**Use of Primary Sports and PE Funding – Academic Year 2023-24**

**Use of Primary Sports and PE Funding During the Academic Year 2023-24**

**There are five key indicators that schools are working towards for the use of the Primary Sports and PE Grant. These are:**

1. 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 a day, of which 30 minutes should be in school)
2. The profile of PE and sport is raised across the school as a tool for whole-school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport.

At St Luke’s this year we are using the Primary Sports and PE Funding to address the above areas. We have identified the use of the money to:

1. To develop further and improve opportunities for and quality of engagement in physical exercise throughout the school day. (Key Indicators 1, 2 and 4) = £700
2. To improve the quality of teaching of PE (including a focus on gymnastics) through training and support from specialist coaches (Key Indicators 1, 2 and 3) = £7100
3. Develop health lifestyles of all children and have further increased input for a core group of children who require further support (Key Indicators 1 and 2) = £1600
4. Develop resources to meet the specific needs of the children, ensuring the children have the best equipment available to support them in PE lessons, break times, lunch times and at other points during the school day(Key Indicators 1 and 4) = £7500
5. To improve the range of physical activities at lunchtimes (Key Indicator 3) =£400
6. To enable children to access competitive games and activities within school and, if available, attend regional SEND events (Key Indicator 5) = £700

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| **Key Indicator 1: The engagement of all pupils in regular physical activity (30 active minutes every day)** | | | | | | |
| **What are your school’s key achievements to date?** | | | **What are your areas of focus for 2023 - 2024?** | | | |
| * All children participate in two PE sessions per week * A number of children access hydrotherapy, physiotherapy, rebound and occupational therapy regularly during the school week, all children with physical needs have at least 1 session of hydro therapy per week and children have rebound therapy on a rolling programme. Some children with more complex communication and interaction needs also benefit from a hydro therapy session once per week. The delivery of these therapies has increased again and we are working towards a full timetable of delivery again. * Year 6 access swimming at the local leisure centre in the spring and summer term once a week. * We have used coaches to support teachers in delivery of team games. We worked with Bottesford Football Club to deliver a Football Options Group. * Lunchtime activities have a focus on being active, including bikes and scooter clubs, playground games and field games | | | All children to have access to resources to aim for **one hour** of physical activity during the school day, this will take place during PE sessions, break times, lunch times and other opportunities will be planned throughout the day. Many of the children have long journeys to school and it can be hard for them to access sports clubs in the community therefore school need to promote an hour of exercise per day. This will help to promote the importance of children’s physical fitness and improve their actual fitness. Activities will include:   1. Providing training/development opportunities for teachers. Sessions will be led by school based staff and external support from coaches from Premier Education to improve delivery of PE sessions 2. Further develop skills of staff working with children at lunchtime and break times to enable them to better support children in being active at break times 3. Ensuring there are further opportunities for children to be active in lessons other than PE. 4. Developing resources available to children at lunchtimes and in PE lessons to ensure they can develop and extend skills. | | | |
| **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:**  51% |
| **Actions** | **Funding** | **Evidence** | | **Impact** | **Sustainability/Next Steps** | |
| Identify resources and develop the curriculum to enable children at all levels to develop and extend their physical skills | £400 (A)  Leadership time (4 sessions)  £1000 (D) resources | Evidence resources providing greater access to PE lessons. Regular monitoring and other evidence will show all children are more engaged in PE lessons | | Children will have opportunities to take part in an aspirational hour of appropriate exercise per day. | In summer term plan the next steps and identify any further resources required to develop PE sessions | |
| Staff training to ensure that they will have a clear understanding of how to promote and develop physical activity (including balance/coordination and training of lunchtime staff) | £400 (B) Leadership time to develop training sessions  £2100 (B)  bought in professional support | Evidence from monitoring activities will demonstrate that there is an improvement in the promotion of healthy lifestyles and impact of bought in professionals | | Children’s health outcomes will improve through ensuring that PE sessions meet their needs | On-going training programme to be built into wider school professional development strategy  Add elements of physical activity training to induction programme | |
| Develop rebound therapy sessions for a wider range of children | £1200 (C)  Staff training,  £4000 (D) materials/ resources | Evidence of engagement in rebound therapy sessions  Record keeping of how many children have accessed rebound therapy sessions | | Monitoring will show that children have a positive attitude to rebound therapy sessions | There will be a need for on-going staff training, but resources will be in place and will be used in future years. Next year train 6 more staff to deliver rebound therapy sessions | |

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| **Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** | |
| **What are your school’s key achievements to date?** | **What are your areas of focus for 2023 - 2024?** |
| * The school has a clear vision for PE and sport and encourages children to be active on a daily basis. An approach to healthy lifestyles has been created which promotes teaching of healthy lifestyles in PE, improved access to PE and support for families through the family support team. * The school has clear plans in place for teaching PE sessions and has specialists within school who can support the development of other teachers * The school has developed and embedded a Physical Development Tool called Physical Aspects of Learning for Life (PALL). This tool was created by school staff in partnership with Physiotherapists and the Occupational Therapist. It enables teachers to understand how children develop physical, from the earliest stages of development and puts physical development at centre of what we do * Opportunities are given throughout the school day for children to be active * Whole school events take place each year which have an active focus. These included the Elfie Selfie Walk and the Easter walk | 1. To ensure all staff have a clear understanding of how to deliver high quality PE sessions and children have access to the best resources available:  * Resources available to help children develop and extend their PE skills in PE lessons – focus on gymnastics * Resources available to help children develop and extend their PE skills at break times and lunchtimes and at other times during the school day  1. Training for staff to deliver the above, which will also raise the profile of PE and active lifestyles with all staff |

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| **Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement** | | | | | **Percentage of total allocation:**  13% |
| **Actions** | **Funding** | **Evidence** | **Impact** | **Sustainability/Next Steps** | |
| Staff training to promote a healthy lifestyle through increased participation in PE (focus on gymnastics – balance and co-ordination) | £400 (C) leadership time to develop sessions  £2000 (B)  bought in professional support | Children will be participating in PE based activities throughout the school day. Frequent learning walks will identify if this is being achieved and areas for improvement | There will be a reduction in the number of incidents of challenging behaviour as children will have PE resources targeted to their needs | Children with support plans will have opportunities to be active identified in their plan | |

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| **Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | |
| **What are your school’s key achievements to date?** | **What are your areas of focus for 2023 - 2024?** |
| * The Physical Development Tool called Physical Aspects of Learning for Life (PALL) enables teachers to understand how children develop physical skills, from the earliest stages of development * Key School Leaders understand how children develop physically and have the skills to support other teacher’s knowledge within this area. * Coaches have been used to improve knowledge of staff in specific areas such as football, gymnastics, dance and team games. * There are school staff who have specialist knowledge of how to deliver PE * Observing the delivery of the PE sessions by Premier Education has helped staff members to understand how to deliver PE sessions | * 1. To continue to develop class based staff’s skills in leading PE sessions, this will be completed through support from coaches from Premier Education, with a particular focus on making the development of skills more structured. This is more critical this year to the large increase in new staff at St Luke’s   2. To focus on teachers skills in leading the teaching of gymnastics   3. To further develop all staff member’s skills in order for them to be able to support positive engagement in physical activity at break times and lunchtimes and to enable them to know which resources children should be using. |

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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | | **Percentage of total allocation:**  17% |
| **Actions** | **Funding** | **Evidence** | **Impact** | **Sustainability/Next Steps** | |
| Further training for all staff to understand how they can engage children in PE activities at break times and lunchtimes and to know which resources they should be using. | £400 (E) | Monitoring activities, such as learning walks and observations of lunchtimes/break times will demonstrate that all staff will be more confident in supporting PE activities throughout the day. They will have increased knowledge and skills. | Children will be more engaged in lunchtime PE sessions as they will have staff who will understand how to enable them to be better engaged in lunchtime activities | Set up of lunchtime PE clubs has been through the PE and Sports Grant for the last two academic years, with a view to assume this cost in the school budget in future years | |
| Further improve children’s access to PE sessions by ensuring all staff have a clear understanding on how to deliver high quality PE sessions. This will be achieved through Support from Premier Education | £2600 (B) | Monitoring of PE Sessions will demonstrate that there is an improvement in the quality of PE sessions and that children will have better access to PE - this will be completed through learning walks and drop ins | Children’s engagement in PE sessions will be increased | Continue with support from Premier Education. Focus on a different area next year | |

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| **Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | |
| **What are your school’s key achievements to date?** | **What are your areas of focus for 2023 - 2024?** |
| * Long term plans ensure the PE curriculum has a range of sports and PE activities offered. The long term plans are supported by teaching units * Children in year 6 take part in swimming sessions at the Pod’s Leisure Centre. All children attend these sessions regardless of need or disabilities. * Investment in resources has meant that children can access a range of different activities, for example the outdoor gym, bikes and scooters at lunchtime. Children with complex learning and physical needs have access to quality hydrotherapy experience and trained staff are able to deliver rebound therapy to this group of children * Children have had the opportunity to experience different sports through visits from Premier Education * During the inclusive sports day at the end of the school year, children have the opportunity to take part in a range of sports * Specialist PE activities are planned throughout the year such as sponsored charity walks | 1. Further improve PE and sports resources - to enable children to access a wide range of activities and enable an increased range of activities 2. Development of options groups on a Friday afternoon to include more sports and PE based activities 3. Develop resources within the classrooms to enable children to be more active throughout the day |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | **Percentage of total allocation:**  16% |
| **Actions** | **Funding** | **Evidence** | **Impact** | **Sustainability/Next Steps** | |
| Further develop resources to ensure access to a wider range of PE and sports and equipment to access the sports at lunch times, during PE lessons and for other opportunities during the school day (e.g. rebound therapy in classrooms) | £2000 (D) Resources | PE lesson and lunchtime monitoring will demonstrate that children are taking part in a wide range of physical activities, with equipment that enables them to access activities | Children participation in PE sessions will be improved due to a wider range of activities | New activities will encourage participation in future years | |
| Develop options groups on a Friday afternoon to ensure there are a range of PE and sports activities available | £500 (D)  for resources  £300 (A)  leadership time | Monitoring of options sessions will demonstrate that children have experienced a broad range of sports and physical activities, this will be completed through learning walks and drop ins Participation records from the options sessions | Children’s will access a wider range of physical activities | Improvements to the choice of activities offered during options sessions will be sustained in future years. | |

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| **Key Indicator 5: Increased participation in competitive sport** | |
| **What are your school’s key achievements to date?** | **What are your areas of focus for 2023 – 2024?** |
| * Yearly Sports Day which takes place in July each year, this is a team based event where children compete for points and there is winning team. * Opportunities to take part in a range of whole school sponsored walks throughout the year. * Children have attended a range of competitive sports events, including regional special needs sports events | 1. Provide opportunities for children to participate in competitive sports with other schools 2. Provide opportunities for children to take part in competitive sports at school |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | **Percentage of total allocation:**  4% |
| **Actions** | **Funding** | **Evidence** | **Impact** | **Sustainability/Next Steps** | |
| Children will take part in competitive sports events with other local SEND schools | £500 (F)  to cover cost of transport and entry to events | Photos and certificates from events | Children will enjoy competing against other schools  Children have opportunities to access activities outside of the school environment | Identify further sports events for future years.  Increase the number of children taking part in competitive sports events. | |
| Children will take part in competitive events at St Luke’s, including Sports Day and 1 other competitive event | £200 (F) most resources are already in place to deliver competitive events | Photos and certificates from events | Children will enjoy competing against other children within school | Continue to offer opportunities for competitive events within the academic year | |

**Swimming**

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|  | Please complete all of the below: |
| What percentage of your Year 6 children could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 0 % |
| What percentage of your Year 6 children could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 0 % |
| What percentage of your Year 6 children could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 0 % |
| 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** |
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**National Curriculum for Swimming and water safety**

St Luke’s School provide swimming instruction in Key Stage 2. At St Luke’s this takes place in Year 6.

In addition to this some children receive hydrotherapy.

The swimming curriculum teaches children the pre-skills to:

- swim competently, confidently and proficiently over a distance of at least 25 metres

- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

- perform safe self-rescue in different water-based situations.