

Sports Premium September 2023 – July 2024

What is Sport Premium and what are the spending conditions?

All children and young people should live healthy active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation. The UK Chief Medical Officers recommend that all children and young people should take part in moderate to vigorous intensity physical activity for at least 60 minutes every day. Children with special educational needs and disabilities should take part in 20 minutes of daily activity. All children should have equal access to high-quality PE provision and opportunities to experience and participate in a wide range of sports and physical activities.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The PE and sport Premium funding can help primary schools to achieve this aim. It must not be used for core-type school activities. They should use it to make additional and sustainable improvements to the PE, sport and physical activity they provide,

Ofsted's new Inspection Framework, which came into effect from September 2019, gives greater recognition to schools' work to support the personal development of pupils, such as the opportunities they have to learn about eating healthily and maintaining an active lifestyle. Inspectors will expect to see schools delivering a broad, ambitious education, including opportunities to be active during the school day and through extra-curricular activities. Schools should consider how they use their PE and Sport Premium to support this.

Schools must use the funding to make additional and sustainable improvements to the quality of their physical education (PE), physical activity and sport.

Schools should use the premium to:

- Develop or add to the PE, physical activity and sport that your school provides
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools should use the premium to secure improvements in the following 5 key indicators.

Engagement of all pupils in regular physical activity (at least 30 minutes of physical activity in school), for example by:

- Providing targeted activities or support to involve and encourage the least active children
- Encouraging active play during break times and lunchtimes
- Establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- Adopting an active mile initiative
- Raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim

Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:

- Encouraging pupils to take on leadership or volunteer roles that support sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes)
- Embedding physical activity into the school day through active travel to and from school, active break times and active lessons and teaching

Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:

- Providing staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- Hiring qualified sports coaches to work alongside teachers to enhance or extend current opportunities

Broader experience of a range of sports and activities offered to all pupils, for example by:

- Introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities
- Partnering with other schools to run sport activities and clubs
- Providing more (or broadening the variety of) extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sport organisations

Increased participation in competitive sport, for example by:

- Increasing pupils' participation in the School Games
- Organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations.

How funding is calculated

Schools receive PE and sport premium funding based on the number of pupils in years 1 to 6. Using data from the January Pupil Census. Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil.

Total amount allocated for 2023/24. To be spent and reported on by 31st July 2024.	Total of £21,330
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Swimming at Grimdsyke School

Since 1994, swimming and water safety has been a statutory element of the national curriculum for physical education in England. This means that every 11-year old child should leave primary school with the basic skills and ability to swim competently and be able to keep themselves safe.

Each pupil is required to be able to do the following:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Perform safe self-rescue in different water based situations.
- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

Here are the outcomes in swimming for our current year 6 cohort (2023 – 2024):

Meeting national curriculum requirements for swimming and water safety	
Percentage of our current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25 metres?	71%
Percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	81%
Percentage of our current Year 6 cohort who can perform safe self-rescue in different water-based situations?	81%
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?	No

Academic Year:
Academic Year September 2023 – July 2024

Total allocated:
£21,330

Key indicator 1: The engagement of all 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

E.g.:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sports clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative
- raising attainment in primary school swimming to meet requirements of the national curriculum before the end of KS2 - every child should leave primary school able to swim

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To create a positive and engaging lunchtime environment for all children.</p> <p>To encourage children to stay active and engaged during their breaks while developing important social and physical skills.</p> <p>To ensure that there is a wide range of activities that cater to diverse interests, promoting inclusion and participation for every student.</p>	<p>To audit the resources and equipment the school currently has. Remove unsafe items and replenish.</p> <p>Identify what the student would like to have in the playground to encourage them to be active.</p> <p>Staff training on positive lunchtimes aiming to increase active play, social development and minimise any behaviour issues.</p> <p>Purchase or replacement playground equipment.</p> <p>Reorganising of equipment so play equipment is available for break/ lunch times.</p>	<p>£6077</p>	<p>The replenished and new equipment has had a substantial impact on the overall lunchtime experience. Children now have access to a broader variety of play options that encourage them to be physically active, whether through structured games, individual play, or cooperative activities. The availability of diverse equipment has resulted in increased participation across different groups, ensuring that children of varying interests and abilities find something that engages them. It has also promoted social bonding, teamwork, and communication as children collaborate in games and activities. Additionally, this investment supports gross motor development by encouraging movement, coordination, and balance in a fun, play-based environment.</p>	<p>This investment is sustainable, as the equipment purchased is durable and designed for long-term use. It will continue to support active playtimes and lunchtime experiences for future students, with replenishment only needed when items become worn or if more equipment is required due to increased participation.</p>

<p>To enhance the physical activity of students by creating defined spaces for structured play and sports in the playground.</p>	<p>Decide which sports and activities will benefit from the playground markings (football, basketball, athletics, etc.). Consider student needs, interests, and space availability.</p> <p>Three quotes received from three different companies for both the infant and junior playground – netball, football and active games using floor spaces in both playgrounds.</p> <p>Replacement of equipment to enhance active play at playtimes and lunchtimes. (Linked to new line markings on playgrounds)</p>	<p>£1780.59</p>	<p>The markings include areas for different games, sports courts, and activity zones which reinforces our positive playtimes.</p> <p>Clear markings encourage more structured play, making it easier for students to engage in sports activities during breaks and PE lessons.</p> <p>Clear boundaries for different activities reduce the risk of collisions or injuries, fostering a safer environment.</p>	<p>Ongoing Use: The markings can be used throughout the school year, both during PE lessons, break time and lunchtimes ensuring continual benefits.</p>
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Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement

- E.g.:
- actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as ‘sports leader’ or peer-mentoring schemes)
 - embedding physical activity into the school day through encouraging active travel to and from school, active break times and holding active lessons and teaching

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.</p> <p>Create citizenship opportunities for year 4 children in preparation for sports leader responsibilities.</p>	<p>Cross-curricular engagement of pupils through ‘young sports leader programme’</p> <p>Organise and run PSD young leaders programme for year 4 students in the summer term.</p>	<p>£882</p>	<p>All year 4 children trained in delivering playground activities to infants.</p> <p>These children will support active lunchtime in the infant school in the next academic year as year 5 play leaders.</p>	<p>Children who have participated and completed this training will become year 5 play leaders in 2024/2025.</p> <p>Play leading responsibilities in year 5 will then provide a pathway for sports prefects/captains for when these children are then in year 6.</p> <p>This will be organised again for the next year 4 cohort in 2024/2025.</p>

<p>To provide equipment and resources for netball training and participating in competitions</p>	<p>Purchase of netball tabards for a morning club to allow students to understand positions played in a netball game and compete in inter and intra school competitions.</p>	<p>£40</p>	<p>The purchase of netball tabards has enhanced both PE lessons and extracurricular netball club activities by providing clear team differentiation and supporting the teaching of positional play.</p> <p>Tabards have helped students identify their roles and positions within a game, improving their understanding of tactical team sports.</p>	<p>Will not need to purchase again as these can be reused again next year.</p>
<p>To enhance the delivery of physical education lessons, particularly in areas that require precise timekeeping, such as fitness testing, athletics, and timed sports activities.</p>	<p>Stop watches purchased to support in lessons where students' performance and progress needs to be monitored.</p>	<p>£101.92</p>	<p>Stopwatches allow for accurate measurement of students' performance, helping to track improvements in speed, endurance, and overall physical fitness. This data provides valuable feedback to both students and teachers, supporting individualised target setting and the development of a growth mind-set in physical activity. This has also encouraged to foster a competitive and challenging learning environment.</p>	<p>This is a long-term investment as the stopwatches will be used continuously over several years until they need replacing or until additional stopwatches are required due to an increase in student numbers or lesson demand. This purchase supports sustainable delivery of high-quality PE lessons without the need for frequent re-investment.</p>
<p>To ensure that the PE curriculum is fully resourced and can be delivered effectively.</p>	<p>Audit PE resources and equipment and purchase resources to support the curriculum. Replenishment throughout the year. Replace missing or faulty equipment</p> <p>To ensure teachers and children have access to all the equipment that they require to progress and master their skills in P.E.</p> <p>PE team to monitor use of equipment and purchase new equipment. Teachers to inform PE lead of any equipment required or which needs replacing.</p>	<p>£3250.88</p>	<p>The replenishment of PE equipment has had a positive impact on the quality of PE lessons by ensuring that teachers and students have access to the resources they need for full participation and effective teaching of the PE curriculum.</p> <p>PE equipment replenished and children reminded how to use them correctly. New storage to ensure they can be assessed easily and organised to ease of use.</p>	<p>The purchased equipment is designed for long-term use across multiple school years. The equipment will only need replacing when it becomes worn out or when additional resources are required due to increased student numbers.</p> <p>Continue to audit equipment and replenish to ensure good quality resources to deliver the curriculum.</p>

<p>To purchase specialist PE equipment is to provide an inclusive and adaptive physical education experience for pupils with special educational needs (SEN).</p>	<p>Audit of resources required to support children's individual needs as well as those to support teachers plan and adapt lessons.</p> <p>Equipment purchased. This equipment ensures that all students, regardless of their physical or cognitive abilities, can actively participate in PE lessons and improve motor skills, and support the physical and emotional development of SEN pupils by offering equipment tailored to their specific needs.</p>	<p>£359.04</p>	<p>The specialist PE equipment has had a significant impact on the engagement and participation of SEN pupils in physical education. With adaptive tools that are accessible, SEN students are more actively involved in PE lessons, allowing them to experience success in physical activities. This boosts their confidence, improves coordination, and enhances their overall physical fitness. The inclusive nature of the equipment also helps foster a sense of belonging and teamwork, as SEN pupils are better integrated into group activities. Teachers are also better equipped to cater to the diverse needs of their students, ensuring that everyone benefits from high-quality PE sessions.</p>	<p>This investment is sustainable, as the specialist equipment will be used for years to come, requiring replacement only when items become worn or additional resources are needed. The equipment is designed to be durable and used across multiple school years, ensuring long-term use</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

e.g.:

- providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school
- hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils - teachers should learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
<p>To provide specialist teaching in gymnastics which enhances and to promotes confidence, skill and ability in all children throughout the school</p>	<p>Employment of PT coaching to delivery gymnastic sessions for the period of: Autumn - 13/09/2023 – 13/12/2023 Spring – 01/01/2024 – 27/03/2024 Summer – 17/04/2024 – 17/07/2024</p> <p>All classes from year 1 to year 6 receive 6 gymnastics lessons in a year and take part in gymnastic lessons with specialist coaches. Teachers to accompany classes and observe</p>	<p>£1521 £1287 £1521</p>	<p>Teachers have noticed improved coordination, flexibility, strength, self-esteem, confidence and social interactions and team work amongst pupils in all other year groups.</p> <p>Skills are built on each year to ensure progression in learning and development of gymnastic skills.</p>	<p>Continue with PT coaching for the foreseeable future.</p> <p>Teachers observe all lessons as part of CPD as a result have increased confidence in teaching of gymnastics and skill development in years 1 to 6. This has also allowed staff to gain a better understanding of how to manage</p>

	sessions as part of CPD and support coaches in delivery of lessons.			healthy, safety and risk when teaching gymnastics.
For all children to receive high-quality PE lessons, reflecting the requirements of the National Curriculum.	<p>Purchased Complete PE subscription which gave access to: interactive videos, differentiation learning cards, curriculum plans with development of skills across the school, curriculum mapping builder, use of assessment tools and lesson resources, subject leader resources.</p> <p>Ongoing whole school PE support (through meetings, webinars and support/guidance). Bespoke 1-1 subject leader, maintenance and admin support.</p>	£1,750.00	<p>Complete PE will be purchased again next year. Staff are more confident in delivering high quality PE sessions and in turn are able to enthuse children in understanding the role of movement in the development of their own physical literacy, fitness and wellbeing.</p> <p>Assessments in PE are linked to this resource, so that teachers can track children's knowledge and understanding.</p>	<p>All year groups now follow specific units which are in line with our progressions of skills and knowledge. This clear alignment now means sequences of lessons follow a clear structure, with a focus on skill and knowledge development.</p> <p>This has also increased teacher subject knowledge allowing staff to deliver more high quality lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

e.g.:

- introducing a new range of sports and physical activities to encourage more pupils to take up sport and physical activities
- partnering with other schools to run sports and physical activities and clubs
- providing more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To inspire students by providing them with an engaging, unique, and high-quality experience in sports. The visit aims to broaden students' exposure to diverse sports and physical activities, encouraging participation beyond traditional team sports	Jaime Knight, a Freestyle Footballer was booked in to visit the school. He did an assembly for each Key Stage in our school and did workshop with each class. There was opportunities for children to purchase a football and have a photo opportunity with Jaime.	£1260	Jaime Knight's visit had a significant impact on the students by sparking interest in freestyle football and physical activity in general. His demonstration of skill and creativity showed students the fun and enjoyment that can be derived from sport, regardless of skill level. The experience helped to raise aspirations, with students learning new techniques and discovering that sports can be both accessible and enjoyable. It also become much more popular with the girls.	While the visit itself is a one-time event, the school plans to use the sports premium funding again to invite other sports professionals in the future. This approach ensures that students continue to be exposed to a wide variety of sports and role models during their time at Grimdsyke, keeping them engaged and interested in physical education over time.

Key indicator 5: Increased participation in competitive sport

e.g.:

- increasing and actively encouraging pupils' participation in the School Games
- organising more sport competitions or tournaments within the school
- coordinating and entering more sport competitions or tournaments across the local area, including those run by sporting organisations

Focus/Intent	Actions to achieve intention (Implementation)	Expenditure	Evaluation of impact	Sustainability and suggested next steps
To raise the profile of PE with the school and allow children to participate in a broad range of sports activities through organised inter and intra school competitions.	<p>The school is part of the Harrow Schools' Sports Partnership and buy into the PE and Sport package which provides:</p> <ul style="list-style-type: none"> • Membership of the Youth Sport Trust (YST) • Access competitions and health & wellbeing programmes • CPD Programme • PE leads termly forums/ Annual conference/ INSET 6 per year-- including use of external experts/Club links / Termly planning sessions / support (including the Schools' Games Mark) / School Games Organiser support/ Fit4Life Harrow Programme / Representation on the Harrow Education Partnership Board (HEPB) • Use of the HSSP website 	£1500	<p>Participation in enter competitions run by the Borough. The number of competitions the school has participated in has allowed for a larger group of children to participate in a range of sporting competitions.</p> <p>PE Curriculum leads have attended CPD courses and training run by the trust.</p>	<p>Continue to buy into this in the future.</p> <p>Continue to encourage the school to take part in inter-school competitions.</p> <p>Develop more intra-school competitions throughout the school year.</p> <p>Continue to take part in leagues.</p>

For more information, please refer to the Government website: <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools>

LEARNING AND ACHIEVING TOGETHER

