St Luke's Primary School

Evidence of Impact of the Primary PE and Sports Premium 23/24

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
• Provision in the core curriculum of a wider offer through specialist dance teaching and sports coaches who work with teachers. • Teachers are seen to be more confident in teaching PE and following the PE curriculum. • Widened participation in school and after school's activities and the variety of sports provided including football, table tennis, cricket, gymnastics and dance. • Increased participation in inter school competitions through enrolment in Islington Sports Service Level Agreement and local arrangements. • Daily mile creates a competitive feeling and encourages fitness through a mixture of running, jogging and power walking. • Improved lunch provision (with a focus on physical and mental well-being) thanks to our learning mentor and a specialist Play TA. • Children offered more and more opportunities to be active in the outdoor environment, particularly through access to the natural environment, forest school and gardening activities. • Orienteering now included in the PE curriculum. • Pupil and parent engagement in healthy lifestyles through gardening club and workshops run by the Country Trust.	• Swimming booster sessions used for children in Y6 to ensure they can swim before leaving. • To further widen all pupils, including those with SEND's participation in a variety of in-school and after school activities and clubs. • To further develop our Young PE Sports Leaders group of children from years 3-6 who we meet every term to find out how much they have learned and achieved in PE and Sport. • To meet Moreland's Young Leaders. • To continue to assess children's knowledge and skills and retention of knowledge & skills in PE. • To ensure there are more opportunities for our youngest children and those with SEND to develop a healthy lifestyle and enjoy and know the benefits of physical activity to ensure good habits as early as possible. • To use Moreland's Forest School provision as well as bigger pitch.

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	38%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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.

Academic Year: 2023/24	**Total fund allocated:** £17,762	**Date Updated:** July 2024	

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school

Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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 further expand the number of clubs, events and partnerships with external providers and ensure access for all pupils including those with individual SEND.	There has been an increase in the range of events on offer to children overall and needs to reach those with SEND. These activities have been provided by both external providers such as Inspire and school staff and has included football, badminton, tennis, dance, gymnastics, gardening.	£3300 (After school clubs)	Children now demonstrate improved level of fitness and skill when playing against other schools in intra-schools' sports competitions. Children have experienced a much broader range of sports than in previous years: orienteering, badminton, tennis and basketball.	To further expand the number of clubs and partnerships with external providers so that children with SEND have a greater access to specialist sports coaching
To continue to provide children with more opportunities to learn outside the classroom and gardening regularly including planting vegetables and fruit. To continue to build gardening into the curriculum offer and enrichment opportunities across the school and for all children to participate in growing and cooking their own healthy food.	Enrich outdoor learning further through Y3 working with partner organisation The Garden Classroom as part of The Country Trust Discovery Project. We use their example to roll out planting from EY to Y6 with every class growing healthy fruit and vegetables and understanding the nutritional benefits.	£700 for wood to build planters, plants, seeds, bark and soil around the school	Children now much more involved in active learning outside the classroom and children and families more familiar with local green spaces. The children are able to talk more about healthy food and the impact it has on their growth and health. Several classes have participated in growing healthy food. Children take responsibility for their beds and have regular gardening lessons. Children are enthusiastic and engaged in gardening. The school participated in a Country Trust funded project "Food Discovery"	To continue planting all year round so children can see what grows well in which season. To continue our partnership with The Country Trust. More staff to be trained and feel confident delivering gardening lessons to their class. Outdoor Learning Lead to review curriculum to ensure all classes have an opportunity to participate in gardening activities. To work with Moreland to deliver Forest School joining their classes next

			that involved classes growing and cooking healthy food and running stalls at the family picnic to sell their products	academic year and contributing to costs. PE lead to ask the PE Young Leaders for their thoughts & ideas of how to improve their gardening skills and what they would like to grow on-going.
Provide further training to TA's and lunch staff to support active play at playtimes.	Continue Playground Angels with KS2 children supporting KS1 and EY at playtime and lunch time. Lunchtime TA to support play and improve PE skills. Introduce weekly playground game of the week. Resources to be purchased to support physical activity at playtime.	Already paying lead TA £500 & class fund-raising	Playtimes are now much more active with a greater range of games and sports being played including skipping, hula hoops, table tennis, French elastics etc. KS2 pupils are great role models to younger children.	For Young leaders to lead play time games at least once a week empowering them to be a good example to younger children.
Improve levels of engagement in Daily Mile for ALL pupils including EY and those with SEND. .	Daily mile to be timetabled for all classes in KS1 and KS2. Early years will also do this as and when they can.		Daily Mile is fully embedded in the school day for KS2 and this has had a marked improvement in children's levels of fitness.	To include EY and SEND pupils. To introduce a competitive element to The Daily Mile by timing how long it takes linking Y6 and Y5, Y3 and Y4, Y1 and Y2. Link the Daily Mile to charity events and competitions promoted via national daily mile. Include the Children's mini-marathon.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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 audit sports and active physical play equipment annually and extend the range of equipment to widen activities/ sports available. To improve physical and mental well- being at lunchtimes so children have improved health, fitness, enjoy a wider range of sports and enjoyment of playtimes is increased.	PE curriculum purchased May 2023. PE Co-ordinator audited equipment June 2023 & 24 and ordered the new sports equipment which was required to deliver the sports curriculum. To survey children to find out what equipment/ sports they would like to participate in at play times. Delivered Positive Playtimes training to all TAs and Lunch Staff. Well- being team to research impact of playtime activities on children's well- being.	£1,400	New sports equipment ordered including sports nets, badminton, tennis, rounders and basketball equipment which has widened children's sports opportunities. Questionnaire was distributed to children to give them a voice in what sports and activities they would like to participate in children to see which sports they would like to do at playtime. Children have really enjoyed the new sports and games opportunities they have been given at playtimes managed by the lead TA. The children need to take more care of resources	Continue to audit sports equipment annually to provide lots of opportunities for a range of sports both in the curriculum lessons and through play and extra-curricular activities. Continue to carry out an annual survey to ensure children's views and opinions inform the range of sports and activities offered. Respond to the PE Sports young leader group's findings regarding playtimes including quality interactions, developing children's team skills. Include school council in consultation process. Children to continue to fund raise for resources which will encourage them to take more care of resources.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about *what 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 further develop the leadership of Physical Education including the monitoring of PE. The PE Coordinator to ensure all pupils including those with SEND have access to the PE curriculum.	PE Coordinator to monitor the implementation of the curriculum to ensure coverage and observe a range of lessons including after-school sports activities and clubs. He will work with the SENDCO to support teachers in the teaching of PE to ensure access for all pupils including those with SEND.	n/a	Observations have ensured that children have access to effective teaching of PE. Monitoring has shown that teachers deliver PE effectively across all years, and outside providers provide highly engaging lessons for all pupils. Engaging teaching of PE has helped foster a love of sports and children are keen to engage in sports clubs such as football and tennis. Progression through the units of work is shown, and teachers have started using the knowledge organiser to understand the journey of learning for each unit. Pupils have attended multiple sporting tournaments this year, which has helped raise engagement levels and encouraged more children to get involved in sports.	Regular monitoring of PE and PE coordinator to carry out observations of PE lessons termly. PE co-ordinator to attend LA network meetings for PE. Continue to monitor with a focus on ensuring teachers are using questioning whilst teaching core skills to embed elements of metacognition strategies.
Introduction of focused skills progression map for PE including Dance to ensure development of skills. Use of a wider range of sports coaches to enhance provision and teachers' skills further in specialist sports e.g. cricket, tennis, football and	Curriculum fully planned and mapped ensuring a focused skills progression map for Dance and PE. Re-establish links with external coaching organisations e.g. Arsenal Introduce Sports coaching at lunch times starting with football skills following the wishes of children.	£1950 £ 600 for Arsenal	Skills map ensures appropriate skills are taught and curriculum gives children a range of skills throughout their time at primary school. Children are receiving a better sequenced progression of skills. Football coaching at lunchtimes led by the premises manager has embedded football skills allowing children to practice and develop new skills.	Continue to use assessment in PE using Complete PE. Continue to identify children who are talented in Dance and Sports Continue to develop partnerships with a wider range of outside providers that result in improved outcomes for children. Contact Arsenal ongoing.

Staff training and purchase of resources for Early Years including pupils with SEND.	Audit what we do in Early Years in delivering physical development including gross motor skills and fine motor skills.		Development. Areas identified for development were regular opportunities for children to use KS1 /2 climbing equipment and review of the PE curriculum to ensure readiness for the KS1 curriculum.	-Audit EYFS provision using MOVERS to identify improvements and any further areas for development. Identify any areas of need through observations and assessments of children recognising they may be delayed in reaching physical milestones due to restricted access to outside play during lockdown which should now have been rectified. -Timetable time to use big playground equipment/pitch. -Map Physical skills into MTP for Nursery and Reception linked to PE curriculum.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
Your School focus should be clear: what you want the pupils to know and be able to do and about what 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 know and what can they now do? What has changed?***	***Sustainability and suggested next steps:***
Children to access adventurous activities through 11 by 11 offer in local adventure playgrounds and through other off- site opportunities e.g. residential trips	Arrange residential trips for both Year 5 and Year 6 including adventurous activities.	£,000 -Y6 Residential costs in addition to parental contributions and donation funding	Children showed increased confidence and willingness to take risks and experienced a wider range of sporting and adventurous activities. Adventure playground activities were not offered through 11 by 11.	Extend the offer of adventurous activities to all year groups through local Adventure playgrounds and other organisations. Introduce boating activities in conjunction with Islington Boat Club in Upper KS2.
Extend all children's access to dance teaching including those with SEND.	Specialist dance tutor teaches the dance elements of the National Curriculum. He also provides an ASC dance club for children of all ages.	£8370 & £1650 Dance teacher & ASC Dance club costs (Complete PE subscription costed above)	The professional dance tutor knows the children well and he is able to challenge them appropriately. Children are confident to dance publicly.	To ensure that the dance element of the new curriculum is continued to be delivered by a specialist dance tutor. Continue to embed new PE curriculum
Embed the PE Curriculum that covers a wider range of sports.	Consult with the staff team as well as continue to monitor that teachers are able to follow-through on delivering the curriculum.			

Key indicator 5: Increased participation in competitive sport				
Intent	**Implementation**		**Impact**	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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 identify more sports competitions for all children including those with SEND to participate in, especially in KS1 and in wider sports e.g. athletics, swimming.	Subscribe to the Islington Sport Competitions Service Level Agreement.	£1,387 (SLA PE competitions) £3940 (staff costs organising & taking children to matches)	Children have engaged in a wider range of sporting competitions including athletics, cricket, girls' football, orienteering, Slaughter and May Football league. Children showed great enthusiasm for the competitions and it encouraged children to participate in clubs linked to these sports. The football team was unbeaten until the final in the football league coming 2nd overall.	Re-new subscription to the Islington Sports Service to ensure provision of a wide range of sports competitions for the children. Increase in school competitions through introducing a house system and cross federation competitions. Book intensive course swimming lessons for all KS2 children.

Signed off by: Governors	
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Date:	July 2024
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Date:	July 2024