
New Wave Federation

PE and Sports Funding Report

Grazebrook Primary School 2023/2024



Kindness



Focus



Creativity



Responsibility



Collaboration

Evidencing the Impact of The Sports Premium 2022/23

School	Grazebrook Primary School	Headteacher	Katie Beecroft	Date	September 2023
<p>New Wave Federation Schools believe that physical education is an essential part of a child's educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build self-esteem, teamwork and positive attitudes in P.E.</p> <p>We aim to:</p> <ul style="list-style-type: none"> - Develop sporting confidence, skills and knowledge for all pupils - Pursue sporting excellence - Be proud of our achievements - Promote fair play and respect - Educate children to improve health and wellbeing - Provide quality opportunities for children outside of school hours 					

Support for review and reflection - considering the five key indicators from DfE, what development needs are priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current needs and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Over the course of the 2022-23 school year, the school has continued to provide children with opportunities to participate in as wide a range of external sporting events as possible, utilising local area offers as well as those within our own federation. We attended events across a wide range of sports, such as football, tag rugby, basketball, gymnastics, bowling, dodgeball, netball and athletics. • Regular participation in No Limits, SEN Paralympics, Panathlon No Limits, Inclusive Sports, Aquathlon inclusion sports festivals, aimed at encouraging SEND pupils into competitive sports. • The school PE coaches work with local football teams ensuring that children within school can expand their sporting experiences outside of school. This has also supported a number of children to play for the Hackney District Team. 	<ul style="list-style-type: none"> • Continue to develop lunchtime and support staff as well as playground friends to provide additional physical activities to meet the needs of different children at these times. • Utilise the WAMHs Project team to facilitate workshops around physical activity, wellbeing and inclusive practice. • Raise the profile of PE through the introduction of PE Ambassadors as a Pupil Responsibility who will lead PE learning in the classes and through enrichment opportunities. • Continue to develop the inter Federation sporting opportunities so that an even higher number of pupils take part in tournaments, events and competitions. • Use funding to plug pupil gaps through PE interventions - reducing the number who do not meet the expected standard.

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| <ul style="list-style-type: none"> ● We collaborated with a range of different sporting bodies such as Young Hackney, School Games, Hackney Tennis, Hackney Cycle League, Hackney Sustainable Travel, Capital Kids Cricket, Tottenham Hotspur FC, Lawn Tennis Association and Hackney District Athletics Association. ● We worked closely with Arsenal FC on a sustainability project in which representatives of the club came to work with the children and help them to develop their ideas around this important issue. ● There were a variety of in-school sporting enrichment events such as Britannia Inspire and Personal Best for Year 3 children who took part in an athletics programme aimed at improvement, measuring their successes and a taster day to broaden their sporting interests. ● A successful Federation Sports Day linked the successes of the entire Federation, providing a platform for our more confident and more able athletes. Sports Day also allowed those less confident pupils to participate in events in a supportive and inclusive manner. ● We celebrate successes by signposting successful athletes in school celebration assemblies, the Headteacher's bulletin, sports display board and our website. ● We provide a wide range of accessible and inclusive after school clubs from Early Years to Upper Key Stage 2 across the week including: football and invasion games, striking and fielding games such as cricket, circus skills, tennis club, karate and martial arts, bike and cycling club, dance and musical theatre, ballet and tap, Bollywood, Latin and World dance. ● Cooking as part of the curriculum, taught in D&T lessons, promotes health and wellbeing. We attend Young Hackney healthy living festivals each year aimed at being 'sugar-smart'. We aim to make explicit the connection between mental health to the idea of healthy bodies. ● We provided a weekly parent / carer fitness session, hosted by our own PE coaches. ● We have continued to provide Termly Bikeability on-road, cycle training delivered by Cycle Confident. Each year all 60 children in Year 5 were offered the chance to obtain the Level 2 accreditation for cycling on the road and the remaining children reach Level 1 and have off road experience. This is linked to our initiative on making sensible travel plans. | <ul style="list-style-type: none"> ● Provide assemblies and workshops to support children to understand the link between physical health and mental wellbeing. Provide opportunities for wellbeing ambassadors to work with PE ambassadors to create a shared understanding and celebration of wellbeing. ● Continue to engage pupil voice regarding participation in sporting activities to include questions around barriers to participation and to act accordingly to reduce those barriers. |
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<ul style="list-style-type: none"> • A greater number of children have been involved in sporting activities at lunchtime through engagement with sports coaches. • The 'Playground Friends' initiative, aimed at Year 5 and 6 pupils ran for its second year. The role of these pupils is to facilitate healthy play and interactions between all pupils during break and lunchtimes. Playground friends are responsible for setting up and tidying away play and sports equipment. • We have provided additional sports coaches at lunchtime to facilitate a wider range of adult-led sporting activities such as football, table tennis, hockey, basketball, tennis and skipping. • A day of skipping and elastics workshops was held run by a professional skipping coach to support all children to learn to skip. Additional ropes were purchased for both KS1 and KS2 playgrounds for playtimes, 	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils 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?	80%
What percentage of your Year 6 pupils 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?	70%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	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 five key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2023/24		Total fund allocated: £19,510		Date Updated: Sept 2023	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity					Percentage of total allocation:
					44%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none">Continue to ensure sports coaches provide a range of sports activities at lunchtime and playtime within zoned playground areas to encourage engagement and activity in a wide range of sports and physical activity at those times.Ensure that pupils are heavily invested in the development of the sports and playground offer through pupils voice and PE and Wellbeing Ambassadors.Continue to develop the skills of MMS and playground leaders to ensure that pupils are engaged by the activities on offer at playtimes and lunchtimes.	<ul style="list-style-type: none">Lead Sports Coach to provide training for sports coaches to ensure delivering high-quality play activities every lunchtime and playtime.Continue to use pupil voice to inform purchasing of new equipment and playground resources through the new GB learning council.Coaches to run lunchtime physical activity stations, such as table tennis and basketball, targeting children who may be reluctant to participate in physical activity.Specific Reception-focused games to encourage physical playtime activity from an early age.Reward system for class sessions geared towards participation, achievement and effort.Weekly swimming lessons for our Year 5 pupils, continuing the lessons they had in Year 4.	<p>£7,000 for Sports Coaches at lunchtime</p> <p>£1,500 for additional equipment for playground such as robust table tennis tables, tennis nets, skipping ropes, netball posts</p>	<ul style="list-style-type: none">More pupils are involved in physical activities at playtimes and lunchtimes.A wide range of activities continue to be available in the playground e.g. basketball, king ball, tennis, table tennis, skipping and netball. Alongside the adventure playgrounds.Pupil voice continues to show that the majority of pupils are engaging with activities run by professional sports coaches at lunchtime and that pupils are enjoying these activities.Sports coaches have developed mentoring roles with key pupils to encourage participation with sporting activities, particularly pupils who may not have opportunities outside of school.PE reward and celebration system is used consistently to positively encourage pupils to	<ul style="list-style-type: none">Continue to develop the role of new year group playground friends through training and resourcing to encourage participation in physical activities at break time.Continue to increase the % of premium spending on equipmentTargeting those attaining below the expected standard performance, ensuring they are engaging with activities and games during break and lunchtime	

			engage with physical activity. <ul style="list-style-type: none"> An increased percentage of pupils leave Year 6 being able to swim using a range of strokes. 	
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:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Celebration assembly to continue every week to ensure sporting participation and engagement is celebrated. Through assemblies, encourage all pupils to aspire to being involved in more sporting activities and the benefits to their physical health and mental wellbeing. A diverse range of sports people to be celebrated in lessons and assemblies as role models. Trilby TV digital signage in the main entrance and by the lunch hall to raise the profile of PE and Sport for all pupils, visitors and parents. Participation and celebrations communicated via the school's newsletter and website. Continue to encourage physical activity at break and lunch time through the 'Playground Friends' programme, which is running from the beginning of the year for the first time. Pupils gain a sense of ownership over encouraging peers to be involved. 	<ul style="list-style-type: none"> Dedicated section in assembly to celebrate achievements. Tweets, photos on newsletter and website of all sporting events. Sporting events and messages included in Trilby TV signage. Local athletes visit the school for talks and educational sessions. Continue to increase the number of festivals and competitive fixtures attended by the school sports squads. 	Negligible additional costs are incurred	<ul style="list-style-type: none"> Pupil and parent voice indicate awareness of sporting achievements. Greater well-being through sports reported by the children. Increased participation levels amongst the children. Engagement with a healthy diet, visible in childrens' packed lunches and school lunch choices. Teachers are now able to make specific comments on which sports have been undertaken by each child which is useful for their Parent Consultations and report writing. Pupils are interested and engaged in their roles as Playground Friends, developing their responsibility and leadership skills. 	<ul style="list-style-type: none"> Survey pupils and families on school's sports' provision Identify opportunities for tournaments and competitions for pupils to experience.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Ensure the new adjusted PE curriculum is fully planned with Knowledge Organisers and Medium-Term Plans for all coach and teacher-led units of study. PE lead and PE coaches to provide further staff CPD (staff training sessions/ team building games) on how to plan and develop the PE curriculum, so that it is rigorous and leads to high levels of knowledge and skills for all pupils. PE coaches to team teach alongside teachers whenever possible to model best practice. Subject lead to attend Teaching School cluster meetings to share good practice and develop action plans and monitoring cycle to ensure strong provision for all pupils. PE Hub planning system and attainment system distributed to all staff members with PE Lead to act as a support- staff members to be more active in monitoring child progress. 	<ul style="list-style-type: none"> Federation coaches to receive coaching and monitoring from the SLT to ensure high quality lessons that utilise best teaching practice are delivered to all pupils consistently. Provide further support and team teaching for coaches in school. Apply for membership of a professional body to support further professional development of staff. Coaches and SLT to monitor staff usage of new planning and attainment systems and deliver feedback to move practice on. 	<p>£935 for professional body membership</p> <p>£1,500 for coach and PE Lead professional development</p>	<ul style="list-style-type: none"> Increased confidence and developed subject leadership skills enabling the coaches to lead CPD for all staff. Unit plans are clear, sequential and cumulative so that children's knowledge builds incremental in each area of PE over time. PE Hub is used consistently to support teacher planning Leaders continue to be confident when undertaking lesson observations/team teaching, feedback and lead discussions have an impact on learning. 	<ul style="list-style-type: none"> Make greater use of AfPE membership especially to develop support staff. Continue to utilise The PE Hub for engaging and dynamic planning support, especially for new teachers
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved - with an emphasis on engaging children at a younger development stage. Continue to maintain a school database on participation in clubs, events and competitions including tracking the percentage of PPG and PPG so that it is inline with whole school percentages. Teachers and coaches to target those pupils who do not take up additional PE and Sport opportunities and find opportunities for them, suited to their needs. Continue to ensure pupils with identified SEND are able to participate in a wide range of physical activity and are able to take part in tournaments and off-site sporting events. Develop in school 'personal best' to encourage pupils to improve their skills, times, distances etc so those pupils who are not competitive or engaging in physical activities have greater motivation to challenge themselves. 	<ul style="list-style-type: none"> Continue 'Personal Best' program for KS2 pupils. Engage children at a younger development age, with a focus on EYFS and KS1. Through Young Hackney and other local groups, maximise the number of competitions, events and festivals entered. Always ensuring there is a sports coach free on the day and time that local events usually take place. Keep a record of all events entered and all pupils attended and target provision at those who may not have participated. 	None, no additional costs are incurred as funding is secured locally.	<ul style="list-style-type: none"> 60 Pupils participating in Hackney Half Marathon. 60 pupils participate in Bike Around the Borough. Competitions for Tennis, Cross-country, Multi-sports etc. Additional festivals attended for pupils with EHCP for SEND. Dedicated additional sports coaching for pupils with complex SEND needs weekly. 60 Year 3 pupils selected to compete in Personal Best – program to encourage children who are not necessarily engaged in physical activities. Significant increases in the uptake of all sports which is evidenced in detailed records accessible by all members of the sports team. 	<ul style="list-style-type: none"> Continue to use pupil voice to increase the range of activities on offer and therefore encourage more pupils to participate.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				46%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Develop a wide range of opportunities to try different sports through extra-curricular activities. • Continue to increase participation and engagement in competitive sports through high profile sporting events including whole school sports days and cross-federation sporting events. • Enroll in more Young Hackney 'festivals' which require no prior experience to give children a taster for competitive sports. • Further expand the range of activities available as extra-curricular clubs to encourage pupils to be more involved. • Signpost families to opportunities outside of school to engage in further activities. 	<ul style="list-style-type: none"> • Where possible, continue to enter high profile local competitions eg Bike Around the Borough, Hackney Half Marathon. • Continue to ensure the variety and range of lessons and clubs available to children based on pupil voice. • Continue to develop a partnership with the local community to develop participation e.g. Young Hackney. • Publication through school's communication of additional physical activities available eg Forest Schools and Summer camps. 	<p>£5,500 for ASC for competitive sports with coaches</p> <p>£3,150 for stadium hire, equipment and transport to sports days</p>	<ul style="list-style-type: none"> • Parental and pupil voice are very positive about the range of physical activities normally on offer though after school clubs with most clubs being oversubscribed and with a waiting list. • A large number of pupils are participating in extra-curricular competitive sport. 	<ul style="list-style-type: none"> • Reflect on demand and waiting lists for physical activity ASC and adjust provision as needed. • Explore opportunities to encourage reluctant less confident boys and girls to attend a range of sports clubs, events and festivals. • Further broaden pupils' range of opportunities to include even more activities not covered within the curriculum eg lacrosse.
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