentions	Implementation	Impact	Continued/Additional Intentions for Academic Year 2024-2025
PE & sport participation and attainment	Ensure these improvements are sustainable by...	Evidence of pupils' PE and sport participation and attainment	Next steps
Increase and encourage children to take part in competitive activities	All P.E lessons to follow the Get Set for P.E scheme of work. The plans in the SOW encourage children to be competitive - initially against themselves and then progressively throughout each unit where the children take part in competitive games against their peers.	<p>The Get Set for P.E plans have proven to be very successful in promoting and encouraging healthy competition amongst the children.</p> <p><i>"In every session there is an element of competition which the children really enjoy..."</i> Year 4 Teacher</p> <p><i>"The lessons allow all children to be competitive – they allow all children, no matter their ability to compete at a level that suits their individual needs."</i> Year 1 Teacher</p>	<p>Continue to use the Get Set for P.E plans next year.</p> <p>Investigate ways of setting up regular inter school competitions next year – possibly year groups competing against each other at the end of every teaching unit.</p>
Increase and encourage participation in the School Games	Take part in local events.	See key indicator 4 impact statement for school games events attended.	

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In the Summer term Worcester Cricket club will be coming in to work with class teachers and children to deliver a 6 week block of lessons as part of the Chance to Shine initiative. At the end of the block of sessions we will hold an intra school competition.

### Intra school competition held 23/06/24



*"I loved playing cricket against the other classes – We didn't win but I think I played the best I have ever played"* Year 3 Child

*"It's made me want to play even more cricket!"* Year 4 Child

Contact local schools (within walking distance if possible) to set up intra school competitions and festivals next year

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## Appendix 1 – Fitness session evaluations

### Autumn 1 Fitness Sessions Evaluation

Year 1

How have these sessions benefited the children in your class?

The children have developed many skills. This was achieved through a range of activities that enhanced:

- Confidence and social skills
- Coordination
- Concentration and learning
- Efficiency and success
- Perseverance

How have these sessions increased your confidence, knowledge and skills in teaching P.E?

I have developed new teaching techniques and creativity. Using different equipment to adapt a lesson or adapt a teaching method to suit the needs of the children. I have observed exciting ways to teach a sport eg. Ball skills – setting up challenges to develop ball control. Activities that motivate students to exercise eg. Using dumbbells to build strength and techniques to help them better remember certain rules.

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## Autumn 2 Fitness Sessions Evaluation

Year 2

How have these sessions benefited the children in your class?

All of the children were active all of the time and the children all worked hard in these sessions and were happily tired at the end. These sessions worked on team work and encouraged the children to support each other and work together to complete the game.

How have these sessions increased your confidence, knowledge and skills in teaching P.E?

There were some really good ideas for some new games that I haven't played before it will be nice to explore these games again in my own PE sessions. The focus on team work was good, discouraging the idea of who had 'won' and replacing it with who had supported each other and worked as a team instead This was really good for the very competitive boys in my class.

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Year 3

How have these sessions benefited the children in your class?

- Children who are usually not engaged in PE were focused
- Children were excited and looked forward to the sessions
- The sessions were fast paced
- There was progression with each session.

How have these sessions increased your confidence, knowledge and skills in teaching P.E?

I liked how fast paced the sessions were and I will try and use some of his techniques to improve the pace of my own lessons. Some great, very active games ideas.

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## Appendix 2

**11.6.24**  
***The children tried  
balancing and finding  
different ways to move on  
their own circuits.***



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### Appendix 3 – After school club data for 2023/2024 academic year

<b>Autumn 1</b>				
Club	Boys	Girls	SEND	PP/FSM
Multi Sports KS1 (20)	60%	40%	30%	40%
Multi Sports KS2 (11)	91%	9%	45%	45%
Football KS2 (21)	85%	15%	19%	38%

<b>Autumn 2</b>				
Club	Boys	Girls	SEND	PP/FSM
Fun Fitness KS1 (20)	65%	35%	15%	45%
Fun Fitness KS2 (18)	78%	22%	39%	44%

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Football KS1 (20)	70%	30%	25%	40%
Breakfast Club Multi-skills – WCC (75)	48%	52%	24%	32%

<b>Spring 1</b>				
Club	Boys	Girls	SEND	PP/FSM
Hockey KS1 (19)	63%	37%	16%	37%
Hockey KS2 (12)	91%	9%	58%	50%
Boxing KS2 (20)	90%	10%	40%	30%

<b>Spring 2</b>				
Club	Boys	Girls	SEND	PP/FSM
Multi Skill (KS1) 20	75%	25%	25%	45%

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Multi Skills (KS2) 17	94%	6%	52%	23%
Boxing (Y2) 20	80%	20%	25%	60%

<b>Summer 1</b>				
Club	Boys	Girls	SEND	PP/FSM
Tri Golf (KS1) 20	75%	25%	20%	45%
Tri Golf 14 (KS2)	92.8%	7.1%	57%	42.8%
Boxing (KS2) 14	85.7%	14.3%	50%	42.8%
Cricket 20	85%	15%	20%	20%

<b>Summer 2</b>				
Club	Boys	Girls	SEND	PP/FSM
Athletics (KS1) 20	85%	15%	15%	45%

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Athletics (KS2) 11	90%	10%	54.5%	27%
Football (KS1) 20	90%	10%	15%	40%