A brochure of a young child

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This template can be used for multiple purposes:A young child in a swimming pool

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* It enables schools to effectively plan their use of the Primary PE and sport premium
* It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
* It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider

the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable**

**improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA)

they offer. This means that you should use the Primary PE and sport premium to:

* Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
* Develop or add to the PESSPA activities that your school already offers.

**The Primary PE and sport premium should not be used to fund capital spend projects; the school’s core budget should fund these. Further detail on capital expenditure can be found in the updated** [**Primary PE and sport premium guidance**](https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools)**.**

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not

necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Although completing this template is not a requirement for schools, schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils’ PE and sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

The Department for Education has worked closely with the Association for Physical Education (afPE) and the Youth Sport Trust (YST) to develop this template and encourages schools to use it. This template is an effective way of meeting the reporting requirements of the Primary PE and sport premium.



We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

| **Activity/Action** | **Impact** | **Comments** |
| --- | --- | --- |
| Increased participation in walk to school scheme  Implementing activities to gain the School Games Mark  Staff have accessed CPD from Co-Op Academy  New and Improved LTP and MTP  Increased amount of extracurricular activity | Pupil voice demonstrates improved enjoyment, improved levels of fitness and children who are ready to learn. Observations show a calmer start to the day and children more alert.  Increased competition  Increased participation in a wide range of competitions and sports festivals eg Futsal, Quick Cricket, Pentathlon, Quad Kids)  Staff now have improved skills through co-coaching strategies. Staff also attended targeted CPD for areas of development. This includes SEN in sports and gymnastics CPD. This is reflected in a before/after questionnaire along with targets achieved from lead teacher.  Collaborative work with schools across the MAT trust and our partner secondary school to develop and improve our Long Term to ensure full coverage that meets the main aims of the NC. Opportunities to retrieve key skills and knowledge were also embedded into lessons.  The range and number of clubs available to all year groups increased over the year. Record keeping demonstrates that over 60% of our children attended clubs in a year. | Children enjoy sharing their enthusiasm for sports, competitions and their involvement in PE lessons. Children were able to explain their progression in skills.  Look into the ride to school scheme and implement it in 2024.  Gold Schools Mark achieved  CPS extensive programme from Co-Op Academy. Staff audited for their PE knowledge at the start of the term and then the team taught lessons each week with a coach from Co-Op. Staff subject knowledge improvement significantly over the terms.  Co-Op Academy supported staff in the writing of long term and medium term planning to ensure progression across the curriculum and included warm up skill focus, practice skill in isolation and implement skill in a game focus.  Wide range of sporting opportunities available through lunchtime and after clubs and sporting competitions with other schools. Cross-country, basketball, tag rugby, football, kinball, athletic, dodgeball - All clubs offered and competitions in all of the above sports taken place across the year. |



This planning template will allow schools to accurately plan their spending.

£18,705

| **Action – what are you planning to do** | **Who does this action impact?** | **Key indicator to meet** | **Impacts and how sustainability will be achieved?** | **Cost linked to the action** |
| --- | --- | --- | --- | --- |
| *To introduce a club for non-active children* | *This will impact staff who lead the club, the children who attend and midday assistant arrangements.* | *Key Indicator 1-To analyse the club registers and identify children who have not attended an active club by February 2024.*  *Key indicator 2 -The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.*  *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.* | *More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.*  *This will provide opportunities for children to try new sports and if they enjoy the activity they can be signposted to a club in the local community.* | *£1140 costs for additional coaches to support lunchtime sessions.* |
|
| *To provide consistent CPD for all teaching staff* | *Primary generalist teachers.* | *Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.* | *Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school, including teaching water safety and swimming and as a result improved % of pupil’s attainment in PE.* | *£2000* |
| *To provide a wide range of lunchtime and afternoon clubs termly.* | *Sports Coach* | *Key indicator 5: Increased participation in sport.*  *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils*  *Key indicator 5: Increased participation in competitive sport.* | *More pupils meeting their daily physical activity goal, more pupils encouraged to take part in Sport Activities.*  *Wake up and Shake Up 3 days a week for all year groups with increased participation*  *Year 6 Sports Leaders*  *Year 5 Sports Ambassadors*  *KC runs wake up and shake up*  *Path used daily by each class weather permitting*  *Afterschool sports clubs offered 5 days a week by teacher and/or sports coach*  *Midshire bicycle smoothie activity for each class.* | *£3040*  *Wake and shake Coach - £1000* |
| *Provide additional swimming sessions for all Key Stage Two pupils to develop fundamental swimming skills earlier and therefore further increase the percentage of Y6 children achieving NC level.* | *Year 6 Autumn block (5 sessions of 60 minutes per class)*  *Year 5 Spring block (5 sessions of 60 minutes per class)*  *Year 4 Summer block (5 sessions of 30 minutes per class)*  *Year 3 Summer block (5 sessions of 30 minutes per class)* | *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils*  *Key indicator 5: Increased participation in competitive sport.* | *Year six pupils who failed to meet the expected swimming standard are given a second opportunity to participate in swimming lessons with other year groups.* | *£687.50 x 6 = £4125*  *Coach £3600*  *Total - £7725* |
| *Attend a wide variety of competitions throughout the school year to give opportunities for maximum children to participate.* | *Engage with local secondary school competitions (e.g. South Wirral High School).*  *Engage with Wirral School Games Level 2 and 3 (where possible) competitions.*  *Engage with Wirral Cross Country events.* | *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils* | *Pupils have had the opportunity to participate in 16 different sporting competitions across 6 different sports. School visit from an Olympian.*  *These competitions include football, basketball, athletics, dodgeball, tag rugby, cross country* |  |
| *Hold an inclusive sports festival (Summer term) including a wide variety of sports and rewards for all children.* | *Purchase medals and stickers to promote Spirit of the Games during festival.*  *Teachers will need to come of time table to help facilitate the events.* | *Key indicator 4: Broader experience of a range of sports and activities offered to all pupils* | *Pupils will be provided with a safe environment to compete against each other.* | *£1800*  *£2000* |



This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

| **Activity/Action** | **Impact** | **Comments** |
| --- | --- | --- |
| Participate in school competitions. | Promotes healthy lifestyle, communications, leadership, problem-solving, tactics, school pride | Pupils across Brackenwood Junior School have enjoyed participating in many different sporting competitions. This has been celebrated in assemblies which has helped raise the awareness of sport within school. |
| Sports Day | Exposes children to a competitive environment. Parents are invited into school to watch their children compete, strengthening the school- parent relationship. Improve communication skills amongst pupils as they are placed in coloured teams and will have to work outside of their friendship groups and year groups. | Parents provided positive feedback about the event and enjoyed being involved in part of their child’s school day. Teacher’s also provided positive feedback having a shared experience with their pupils outside of the classroom. |
| Swimming | Every year groups (3-6) participated in five one-hour-long swimming lessons across one week. Pupils who did not achieve the required swimming standards had the opportunity to attend more swimming lessons with another year group. Swimming is an important life skill to the children in our school as we live on a peninsula containing many beaches. Developing their swimming skills will provide the pupils of our school with important safety skills. | Pupils enjoyed taking part in swimming lessons and have improved their swimming skills. |
| After-school/ lunchtime clubs | Pupils have opportunities to play sports with their peers and try new things. Pupils have the opportunities to further improve their skills or try a new sport in a safe and nurturing environment. | The clubs have been well attended throughout the year. |
| Sports camp in half terms (Activity for All) | Brackenwood Junior School has made links with a local sports company called Activity for All. They use our school facilities to provide sports camps involving a variety of different sports for the pupils of our school. | Pupils enjoyed taking part in this sports camp and were very enthusiastic about sharing all the different sports they participated in when they returned to school. |
| Midshire Events (Healthy Living) | Healthy living events allow children to eat more vegetables.  Smoothie bicycle.  Stickers given out as rewards for eating vegetables. | This has created a buzz around school as children are talking about the foods they eat and what might be a better choice. |



*Meeting National Curriculum requirements for swimming and water safety.*

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

| **Question** | **Stats:** | **Further context**  **Relative to local challenges** |
| --- | --- | --- |
| What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres? | 51% | *Pupils took part in swimming lessons over the course of a week at Calday Grammar school and were coached by specialist swimming instructors.* |
| What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]? | 52% | *Pupils swim each year from Year 3, even though*  *41% can swim a 25 m they can not effectively*  *use a range of strokes.* |

| What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations? | 51% |  |
| --- | --- | --- |
| If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum  requirements after the completion of core lessons. Have you done this? | Yes | Pupils currently in Year 6 who can not swim 25m  competently, confidently and proficiently after  their year group attends will be able to access  lessons later in the year. |
| Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety? | No | Swimming is taught by qualified swimming teachers  at Calday Swimming Pool. |

Signed off by:

| Head Teacher: | *Miss R Fry* |
| --- | --- |
| Subject Leader or the individual responsible for the Primary PE and sport premium: | *Mr Williams PE Lead* |
| Governor: | [Morag Kophamel](mailto:Moragkop@yahoo.co.uk) |
| Date: | July 2024 |