

## Sport Premium Grant Expenditure Plan 2024-25 and Impact of 23-24 Plan



<b>2024-2025 Income amount</b>	£17,160
<b>Total</b>	£17,160

### Key objective of Sports Premium Grant Spend:

To ensure that all children have access to 30-60 minutes of daily activity, which can lead to improvements in behaviour and academic achievement, in addition to benefiting their physical health and mental wellbeing.

Nature of spend is broken down as follows:

Premium sports: Autumn 1 2024: 6 weeks, 30 lunchtime and 6 after school club	<b>846</b>
	<b>282</b>
CSF activities (27.5 weeks x 3 after school clubs and 3 lunchtime clubs per week)	
	<b>6640</b>
- <b>160 Extra Curricular Clubs across the academic year.</b>	
- <b>6 weeks of Girls United lunch or after school club</b>	
- <b>3 x PLPS Assemblies</b>	
- <b>1 x World Book Day Mornings (March 2025)</b>	
- <b>1 x Teacher CPD (2 teachers in 1 half term)</b>	
- <b>1 x Interventions (for a half term)</b>	
- <b>Competitions to be confirmed-</b>	
Dance	<b>£1610</b>
Active RE	<b>£640</b>
Swimming Lessons Yr2	<b>£1980</b>
CPD for PE Lead	<b>£400</b>
Development of outside area	<b>£4762</b>
<b>Total Spend</b>	<b><u>£17160</u></b>

Objective	Purchase	Predicted/Known Cost	Intended Impact	Evidence
1.To continue to develop increased opportunities for KS1 children to take part in a range of sporting/physical activities each lunchtime and after school	CSF	£10,592	Children will have a fun and active lunchtime with their peers. Children will experience a range of different sporting activities both on site and off site.	CSF plans/observations Feedback from children/staff/parents
2. To continue to use music and movement in YR, to explore a range of learning experiences actively and improve physical development.	Helen Battley - Music and Movement	£1610	<ul style="list-style-type: none"> <li>● Children will learn how to regulate their emotions with external stimuli.</li> <li>● Children will work both collaboratively and independently to create free movement.</li> <li>● Children will understand the impact movement has on emotional development.</li> <li>● Children will understand the importance of physical and emotional health.</li> </ul>	Level of engagement. Assessments of children's physical development and self regulation.

3. To embed cross curriculum links 'Active RE' in key stage 1 as a way of being active and remembering more	Active RE	£640	Children will learn teamwork/building skills with their peers. Children will improve the fundamental PE skills - movement, throwing, catching, spacial awareness. Children will have increased engagement and curiosity in regards to stories from the Bible. Children will be able to recall information about stories from the Bible they have learnt in Active RE sessions.	Feedback of enjoyment from children Children improve in their understanding of team games as the weeks progress Monitoring from subject lead has shown that the children recall the stories/information learnt in these sessions in a greater detail than units taught in a different way. Children become excited and enthusiastic when they know they have Active RE
4. To give all Y2 children the opportunity to take part in swimming lessons, prior to joining junior school, to develop water confidence, competency and proficiency.	UEA Sportspark swimming package (6 sessions) X2 groups	£1980	Children in Y2 develop skills to swim competently, confidently and proficiently over a varying distance. Children in Y2 develop basic swimming skills. Children in Y2 develop an awareness of staying safe around water. Children in Y2 use a range of strokes effectively.	Progress 'reports' from swimming teachers observations from staff feedback from children/parents
5. CPD for PE Lead	VNET	£400		Year group plans staff meetings staff feedback progress data
6. Develop & maintain outdoor areas to enable children to have opportunities to keep physically active, including gardening	FootPrint	£4762	To enable children to have a range of opportunities to keep physically active; developing agility, coordination and balance. To enable children the opportunity to access a broad range of equipment, both individually and with others. The children will be able to engage in competitive (both against self and against others) and co-operative physical activity.	Feedback from children Feedback from staff

Our school has a welcoming and open ethos. As part of this the leadership team and governors welcome your comments and ideas about this expenditure plan.

## **Impact of 23-24 Plan**

### **1. To develop increased opportunities for KS1 children to take part in a range of sporting/physical activities each lunchtime and after school**

KS1 children have all had the opportunity to engage with the lunch time provision and with the variance of activities available we have seen much more uptake of this from the children. The archery and girls football clubs were particularly popular and well attended. The after school clubs have also been well attended this year with the offering of a wider range of activities. By advertising these activities to parents more, they have been more willing to sign their child up for after school clubs. We have had dance enrichment days for Key Stage One which the children engaged with very well. Our data shows the following:

Key stage one Autumn term data	61% working below 35% working at expected
Key stage one Summer term data	39% working below 58% working at expected

### **2. To use music and movement in YR, to explore a range of learning experiences and improve physical awareness and development.**

Reception children have had the opportunity to work each half term, with an internationally renowned consultant and dance and movement specialist Helen Battelley. Staff have observed children enjoying the sessions immensely and their gross motor skills and ability to negotiate a space has improved over time. In addition the staff have used the sessions Helen has taken, as invaluable CPD to support their confidence and knowledge of teaching music and movement. The children have been able to explore a range of stories and religious events throughout their sessions such as Diwali, Chinese New year and traditional stories such as Jack and the Beanstalk.

### **3. To embed cross curriculum links 'Active RE' in key stage 1 as a way of being active and remembering more**

In the spring term Year 1 are introduced to Old Testament stories and Year 2 to New Testament through drama, delivered by Sport Factory. Evidence from talking to children, indicates that they have better recall of the RE units taught through Active RE and particularly children with SEND.

Key stage one RE Autumn 23 term data	19% working well below 45% working just below 34% working at expected
Key stage one RE Spring 24 term data	13% working well below 36% working just below 51% working at expected

4. **To give all Y2 children the opportunity to take part in swimming lessons, prior to joining junior school, to develop water confidence, competence and proficiency.**  
All children in Y2 have attended a block of 5 swimming lessons at UEA Sports park. The staff and instructors observed some children were hesitant initially but as the block of lessons went on, they were growing in confidence and were enjoying their time in the pool. The structure of the sessions was altered and the children showed high levels of engagement with the instructor. The main impact of the swimming lessons had been to improve the children's confidence and knowledge of water safety. All children in the year group, including those with significant needs were engaged with the sessions and attended all 5 sessions.
5. **Leadership time for PE Lead**  
Scheduled non contact time has enabled the PE Lead to access some CPD and share this with staff. This has also enabled the sports lead to spend time planning events and organising provision with the providers.
6. **Develop & maintain outdoor areas to enable children to have opportunities to keep physically active.**  
The outdoor environments in both KS1 and EYFS provide many opportunities for children to be physically active, both in continuous provision and lunchtime play. Staff think carefully about the physical skills that are important for young children to develop. Our knowledge of the children's physical needs show us that children continue to need opportunities to develop core strength and upper body strength. This is currently in plans for further development of the outdoor area. The installation of Mulberry park has been a further opportunity for children to develop their upper body strength.