

# Sonning Church of England Primary School

## Primary PE and sport premium report 2023



### Evidencing the impact of the Primary PE and sport premium

This document has been created based on guidance from the Association for Physical Education and Youth Sport Trust. The report is commissioned by the DfE. The Education Inspection Framework makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'. The Primary PE and sport premium is designed to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) on offer. The premium may be used for the following:

- Develop or add to the PESSPA activities that a school already offers.
- Build capacity and capability within a school to ensure that improvements made now will benefit pupils joining the school in future years.

However, the Primary PE and sport premium should not be used to fund capital spend projects.

### Our vision and values

At Sonning Church of England Primary School, we aim to equip our children with the skills they need to make positive choices in everything they do. Like the wise man who built his house upon the rock (Matthew 7:24-25), our vision is "building strong foundations for the years ahead".

Guided by our Christian values and our school values of Love, Courage, Respect, Aspiration and Curiosity, we provide a happy, inclusive and encouraging environment where children and adults can flourish and develop as individuals. We offer a challenging, broad and relevant curriculum that enables all children (regardless of their background, faith, race, ability or gender) to do their best and achieve well.

This is particularly applicable for PE, where pupils are able to develop core skills (foundations) for future years in the following broad ways:

- Develop strong foundations for sports.
- Develop strong foundations for healthy living and understanding how to live a healthy life.
- Develop strong foundations for how to interact with others, play as part of a team, develop resilience to challenge/failure and learn how to enjoy and manage success.

Our values of **love**, **courage**, **respect**, **aspiration** and **curiosity** can be seen throughout our PE lessons and wider sports offer. Through these values, we provide a happy, exciting and encouraging environment where children can flourish and develop as individuals. We offer a challenging, broad and relevant curriculum that enables all children (regardless of their background, faith, race, ability or gender) to do their best and achieve well.

Our Values	Impact on the Sports Premium Spending
Love	Positive attitudes to health, wellbeing, sport and physical activity are fostered and modelled within our schools. As a result, children are encouraged to love themselves and through a broad offer identify activities and sports for which they have a passion and interest in which they can pursue both in and out of school.
Courage	Children are encouraged to challenge themselves in a range of activities which are accurately assessed with next steps provided. This ensures that there is continual growth in physical, mental and social development helping the child to be the best they can.
Respect	With a focus on 'sportsmanship' the children are encouraged to demonstrate the school's value of respect by following the rules and showing respect for the referee, rules, their teammates, opposition and traditions of the sport or activity.

**Building strong foundations for the years ahead (Matthew 7:24-25)**

Love - Courage - Respect - Aspiration - Curiosity

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Aspiration	Decision to prioritise high quality teaching to ensure that children are inspired and motivated to actively participate in a range of challenging sports at a level at which they can be successful and therefore more inclined to continue their love of sport outside of school and on into adult life.
Curiosity	This value has led our school to implement a diverse curriculum (including varied partnerships) which exposes children to a wide variety of common and uncommon sports to our country. This approach encourages children to try new events and activities and explore further how their skills can be applied or adapted to various scenarios.

### Funding breakdown

Total amount carried over from 2022-2023	£0
Total amount allocated for 2023-2024	£17,760
How much (if any) do you intend to carry over from this total fund into 2023-2024?	£0
Total amount allocated for 2023-2024	£17,790
Total amount of funding to spend for 2023-2024. <i>To be spent and reported on by 31 July 2024.</i>	£18,180

### Funding breakdown by key indicator

Key indicator 1	£7,500	42.1%
Key indicator 2	£3,200	17.9%
Key indicator 3	£2,350	13.2%
Key indicator 4	£2,250	12.6%
Key indicator 5	£2,880	16.1%
<b>Total</b>	<b>£18,180</b>	<b>101.9%</b>

### Swimming

This section identifies the pupils who completed their swimming national curriculum expectation by the end of their Year 6 academic year.

Each section is completed to the best of our knowledge and ability. Due to COVID-19, there may be a very small selection of pupils who could not complete the curriculum as it would normally be delivered, and adjustments have been made. For example, we might have practised safe self-rescue techniques on dry land, which you be transferred 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.

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?	93%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	83%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	Yes

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### Key achievements and areas for development

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Updated and implemented a diverse and unique PE curriculum in addition to using professional sports coaches (continuing into the next academic year).</li> <li>Wide range of resources to support the curriculum.</li> <li>A wide variety of extra-curriculum opportunities (clubs / school events).</li> <li>Variety of expert coaching utilised to support staff CPD.</li> <li>Competitive outings - events/fixtures/tournaments.</li> <li>Encouraged healthier packed lunches as part of a drive to improve overall lifestyle choices (via new healthy eating and lunchboxes policy).</li> <li>Wellbeing provision for children throughout the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Develop opportunities for high quality Hub and/or Trust inter-school competitions and events.</li> <li>Develop assessment across the Trust for PE.</li> <li>Consider alternatives to the Fit Start that encourage additional exercise.</li> <li>Relaunch playtime activities to encourage more team and supportive play.</li> </ul>

### Action plan and budget tracking

Below outlines our Key Indicators and our action plan for achieving and/or monitoring.

Key Indicator 1			
To increase confidence, knowledge and skill for staff teaching PE and sport, inside and outside school hour.			
Funding allocated	£7,500	% of total allocation	42.1%

Intent	Implementation		Impact	
School focus, with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Ensure staff across the school are highly competent and skilled to deliver the highest-quality physical education.	Engage specialist coaches to work alongside teachers teaching PE and utilise local partnerships and support (e.g. TKAT and RBCS).	Specialist PE teacher support £6,000	Ongoing impact: External coaches have significantly upskilled staff (Coaches are not PPA cover).	Robust induction of new staff in the planning, policies and expectations of PE teaching, ensuring the legacy of high-quality teaching and CPD.
Develop the PE curriculum in order to clarify the knowledge (substantive, disciplinary and procedural) the school aspires to provide.	Release time for PE Lead in order to support curriculum development.	£1,500	Expected impact: Staff will develop expertise through their own CPD or be able to arrange CPD in areas requiring further development.	Teachers leading the subject will be given time to monitor teaching and learning in other classes to ensure it is high quality.

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### Key Indicator 2

The engagement of all pupils in regular physical activity.

<b>Funding allocated</b>	£3,200	<b>% of total allocation</b>	17.9%
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Intent	Implementation		Impact	
School focus, with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Provide children with a broad and balanced and high-quality PE curriculum that goes well beyond the national requirements.	To ensure that the PE & sports equipment is safe, relevant and purposeful for the current National Curriculum and the extra-curricular clubs (KS1 & KS2).	PE consumables e.g. lacrosse equipment £1000	Previous opportunities for a range of PE and sports lessons have been effective, including lacrosse. This has had a positive impact, so it has been expanded across the year groups.	Create a timetable of equipment renewal and checks to ensure bespoke equipment and resources remain in use and high-quality to support the PE provision.
Improve the environment to encourage regular physical activity.	To provide additional space and resources at break times and lunchtimes to practice a variety of outdoor activities.  External training course for play leaders and staff on engaging children in sporting activities during break times.	£1200 for environment developments (additional equipment or opportunities)	School and Eco Council have discussed wanting zoned areas which will be put in place to further enhance playtime provision.	Create maps and plans for equipment to ensure this provision can continue.  Continue to train new play leaders to support playtimes.
To implement structured physical activities for our youngest pupils.	Introduce a climbing wall for our EYFS pupils.	EYFS outside space resources £1000 (Physical Development).	TBC (new initiative)	TBC (new initiative)

### Key Indicator 3

To raise the profile of PE and sport across the school, as a tool for school improvement.

<b>Funding allocated</b>	£2,350	<b>% of total allocation</b>	13.2%
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Intent	Implementation		Impact	
School focus, with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To improve education and pupil leadership opportunities to	Provide our KS2 children with leadership skills that can be applied to a variety of sporting situations as	Staff time to train leaders and organise events £750	Play Leaders: Enables pupils to improve their confidence to	Regular training for new play leaders to ensure the initiative continues.

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enhance sport and exercise.	well as contributing to personal development (self-esteem, leadership, confidence, communication, problem solving) in order to take a more active role at different times of the day or at different events. E.g. lunchtimes / Sports Day / Sports Relief.		participate in front of an audience with peers.	Maintain strong relationships with local support partnerships who provide opportunities for pupils (e.g. RBCS, BCSC, Reading Cricket and Hockey Club).
Integrate physical breaks and activities into intervention, daily class and whole school curriculum provision.	Gross Motor development scheme of work (Smooth/Smart Moves) to meet the needs of pupils with delayed Gross Motor skill development.  Utilisation of kinaesthetic, fine and gross motor skill activities for pupils. Including the opportunity for exercise breaks.	No cost – conducted within current staffing	2022 survey: Pupil questionnaire 80% of pupils have participated in sports and events. This objective aims to increase this percentage of engagement.  94% of children understand the importance of being healthy/active.  80% of children engage in sport/physical activity during break/lunchtime.	Aim for Sports Mark Bronze mark in 2023-24
To raise the profile of sports, exercise and wellbeing.	Plan & deliver a Health Day (month of January) to promote exercise/healthy eating in accordance with national guidance.  Conduct a well-being week and regular events to ensure all children are aware of the importance of a healthy lifestyle, including both diet and regular exercise.	Whole school wellbeing events – January wellbeing month - workshops £1,000  Work with Caterlink - £600 (ops manager)	Children awarded certificates in assembly to regularly celebrate their achievement.  90% of children say then enjoy PE lessons.  Twitter / Newsletter items	New Trust initiative and partnerships will enable continued cost-efficient opportunities for the children.  Work with Caterlink to refine and further improve school menu and food offer.

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### Key Indicator 4

To create a broader experience of a range of sports and activities offered to all pupils, including competitive sport.

**Funding allocated**

£2,250

**% of total allocation**

12.6%

Intent	Implementation		Impact	
School focus, with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Quality first teaching, with increased opportunity for pupil support by staff.	Additional TA or teacher support in PE and after school clubs (e.g. netball/rounders)	£2000 for staffing costs.	Ongoing impact: wider range of opportunities for sport and engagement.  Evidence for need: 80% of pupils take part in activities outside of lessons.	Growth of club offer and increased engagement with inter-school competitions.
To make effective use of collaborative and partnership working, maintain relations with providers of local/regional sporting competitions.	<p>Increase participation/ raise profile of girl only competitions.</p> <p>Increased number of pupils accessing festivals and competitions.</p> <p>To provide KS1 pupils with opportunities to compete in a number of inter &amp; Intra School competitions.</p> <p>Release staff for off-site fixtures/competitions to maintain quality of PE within school.</p>	<p>Membership fees: £100 (FA)</p> <p>Affiliation to CC: £150</p>	<p>Ongoing impact: Participation in both curriculum and extra-curricular sports activities has had a positive and noticeable impact on many pupils' behaviour, self-esteem and confidence.</p> <p>Expected impact: An increase in the number of children selecting to take part in the extra-curricular sports clubs/competitions. Internal &amp; External Sports Clubs.</p>	<p>Continue to raise profile of sports for girls and disadvantaged pupils as the representation of girls in some events is lower than others.</p> <p>Continue to build excellence within competitive sporting opportunities.</p> <p>Continue to develop partnerships which provide pathways for additional and sustainable sports and exercise.</p> <p>Look at opportunities within the MAT for sport collaboration / events and expertise sharing.</p>

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### Key Indicator 5

Increased participation in competitive sport.

<b>Funding allocated</b>	£2,880	<b>% of total allocation</b>	16.1%
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Intent	Implementation		Impact	
School focus, with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
To increase the opportunities for school teams, competitions and events externally for pupils of all ages (but KS2 in particular).	Develop additional Trust sports opportunities (including locally with the North Hub).	£500 event cover  £2,380 for events and staffing.	Expected impact: Increased opportunities for pupils to engage in cross-school competition	Grow the capacity within the Trust for cross-school partnerships.  Reading Blue Coat School Partnership will ensure many events are sustainable.
To increase the opportunities for school teams, competitions and events internally for pupils of all ages.	Increase the frequency of House events which can promote healthy competition.	No cost – within current staffing.	Expected impact: Increased opportunities for pupils to engage in in-school competition against their peers.	Additional release time for PE Lead to organise events, or bringing in a PE Coach / Lead to plan and organise events.

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