

Sports Premium Funding 2023/2024

School:	Alver Valley Schools (Junior)		Number of Children:	223
Total Funding Allocation:	£ 18, 142			
Person filling out this document:	Jacqui Hyde	Role within School:	Assistant Head Teacher	

What is this funding?

The Department for Education (DfE) has confirmed that the Primary PE and Sport Premium funding nationally will be over £600 million across years 2023-24 and 2024-25. This funding is designed to help children to get an active start in life and the funding will give more children to access high quality PE lessons and sporting opportunities.

Why was the funding made available?

The Premium is designed to help children by supporting primary schools to improve the quality of their PE and sport provision so that pupils experience the benefits of regular exercise – from becoming healthier both mentally and physically to improved behaviour and better academic achievement. The funding is a ring-fenced grant for English primary schools to provide additional and sustainable improvements to the quality of PE, sport and physical activity. Allocations to schools are determined by a formula based on pupil numbers.

How must the funding be used?

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. There are 5 key indicators that schools should expect to see improvement across:

5 Key Indicators:

1. Increasing engagement of all pupils in regular physical activity and sport
2. The profile of PE and School 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. Offer a broader and more equal experience of a range of sports and activities to all pupils
5. Increased participation in competitive sport

Overall the Sports Premium Funding has...

- Allowed children in Years 3-6 to have participated in extracurricular clubs
- Allowed every child from Years 3-6 participation in high quality, innovative sessions based around the Commonwealth Games, offering broader experiences of sports in line with the criteria for Key Indicator 4.
- Enabled staff to access specialist support from the ActiveMe360 PE educators and mentors.
- Enabled staff access to The PE Hub plans giving them access to high quality, structured sessions and therefore improving the quality of PE throughout the school.
- Helped provide a much needed order of new PE Equipment
- Helped provide maintenance for Multi-Use Games Area, raising the profile of school sport in line with the criteria for Key Indicator 2.
- Allowed children to be receive specialist coaching and support them to take part in local cluster competitions.
- Supported children's mental health & well-being through training staff to be able to deliver certified Chair yoga

If you are a partner of ActiveMe 360 you will have engaged in one of more of the following services, for clarity, we have also specified which 'Key Indicator' that service contributes towards (Please put a 'Y' for services engaged):

Service:	Key Indicator Supported:	Service engaged?
360 PE- specialised sport training for competitions	1, 2 + 4 +5	Yes
360 Mentoring	2 + 3	YES
Commonwealth Days	1, 2, 4 + 5	YES
Mini-Me Yoga	1 + 4	YES
360 Clubs	1, 4 + 5	YES
Swim Ed	1+2 + 4	YES

Key Indicator:	1	Increasing engagement of all pupils in regular physical activity and sport
What did you do to ensure you met Key Indicator 1?		ActiveMe360 delivered 360 sports clubs including swimming lessons during and after school, enabling children to participate in a range of extra- curricular sporting activities. Top up swimming sessions were offered to years 3, 4 and 6. Specialist coaching offered to all year groups 1 afternoon a week and quality equipment was purchased for the children to use during lunchtimes and PE sessions.
What evidence do you have to demonstrate your spending was: a) Effective b) Sustainable		The funding has allowed us to provide well needed top up swimming sessions after school, as well as extra-curricular clubs which have been focused on preferences made by the children, football being most popular. It has provided opportunities for children to take part in team games with a strong focus on physical activity. As a result of these, some children have gained new interests and have furthered this by taking part in more clubs in and out of school and take part in local cluster competitions.

If the funding was to continue, what would your next steps be?	Offer more top up swimming opportunities, so all children can reach the national expectations by the end of year 6.
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Key Indicator:	2	The profile of PE and School Sport is raised across the school as a tool for whole-school improvement.
What did you do to ensure you met Key Indicator 2?		Through a wide range of After School clubs and specialist sport sessions, children have access to school sport throughout their day. Weekly specialist coaching across years 3-6 has developed skills in a wide range of sports. Purchasing and updating equipment has meant children get more access to this during PE sessions and lunchtime.
What evidence do you have to demonstrate your spending was: a) Effective b) Sustainable		Children are more actively engaged in the equipment bought for lunchtime use, making their lunchtimes more effective. As a result of the wide range of clubs offered, children have improved their ability allowing more challenging PE lessons. Children have also improved their teamwork and communication skills. The school has registered for a variety of local cluster competitions over the spring and summer term for a variety of sports ranging from netball, multi skills, dodgeball to tag rugby.
If the funding was to continue, what would your next steps be?		Begin intra-school competitions to raise the profile of School Sport even higher, leading onto competing in local cluster competitions, such as girls football. Develop ball throwing and catching skills so we are able to compete in higher level 3 events.

Key Indicator:	3	Increased confidence, knowledge and skills of all school staff in teaching PE and School Sport.
What did you do to ensure you met Key Indicator 3?		All teachers have access to The PE Hub resources to support planning and curriculum knowledge and use the assessment tool for assessing skills which has enabled better progressions across the years and in different sports. Teachers received Mini-Me yoga sessions & Chair yoga accredited training to deliver yoga sessions which support their mental health & well-being.
What evidence do you have to demonstrate your spending was: a) Effective b) Sustainable		Teachers have been able to plan lessons which are structured and pitched correctly for the needs of each year group. The PE Hub plans have increased teacher's PE knowledge that will support them in their long-term PE teaching. Teachers have used chair yoga to support mental health & well being
If the funding was to continue, what would your next steps be?		Bespoke CPD for the teaching of dance & OAA (Outdoor adventurous activities)

Key Indicator:	4	Provide a broader and more equal experience of a range of sports and activities to all pupils.
What did you do to ensure you met Key Indicator 4?		Every child was given access to a 'Commonwealth day', offering children new experiences and a chance to learn about a wider range of sports. Children have access to a variety of competitive sports training sessions delivered by sports coaches and focused on alternative sports, which children are competing in in their intra schools competitions such as dodgeball, ultimate Frisbee and basketball. Offered better swimming opportunities for years 3-6, broadening their experience of being safe in the water and be able to swim at least 25metres.
What evidence do you have to demonstrate your spending was: a) Effective b) Sustainable		Every child had access to new sports such as Archery, Fencing and Boccia. This has made a lasting impact with children asking to take part in these sports during PE sessions. After-school clubs have included boys and girls football and enabled those groups of children to compete with other local schools in the area. Data from the Swim Ed programme shows the progress the children made.
If the funding was to continue, what would your next steps be?		Continue to develop the swimming programme to fulfil our moral duty in teaching children water safety and how to swim. As a coastal town and in the absence of children being taught to swim outside of school have a high percentage of non-swimmers.

Key Indicator:	5	Increased participation in competitive sport.
What did you do to ensure you met Key Indicator 5?		Every child from Years 3-6 was given access to a Commonwealth Day, introducing them to competitive element of Commonwealth Sport and allowing them to experience this for themselves.
What evidence do you have to demonstrate your spending was: a) Effective b) Sustainable		Children were able to compete against each other whilst representing different countries, earning points whilst completing a range of sporting activities. Around 20 children also attended 'Team Games' club where opportunities were given to compete against their classmates in a range of games every week. This greatly impacted the children's resilience when competing in sport, aligning to the school's values.
If the funding was to continue, what would your next steps be?		Raise the profile of School Sport even higher, with the offer of an intense swimming programme and develop the skills children need to compete in the higher graded level 3 sporting events at local cluster competitions.

How has the Sports Premium Funding been able to support the Physical, Mental and Social Wellbeing of the pupils at your school?

Physical Wellbeing:

Children have improved their physical fitness and strength through a wide range of physical activities, involving gymnastics, swimming and team sports.

Mental Wellbeing:

Through competing in a variety of team games, children have learnt the meaning of resilience and co-operation and how it applies in both sport and wider aspects of life. Children have largely enjoyed taking part in all manner of physical activity. They now have the opportunity to improve their well-being through participating in yoga sessions- such as chair yoga or play a range of games at lunchtimes or as extra-curricular after school.

Social Wellbeing:

Through extra-curricular clubs, children have gained a number of shared experiences with different pupils throughout the school. They have also enhanced their ability to work as a team and share equipment through these clubs. At lunchtime children have better access to equipment which enhances their experience with their peers.