

Evidencing the Impact of the Primary PE and Sport Premium

Meltham CE Primary School

Sports Premium Spending Plan
(2024-25)

Sports Premium evaluation
(2023-24)

Commissioned by
Department for Education

Created by



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TRUST



Blue Columns evidence the impact and sustainability of the 2023-24 Sports Premium Grant expenditure

| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Provision of adults for lunchtime coaching to impact positively on children’s wider engagement in a broader range of activities • Improved written skills and knowledge curriculum in PE & Games written with the expertise of sports staff paid for through S.P funding • Development of LTS staff for games leading • Broad delivery of high quality PE & Games curriculum led by qualified specialist PE teachers and sports coaches and observed by teaching staff. • Purchase of quality PE & Games stock to support delivery of curriculum within year. • Coverage of competitions remains good: rounders, netball, hockey, cricket, cross country swimming gala • Engagement of reluctant pupils • Development of assessment of PE to identify pupils needing more support and identification of talent early in KS2 • Recruitment of dance coach to deepen quality of dancing in school and model to teachers • Dance participation in local competitions increased | <ul style="list-style-type: none"> • Increased collaboration with new staff and ECTs to ensure • Monitor the impact of coach/teacher expertise on whole staff confidence • Further increase school participation in competitive competition |

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| Meeting national curriculum requirements for swimming and water safety 2020-21 <i>NB Meltham CE Primary School children attend local authority swimming lessons in Year 4.</i> | Please complete all of the below: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school. | 99% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 74% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 60% |
| 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 |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

NOTE

School purchases membership of the local Pennine Sports Partnership which this year is **not** financed by the Sports Premium allocation.

This highlights the school's commitment to PESSPA (physical education, school sport and physical activity) over and above the grant allocation. *Any italic blue text in this spending plan refers to the school funded section of the budget financed through the main school budget (referring to Pennine Sports Partnership membership).*

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| Academic Year: 2023-24 | Total fund allocated: £19,545 Carry forward: £0 Total: £19,545 | Date Updated: September 2024 |
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| Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | | Percentage of total allocation: |
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| | | | | 100 % + additional from main budget |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact review (Sept 2024): | Sustainability/suggested next steps (Sept 2025): |
| <ul style="list-style-type: none"> Regular physical activity for healthy pupils (<i>impact for SEMH – social, emotional and mental health – and physical health</i>) Revised PE and Games curriculum being delivered by SP funded coaches and teaching staff who benefit from the latest equipment and training Children receive a broad and balanced PE curriculum monitored for quality by curriculum leaders Children have the opportunity to experience | <ul style="list-style-type: none"> a) Daily Km continued for all age groups b) Lunchtime coaches for KS2 and KS1 playground to encourage children to take part in extra structured activity during play sessions c) <i>Annual refresher training of lunchtime supervision staff in leading play and games in order to engage more children in lunchtime activity sessions</i> d) <i>New scheme adhered to</i> e) Dance coach employed though PP funding to improve staff skill set and open up opportunities for participation in competition f) | <ul style="list-style-type: none"> a) £0 b) See section 3 – lunch sessions delivered by coaches funded by S.P grant allocation c) <i>(staff training came as part of the school's membership of the Pennine Sports Partnership which falls outside the allocation)</i> d) PE and Games curriculum delivered in part by coaches and PE teachers budgeted with the £19075 of the total £19,545 allocation (with £470 budgeted to be spent on equipment). The teachers will ensure the National | <ul style="list-style-type: none"> Children experienced Paralympic sports led by coaches Participation in competitive competition increased Children accessed an increased number of dance based events | <ul style="list-style-type: none"> To build on increased competitive opportunities To monitor impact on staff of sports premium teacher/coaches (confidence and skillset) |

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| <p>sports which are available to participate in under competitive circumstances throughout the school year.</p> | | <p>Curriculum is covered in its aims and coaches/specialist teachers will use expertise to model sustained good practice and offer wider opportunities (i.e. response to the Paralympics) coaches</p> | | |
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| Key indicator 2: The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 0% |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact (Sept 2024): | Sustainability and suggested next steps (Sept 2025): |
| <ul style="list-style-type: none"> Develop and deepen children’s understanding of the positive impact of physical movement and sport on their health, mental health, attitude and focus through PE & Games curriculum and PSHE curriculum. Increased participation in sports competitions following impact of COVID pandemic Whole school consistent application of new PE & Games curriculum and scheme Recognition of EEF research indicating that engagement in regular PESSPA can result in improved mental health and academic improvement (2021). | <ul style="list-style-type: none"> a) Science curriculum b) PSHE curriculum c) Healthy eating/exercise promotion d) All competitions shared with parents via social media and directly via email to applicable year groups e) Sport reported on weekly newsletter when appropriate f) Celebrations of school teams in assemblies g) Engagement with local area community hub coordinator to ensure parents and children have access to a wide range of physical and sporting opportunities beyond the school day and during school holidays h) In addition to Sports Premium allocation, school commits to membership of the Pennine Sports Partnership which offers training for staff, inter-school competition, gifted and talented screening and other bespoke sporting opportunities for children and staff | <ul style="list-style-type: none"> a) £0 b) £0 c) £0 d) £0 e) £0 f) £0 g) £2404 (payment from school budget to remain part of the Pennine Sports Partnership - not part of the Sports Premium funding allocation) h) £2404 (payment from school budget to remain part of the Pennine Sports Partnership - not part of the Sports Premium funding allocation) | <ul style="list-style-type: none"> Participation in competition was increased in 23-24 (cross-country, SEND festival of sport, Strictly Pennine Dance, cricket, rounders, netball, sportsbarn) Increased success for the school in athletics All staff using new scheme myHappy Mind (funded separately) reinforces link with mental health and sports | <ul style="list-style-type: none"> Commitment from school to maintain increased participation in sports programs Audit staff & coach/specialist teacher impact Ensure ECT and newly appointed members of staff observe/join in with and feedback on sports coach input to improve own practice Broadening of PE leadership from a single coordinator to a team based approach sharing expertise, experience and good practice in monitoring and supporting PE and games |

| Key indicator 3: Increased confidence, knowledge and skills of children and all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|---|---|---|
| | | | | 90% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact (Sept 2024) | Sustainability and suggested next steps (Sept 2025) |
| <ul style="list-style-type: none"> Continued use of 2 sports coaches to model PE teaching with focus on wide range of sports. Use of 2 specialist sports coaches to ensure high quality PE sessions for all children R - 6. Use of PE & Games lead with PE specialist teacher to review PE & Games curriculum /scheme focusing on coverage, child impact and curriculum intent Positive CPD impact on Meltham CE Staff for sustainability | <ul style="list-style-type: none"> a) A full range of Games and PE activities available across school b) Implementation of new scheme c) Consistency of POE teaching and learning improved through new scheme d) Review and monitor MCE PE and Games curriculum and sports coverage and the new Get Set 4 PE scheme e) Engagement with local Pennine Sports Partnership for access to training, talent screening and competition | <p>£9980 (Sports coach provision for high quality modelled provision; SEND/SEMH referral groups and quality dance provision (Oct-July 24))</p> <p>£9095 (PE teacher delivering high quality PE & Games, curriculum review, structure and monitoring alongside school staff)</p> <p>£470 (Sporting equipment)</p> <p>b) £1800 for 3 years of Get Set 4 PE scheme and resources funded outside the Sports Premium allocation from main budget</p> | <ul style="list-style-type: none"> Teaching staff have been supported by implementation of new scheme when PE, Games or Dance is not provided by specialist staff Full range of activities implemented and a positive impact upon participation in competitive sports | <ul style="list-style-type: none"> Further increase in numbers attending competitive sports Monitoring of input with teachers (see KI 2) New staff to be provided with opportunities to observe practice of PE specialist staff as part of CPD Broadening of PE leadership from a single coordinator to a team based approach sharing expertise, experience and good practice in monitoring and supporting PE and games |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 100% |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact (Sept 2024): | Sustainability and suggested next steps (Sept 2025): |
| <ul style="list-style-type: none"> Establish new Get Set 4 PE scheme for teachers and coaches ensuring broad delivery and sequential skills/knowledge for all children Use of 2 sports coaches to model PE teaching with focus on a wide range of sports. Enable termly sports planning sessions across KS2 (plan, deliver review) Increased sports opportunities for children who have increased SEMH (Social, Emotional & Mental Health) needs Establish the taking part of outdoor and adventurous activity challenges both individually and in teams (KS2 and KS1) Maintain emphasis on cycling for non-cyclists | <ul style="list-style-type: none"> a) Implement Get Set 4 PE scheme b) PE & Games curriculum delivered to all children by specialist coaches and teachers c) Monitor curriculum & new scheme d) SEMH provision using PE & Games as a vehicle to improve targeted children's SEMH through outdoor collaborative sports tailored to the needs of the children. Sessions delivered by trained specialist sports coaches e) Outdoor and adventurous activity leaders will work with children and school staff to impact on children's SEMH, cooperation skills and broaden curriculum opportunities. f) Balanceability / Bikeability | <ul style="list-style-type: none"> a) £1800 for 3 year subscription to scheme b) £9095 (Games teacher) & £9980 (Coaches for Games / dance / SEMH & SEND referral 2) in addition to £470 equipment funding to deliver the PESSPA successfully c) 0 d) 0 e) School budget funding teachers & Forest School programme f) School funded Pennine Sports Partnership fee | <ul style="list-style-type: none"> Scheme fully implemented Modelling ongoing and use to help ECTs Money spent to release Leads to monitor and ensure provision is of the highest quality [possible given the resources available to us Links through PE and PHSE (myHappyMind) curriculum drawn to healthy body equals healthy mind Coaches bringing Paralympic activities wider than the curriculum | <ul style="list-style-type: none"> Finance and sustainability of scheme in place (monitoring needed) Broadening of PE leadership from a single coordinator to a team based approach sharing expertise, experience and good practice in monitoring and supporting PE and games |

| Key indicator 5: Increased participation in competitive sport (Local, national and even INTRA sports) | | | | Percentage of total allocation: |
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| | | | | 5% |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact (Sept 2023): | Sustainability and suggested next steps (Sept 2023): |
| <ul style="list-style-type: none"> • Identification of talented sports • Increase to a full program of inter-school competition planned | <ul style="list-style-type: none"> • Pennine School's Partnership organises wide opportunities for engagement in inter-school competition • Sports coordinator to attend planning meeting for sports competition in 24-25 | £470 for equipment to facilitate competitive sports and internal PE provision. Pennine Sports Partnership for 24 25 £2349 | <ul style="list-style-type: none"> • NA | <ul style="list-style-type: none"> • Broadening of PE leadership from a single coordinator to a team based approach sharing expertise, experience and good practice in monitoring and supporting PE and games • Engagement with PSP to offer a fuller breadth of competitive sporting opportunities. |