**Georgeham Primary School Sports Premium Action Plan 2023-24**





**Details with regard to funding**

Please complete the table below.

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| Total amount carried over from 2022/23 | £0 |
| Total amount allocated for 2023/24 | £16,770 |

**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.**N.B.** Complete this section as best you can. 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.**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** |  |
| 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 pupils may swim in another year, please report on their attainment on leaving primary school at the end of the summer term 2023.Please see note above | 94% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above | 82% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 100% |
| 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 pupils today and for the future.

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| **Academic Year:** 2023/24 | **Total fund allocated: £16770** | **Date Updated: 22/1/24** |  |
| **Key indicator 1:** Increase confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 44% (£7550) |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| To train all teachers to be able to deliver PE confidently Ensure correct resources are available to teach real PE and sport lessonsModeled lessons to improve staff confidence and skill | External providers – Devonshire Tennis Academy to team teach sessions with class teachers and LSA’s.PE Lead to attend BLCT meetings and uses time to lead and organise sporting events throughout the calendar. Supply staff used to cover classes to support leadership development.PE Scheme (Get Set 4 PE) implemented to support staff with effective planning and updated resources Rob and James (DTA) to collaborate with class teachers in order to model lessons whilst using the school’s PE schemeStaff voice survey to establish confidence in teaching PE and Sport | £5400£1500£650As aboveN/A | All teachers and staff have been appropriately developed when teaching PE. As a result, teacher’s confidence in teaching PE has increased. All children have had at least two hours of high-quality PE this year whilst using resources that have been bought in to increase the quality of provision. Get Set 4 PE scheme has meant that there is a clear progression of skills being taught across the school.  | PE lead to review medium term planning to ensure that there are increased opportunities for dance and gymnastics for all pupils.  |
| **Key indicator 2:** The engagement of all pupils in regular physical activity – Chief Medical Officers’ guidelines recommend thatprimary school pupils undertake at least 30 minutes of physical activity a day in school | Percentage of total allocation: |
| 33% (£5360) |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| To develop a wide range of physical activities at break and lunch times for all children All children engage in activities and resources for physical developmentTo increase the physical activity levels for all children through a minimum offer of 2 hours of PE as weekChildren to participate in the daily mile | Maintain a core set of playground equipment- eg. balls, nets, hoops, hurdles, pogo sticks, space hoppers etc. Play leaders organised and timetabled through the week to support children and raise participationSports coaches to provide lunch time sports clubs to support physical education and develop social skillsDevelop EYFS environment to promote active lifestyle and physical developmentMaintain and develop forest school area so that all children have access to outdoor educationPE Scheme (Get Set 4 PE) implemented to support staff with effective planning and updated resources Sports coaches to team teach with teachers and LSAs during PE lessonsEach morning, KS2 children will travel around the school field after assembly | £500£900£2160£1000£800As aboveAs aboveN/A | Lunch time sport support has enabled all children to have access to activities at lunch time on Tuesday, Thursday and Friday. As a result, children are included in new games including 4 square and volleyball. Furthermore, this has resulted in fewer incidences of low-level behaviour at lunch times. Resources have been bought for EYFS which has enabled the children to develop their fine and gross motor skills. As a result, 100% of reception children achieved the early learning goal for physical development. Play leader support has been implemented at lunch times. As a result, all children have access to games which has resulted in fewer incidences of low level behaviour.  | Develop forest school area to support children’s outdoor learning and social skills.  |

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| **Key indicator 3:** The profile of PE and sport is raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 5% (£800) |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What haschanged? | Sustainability and suggested next steps: |
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| Ensure the profile of sport remains high in school through a range of opportunities All children to become sports coaches to support their peers in lessons and at break timesCelebrating sporting achievementsParticipation in sporting events at a variety of venues | Braunton School Sports Partnership (link with Becky - football and netball tournaments, cross country)Play leader training to support children with coaching othersCelebrate success and achievements during whole school assembliesShowcase participation and PE achievements though our Braunton School Sport Partnership Celebrate sporting success through the school website, social media platforms and the local Crydda Supplementation of travel costs to attend events | As aboveAs aboveN/AAs aboveN/A£800 | Children from Georgeham CofE Primary School have attended the following sports tournaments:NetballFootballVolleyballCross CountryAquathlonCricket As a result, the school have received their Gold Sports Mark. Twitter has been used to showcase the children’s achievements during sports tournaments to share with the community.  | Next year, we want every child in KS1 and KS2 to attend at least one sports tournament.  |
| **Key indicator 4:** Broader experience of a range of sports and physical activities offered to all pupils | Percentage of total allocation: |
| 18% (£3000) |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What haschanged? | Sustainability and suggested next steps: |
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| To provide a broad range of sport and activities for the children to be immersed inTo develop a wider range of physical activities and clubs before and after schoolAll children to be taught how to ride a bike safely To offer a range of sporting opportunities | KS2 children have access to a swimming programme with qualified coaches Free after school sport clubs which are run by staff and parents/carers (Football, netball, basketball, tennis, cross country)Children in KS2 complete the Bikeability programmeForest school resources and maintenance Braunton Schools Sports Partnership | £2000N/A£1000As aboveAs above | Devon Tennis Association has enabled a greater range of clubs at the beginning of the school day – the children have had an opportunity to participate in volleyball, cricket, tennis and gymnastics clubs. As a result, the children have broadened their skills and the school have provided additional wrap around care for families. Cycling proficiency was participated by children in class 4 – everyone who attended achieved their cycling qualification.Staff and parent volunteers provided after school clubs linked to netball, cross country and football  | Pupil voice has shared that the children would like an increased offer of after school clubs – this is to include volleyball and tag rugby |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 0% (£0) |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: What do pupils now know and what can they now do? What haschanged? | Sustainability and suggested next steps: |
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| Children to regularly take part in competitive sportTo attend local competitions at a variety of locations and venues  | Braunton Schools Sports Partnership - children are given opportunities to compete against other schools at a variety of venues. Sports Days The curriculum ensures that sport is taught and that children have regular opportunities to compete | As aboveN/AN/A | Children across the school have had several opportunities to compete competitively against other children and schools. Georgeham has worked in close partnership with the BLCT to enhance these opportunities. Furthermore, the school has paid into a SSCO who has helped organsie and coordinate the events. As a result, Georgeham have attended the following competitive tournaments/events: NetballFootballVolleyballCross CountryAquathlonCricket  | Increase the school’s participation in dance and gymnastic based events |

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| Signed off by |
| Head Teacher: | Mr Kevin Fry |
| Date: | 22/1/24 |
| Subject Leader: | Rebecca McCormick |
| Date: | 22/1/24 |
| Governor: | Lucy Wright |
| Date: | 22/1/24 |