



PE & Sports Premium Action Plan

2023-2024

Funding

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£21,310
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£21,310
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024.	£21,310

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>	<p>Every child in years 4 swims once a week for two terms. Each lesson is one hour long with targeted groups to match children's ability. In the last few weeks of their lessons, children are introduced to swimming safety, giving them confidence in their swimming ability.</p>
<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 2024.</p> <p>Please see note above</p>	72%
<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>	72%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	% not assessed
<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>	No

Action Plan

Academic Year: 2023/24	Total fund allocated: £21,310	Date Updated: July 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation:
			65%
Intent	Implementation		Impact
<p>Ensuring children are engaged in physical activity throughout the school day. Offering high-quality PE lessons for at least 2 hours a week.</p> <p>Long, medium and short-Term plans that offer opportunities to develop new sporting opportunities and aid gifted and talented children to demonstrate their skills to encourage their peers.</p> <p>Daily mile participation giving children the challenge of the government’s target of 30 minutes activity every day.</p>	<p>Clearly timetabled lessons that include outdoor and indoor sports, making use of the outdoor space as much as possible.</p> <p>Good links with local swimming baths and instructors to deliver a swimming programme that builds stamina and confidence within swimming disciplines and water safety.</p> <p>Plans looked at regularly and checked against outcomes using assessment tools.</p>	<p>£13,874</p>	<p>This year has seen a rise in physical education from the work that has been completed on activating children regularly in their break and lunchtime play. New equipment has been sourced and playground activators have been invested in to ensure all children increase participation. We have sought advice on new curriculum programmes which we have trailed and ensure that we use skill-based programmes to build progression through what is taught.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Percentage of total allocation: 7%
Intent	Implementation		Impact
<p>Delivering well-structured and progressive PE lessons that are sequential and build on progression in each year group throughout the school. The children in EYFS learn about the fundamentals of movement and focus on core strength and coordination, gross motor skills and fine motor skills as defined in the physical development section on early years providers.</p> <p>Sports achievement and PE display board. Giving children information on the bigger picture of physical activity and providing a space to highlight the sporting achievements of individuals throughout the school in a range of disciplines.</p> <p>Development of the PlayMaker award to offer year 6 children the skills to lead and assist in sporting activities and events. Thus providing peer support that is invaluable to promoting self-confidence in others.</p> <p>Use the school website and ParentMail to promote PESSPA to make parents and carers aware of the different aspects of our school's broad PE offer.</p>	<p>Buying into a well-developed PE Planning curriculum that has clear progression points within it. Trialling the Complete PE that offers extensive assessment tracking at 3 points throughout the year.</p> <p>Ensure the display is updated and highlights recent achievements. Focusing on the sports within the school and where children take part in competitions outside of school.</p> <p>Train up a group of PlayMakers from the year 6 cohorts. Children will take part in running sporting activities as well as assisting in major school competitions and sports tournaments.</p> <p>Update the website to include relevant information on PESSPA and links with local clubs that are known to the school and create further links with parents involved in sports or coaching.</p>	<p>PE Planning subscription to planning website £500</p> <p>Silver package from HSSP £950</p>	<p>Having reviewed and evaluated the PE curriculum, it was evident that teaching staff were using this in a variety of ways that led to inconsistency and lack of progression of skills. EYFS were doing a good job in enhancing children's fundamental movement skills, which were skill-based and built over the course of the year.</p> <p>Triangulation was used to glean an overall picture of PE at Cedar with pupil voice, lesson observations and quality of PE lessons, it was clear that a new programme would be needed. This is currently in the trial period with a view to full implementation by the 2024-25 academic year.</p> <p>The Playmaker Award has enabled 15 children from Cedar to learn skills and develop confidence in their leadership abilities. We have used these playmakers in a variety of ways, but mainly to support the KS1 playground at lunchtime to deliver games to groups of children in Years 1 and 2. These children have also been supported in sports events and will support in transition for those year 6s who still find PE difficult.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:
26%

Intent	Implementation		Impact	
<p>Develop PE leads knowledge of the PE curriculum and upskill their knowledge, skills and confidence in providing an effective PE curriculum across EYFS and the key stages.</p> <p>Deliver CPD to staff to ensure the well-planned PE lessons are succinct, build in the pillars of progression and are sequential.</p> <p>Send staff on specific CPD for sport disciplines or areas of need.</p> <p>To develop an assessment toolkit to ensure staff are taking opportunities to assess children and pick up on the areas that each child needs to progress within.</p> <p>SEND children's needs taken into account and necessary adaptations made to ensure inclusivity in every area of our PE curriculum.</p>	<p>PE lead given time out of class to map out the curriculum, ensuring it is progressive and uses procedural and declarative knowledge. Updated with the latest research from Ofsted on the three pillars of progression on motor competence, rules strategies and tactics and healthy participation.</p> <p>Regular CPD sessions and developing PE lead skills to ensure up-to-date knowledge and research are at the forefront of what we deliver here at Cedar.</p> <p>Sign staff up to CPD sessions through the HSSP scheme that we have paid for through TSAT hub.</p> <p>Trial Complete PE as an assessment tool and evaluate between existing assessment methods.</p> <p>SEND provision developed with teachers and SENCO to ensure all children are engaged in PE and broader sporting activities.</p>	<p>Staff training and development £500</p> <p>Resources and equipment £4986</p> <p>HSSP CPD £150</p>	<p>CPD has been highlighted several times this year and we have extended opportunities to staff to attend CPD. Out of this, we have had staff attend courses on autism and PE, multi-skills workshop, deep dive into PE, trained up a member of staff as a swimming coach and had CPD on young leaders and the delivery of the programme to children across the school.</p> <p>This training has developed teachers in school and pertinent information has been disseminated to the appropriate staff. CPD has been shared more widely with teaching staff at subject leads training and in staff briefings to distribute key messages, research or information for key events.</p> <p>An area that needs further development is the SEND provision – two members of staff attended the autism training, which was beneficial in knowing what small wins we could implement to help autistic children. We purchased some coordinating colour equipment as this was necessary to help with processing and more than one-step activities. We also held a SEND-only event at school for KS1 children. There was a big take up for this and it highlighted where we needed to work further in ensuring all children's needs</p>	

			are met. This led to a PE SNED specialist booking to come in to help with this in the 2024-25 academic year.	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
<p>Additional achievements:</p> <p>After-school: multi-skill and multi-sport activities are offered for free for four afternoons of the week.</p> <p>Lunchtime activities and tournaments between class and classes across the key stages.</p> <p>Development of PlayMaker clubs to give the leaders an extra opportunity of leading sessions for children in EYFS and KS1.</p> <p>Make links with parents and local and national clubs to provide training and coaching in various sports, including disability sports, to widen participation.</p>	<p>Setting up regular free after-school sports sessions for children in the different key stages.</p> <p>Lunchtime training sessions and tournaments developed throughout the year with the sports coach.</p> <p>Playmakers used more heavily in terms 5 & 6 in increasing participation and developing confidence in assisting within the school sporting events.</p> <p>Develop links through SGO and local NGB organisations. Most school tournaments affiliated with a local club that we will aim to make further links with.</p>		<p>Extra-curricular activities have further developed this academic year with over 50% of clubs being PE-based and are free to all children. Pupil premium children are targeted for this and we ensured they were prioritised when selecting who will attend as there was a high take-up for each club. There were a variety of sports offered this academic year. We offered clubs like badminton, Korfbal, Cricket, Dance, athletics, multi-skills, fitness and cheerleading.</p> <p>Our PE curriculum was developed to enable lunchtime activities based on skills the children were learning in their PE lessons and intra-competitions for specific events. Out of these, we also selected children based on the development of skills to represent Cedar at HSSP and MYG events</p>	

			<p>throughout the year. Again, PP children were targeted along with those who had shown development in their PE lessons and those who would benefit from attending events to boost their confidence in their sporting abilities.</p> <p>We have further developed links with the local community in an attempt to boost our offer in school. We currently have held talks with several clubs and will develop these links into the next academic year.</p>	
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Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 2%
Intent	Implementation		Impact
<p>Regularly attend HSSP tournaments and MYG tournaments.</p> <p>Links with Kent Sports Trust activities and events to promote a competitive element to the sports learnt at school.</p> <p>Intra-tournaments held regularly between the different classes.</p> <p>Culmination of sports days in term 6 offering a variety of sports in which parents can watch their children competing.</p>	<p>Children with a passion for particular sports, and who have shown a marked improvement in a skill, involved with the selection to represent the school at the local sporting tournaments.</p> <p>Regularly attend Kent Sports Trust information sessions to update on opportunities for children to participate in a range of varying sports.</p> <p>PE Lead to further develop the school intra-sports tournaments. Making sure these are well planned and introduced into the lunchtime play sessions.</p> <p>Sports days organised by PE lead with the help from sports coaches and the Playmakers' to deliver high-quality events where children get the opportunity to show off their sporting abilities to their parents and school community.</p>	<p>Transportation costs to PE events £350</p>	<p>Regularly attending a range of sporting events that were planned in the calendar at the beginning of the year. Teachers have selected children based on a range of criteria which is determined by the type of event. This has led to children wanting to work hard in their PE lessons to demonstrate why they should be selected for certain events outside of school. Once attended, we regularly celebrate the children's achievements in assembly and through our news and social media channels which has raised the profile of sporting events at Cedar, and ensured children are enthusiastic and excited to represent our school at intra-tournaments and at the HSSP and MYG games.</p> <p>The big school events, like sports day, allow children, parents and sports leaders to share in the success throughout the year. Most sports are based on agility, balance and coordination and give each child an opportunity to shine and display their talents. The buzz created around the school for events like this is evident in children's excitement to perform well in their PE lessons, break times and after school.</p>

Signed off by:

Head Teacher:	<i>(Name)</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Mr P Carey (Assistant Headteacher)</i>
Governor:	<i>(Name and Role)</i>
Date:	15 th July 2024