



## SPORTS PREMIUM SPENDING REPORT REVIEW

**Sports Premium Grant Reporting**  
**Sports Premium Grant (SPG Allocation) for 2023/24**

<b>Grant received and total expenditure</b>	
Amount of SPG received in 2022/23	£16,820
Carried over from 2021/22	£0
Amount of SPG to be received in 2023/24	£16,720
Carried over from 2022/23	£0

**Vision and Purpose**

**P.E Vision and approach**

At Great Addington, our P.E lessons aim to develop the fitness, skills and game understanding of our pupils through a wide variety of games and disciplines such as football, rugby, dance, gymnastics, hockey, netball, basketball, athletics and more. In each year class children take part in games focused lessons; we use the PE Hub to plan these units which also meet the fundamental movement needs that children require. Children focus largely on skills with informal games during KS1 to develop fundamental movement skills, allowing the children to grasp these skills before moving on to formal sport. In KS2 sport begins to become more prominent, with each year group developing on the one before so that by year 6 children understand a variety of disciplines, including gymnastics. By the time that children leave Great Addington, they should have a love of activity and sport, know how to keep themselves healthy and have developed into well-rounded sportspeople who are humble winners and reflective losers in any competition.

**What is sports premium?**

This funding is provided by the Department for Education, Health and Culture, Media and Sport. Schools must use the funding to make additional and sustainable improvements to the quality of PE and Sport on offer. The premium should be used to develop or add to the PE and Sport in school and to build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.

There are five key indicators that schools should expect to see improvement in the following areas:

1. The engagement of all pupils in regular physical activity (the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school).
2. The profile of PE and 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. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport at all levels

## Measuring the Impact of the Pupil Premium Spending

The Impact of the Sports Premium for 2023-24 was:

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## Swimming and Water Safety

Meeting national curriculum requirements for swimming and water safety

Please complete all of the below:

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

**N.B.** Even though your children may swim in another year please report on their attainment on leaving primary school.

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

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?

**Sports Premium Allocation for 2023-24: £16750**  
**Planned spending**

<b>Academic Year:</b> 2023-24	<b>Total fund allocated:</b> £16,327	<b>Date reviewed:</b> 06/10/23			
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:	
				19%	
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Expected evidence and impact:	Sustainability and suggested next steps:	Achievements, results and evidence.
Accurately identify, support and monitor less active pupils' activity levels with at least 50% of children improving from beginning of year to review.	<ul style="list-style-type: none"> <li>All children complete a survey of physical activity to assess how much as a baseline the children participate in.</li> <li>Encourage all children identified to take part in lunchtime activities and monitor this through the year.</li> <li>Offer all children a place in a club so they can take part in organised in sport.</li> </ul>		<ul style="list-style-type: none"> <li>The school will be aware of less active children in all classes and will monitor this at 2 intervals, with 50% of less active children increasing activity levels.</li> <li>All identified children have participated in at least 1 lunchtime activity per week.</li> <li>Less active children have been given at least 2 opportunities to represent the school in other school games competitions.</li> </ul>		
Increase participation in organised games and activities during lunchtimes with at least 60% of the children taking part in organised activities on given days.	<ul style="list-style-type: none"> <li>Train new members of sports crew to bring the total to 12, enabling nimble management of time for children and giving children a chance to lead.</li> </ul>		<ul style="list-style-type: none"> <li>Sports leaders are actively involved in a wide range of sports planning including level 1 games competitions.</li> <li>60% of children during any lunchtime are taking part in organised activity.</li> </ul>		
Offer all children access to some form of activity during break times to develop their physical health including SEND	<ul style="list-style-type: none"> <li>Pupil voice to decide on activities at lunchtimes to ensure they meet needs of all pupils.</li> </ul>		<ul style="list-style-type: none"> <li>50% of SEND children will participate in activities throughout the week organised by the sports crew.</li> <li>Pupil voice will reflect that children feel happier during break times and lunch times based on the baseline from school sports survey.</li> </ul>		

<p>Ensure that all children are taking part in at least 30 minute of activity in lessons outside of P.E a day</p>	<ul style="list-style-type: none"> <li>• Implement strategies with staff on how to deliver lessons in an active way and encourage small moments of movements per day.</li> <li>• Introduce brain breaks</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Children’s levels of focus during a lesson will be higher.</li> <li>• Teachers have an awareness of how long children are sitting for during the day and how to encourage movement.</li> <li>• Percentage of active lessons have increased by 20% in KS2.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Increase participation in extra curricular sports and physical activity.</p>	<ul style="list-style-type: none"> <li>• Collect pupil voice on which clubs they wish to attend through the year using a formal recording method.</li> <li>• Bring taster sessions for new clubs starting to encourage sign up.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• ALL children have been offered a place clubs.</li> <li>• At least 80% of KS2 pupils have taken part in a club.</li> <li>• At least 60% of EYFS and KS1 children have accessed a club.</li> <li>• Offered clubs run at capacity with very little space.</li> <li>• Pupil voice shows desire for clubs to continue in 90% of pupils questioned.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Children encouraged to lead a healthy life-style outside of school through the promotion of cycling.</p>	<ul style="list-style-type: none"> <li>• Year 5/6 access Bikeability sessions.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage pupils to travel to school in more active ways.</li> <li>• Promote road safety and bike care resulting in safe use of roads by children.</li> <li>• Encourage cycling as opposed to driving to school.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p>Expose children and provide opportunities for participation in Outdoor Adventurous Activities.</p>	<ul style="list-style-type: none"> <li>• Allow all children the opportunity to participate in outdoor adventurous activities by working with organisations such as Rock UK.</li> <li>• Establish links to external providers to widen pupils options of engagement.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• All children in KS2 will have accessed at least a day of OAA.</li> <li>• Children will develop resilience and perseverance by taking part in these activities.</li> <li>• Children will take part in further OAA outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:	
				15%	
School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Expected evidence and impact:	Sustainability and suggested next steps:	Achievements, results and evidence.
<p>Establish a calendar of Level 1 games which create competitive opportunities for all pupils and are led by children, allowing pupils to experience competitive sport in a safe way.</p>	<ul style="list-style-type: none"> <li>Introduce a programme of intra-school competition using a house team system based on sporting values.</li> <li>Record scores of level 1 games and display these in the hall for children to be inspired by.</li> </ul>		<ul style="list-style-type: none"> <li>ALL children can explain how they have taken part in competitive sport and the values in these.</li> <li>ALL children have competed in competitive sport.</li> <li>Children are able to build on work from P.E lessons to maintain positive attitudes.</li> <li>Pupil voice reflects that 90% of children feel positive about competitive sport.</li> </ul>		
<p>Collective worship offers weekly opportunities to celebrate sporting achievements both inside and outside of school to inspire other children to take up sport.</p>	<ul style="list-style-type: none"> <li>Create the sporting display in school hall so that children and parents walking past are aware of the activities taking place inside school.</li> <li>Give time in celebration assembly to reward children for internal and external sporting accomplishments and show these on GA games wall.</li> </ul>		<ul style="list-style-type: none"> <li>Number of children taking part in interschool competitions increases by 20% due to desire to be celebrated in assembly.</li> <li>Children are proud of sporting achievements and want to celebrate these.</li> </ul>		
<p>Physical activity to become a whole school priority and is reflected in celebration around the school creating a positive ethos towards sport from staff and students.</p>	<ul style="list-style-type: none"> <li>All sporting achievements in school are recognised on the school newsletter weekly as they occur.</li> </ul>		<ul style="list-style-type: none"> <li>Children feel part of a larger group in working with their sporting teams.</li> <li>Profile of sport between school and home increases with parent's voice reflecting they are aware of what the school does for sport.</li> <li>Staff attitudes towards involvement in P.E have improved with 90% of staff showing positive attitudes towards P.E.</li> <li>90% of children from school sports survey enjoy P.E.</li> </ul>		

<p>Ensure all children have the opportunity to achieve 25m in swimming.</p>	<ul style="list-style-type: none"> <li>• Use funding to enable children from all of KS2 to attend a term of swimming lessons.</li> <li>• Secure further extra high-quality swimming lessons for all of Key Stage 2 on top of the provision which is statutory.</li> <li>• Formally train staff to reduce the number of required instructors for sustainability.</li> </ul>		<ul style="list-style-type: none"> <li>• Children are all able to travel the KS2 requirement of 25m.</li> <li>• All children have the skills of safe self-rescue.</li> <li>• 90% of children enjoy swimming and are positive about the progress they make.</li> <li>• At least 1 teacher is a qualified swimming instructor at Level 1 or above.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:	
				34%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Expected evidence and impact:	Sustainability and suggested next steps.	Achievements, results and evidence.
<p>Ensure all staff feel confident in how to teach P.E, deliver high quality lessons to pupils and have a thorough understanding of the structure of a P.E lesson.</p>	<ul style="list-style-type: none"> <li>Employ at least 2 coaches to work with teachers using the P.E planning in place in order.</li> <li>Progress of pupils is good or above for 85% of children across the school.</li> <li>Conduct staff surveys to gather evidence as to which staff are more/less confident and where these areas lie.</li> <li>Ensure these areas are during times with a sports coach available.</li> <li>Establish a formal assessment system which is clear for staff to use and can be monitored.</li> </ul>		<ul style="list-style-type: none"> <li>Data shows substantial or good progress for pupils.</li> <li>ALL Teachers feel confident and fluent in their delivery of curriculum P.E</li> <li>Pupils voice shows that 90% of pupils believe their teacher enjoys P.E</li> <li>ALL lessons are taught to a high standard with underpinning subject knowledge.</li> <li>Staff are confident in delivering unfamiliar areas of P.E with the roots in good practice and support form planning documents.</li> <li>An assessment system is in place where data can be recorded, and all staff are confident in its usage.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<p>Staff have a clear idea of how P.E progresses across the school.</p> <p>Instil a progressive, well-paced and effective P.E curriculum which staff can explain the intent and impact.</p>	<ul style="list-style-type: none"> <li>Create a curriculum map which all staff have access to and which ensures progression. This map contains all objectives and reflects the curriculum currently in place at the school.</li> <li>Ensure that the P.E vision is clear across the school and that all staff are able to explain how the curriculum is being delivered and how that is achieved.</li> </ul>		<ul style="list-style-type: none"> <li>Teachers are able to explain the P.E vision of the school and the targets this includes, understand methods of assessments and be confident in delivering a P.E series of work.</li> <li>Children can acquire skills at the right time developmentally, leading to data reflecting good progress.</li> </ul>		

<p>A new sports curriculum is in place and teachers are upskilled in delivering both the skills and sports elements.</p>	<ul style="list-style-type: none"> <li>Establish a rigorous yet simple to follow P.E curriculum which has clear progression from KS1 to KS2.</li> </ul>	<ul style="list-style-type: none"> <li>£500 for time taken for planning of new curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>As a result of the more holistic approach, children access more sports such as hockey and lacrosse.</li> <li>Children will have more positive attitudes, measured from pupil voice with 90% enjoying P.E.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
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<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>	<b>Percentage of total allocation:</b> <div style="text-align: center; border: 1px solid black; padding: 2px;">25%</div>
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<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Expected evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>	<b>Achievements, results and evidence.</b>
<ul style="list-style-type: none"> <li>Give the children more opportunities to stay active in extended school provision.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce new sports or activities and encourage more pupils to take up sport.</li> <li>Use pupil voice to determine which clubs would be of most benefit to the school and likely to gain children into them.</li> <li>Create links to wider external providers and sports clubs to provide pathways for the children to continue to develop beyond the clubs.</li> </ul>	<ul style="list-style-type: none"> <li>..</li> </ul>	<ul style="list-style-type: none"> <li>All children in after provision will have at least 3 organised activities per week to enjoy, using funded after school clubs to deliver this.</li> <li>Sports funding is no longer needed to be used to support the running of clubs beyond initial taster sessions.</li> <li>80% of pupils have taken part in at least one offered club outside of school time.</li> <li>Links with other sporting providers has led to more pupils pursuing clubs outside of school with 50% with providers outside of school.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
<ul style="list-style-type: none"> <li>Continue to raise the profile of further sports across school by offering a variety of challenges and sports.</li> </ul>	<ul style="list-style-type: none"> <li>Purchase new equipment including volleyball nets, archery equipment which increase difficulty and breadth of challenge to pupils.</li> <li>Embed the newly equipped subjects into the curriculum during P.E lessons.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>At least 2 new sports within the P.E curriculum have run alongside existing provision using the new equipment including lacrosse and badminton.</li> <li>Equipment is used for extended provision and lunchtimes to encourage children to be more active.</li> <li>Children report a greater level of challenge and engagement through sports day.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				7%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Expected evidence and impact:	Sustainability and suggested next steps:	Achievements, results and evidence.
Enter any opportunities for competitive sport and monitor participation so all children have the chance to represent the school.	<ul style="list-style-type: none"> <li>Establish a rigorous calendar (6x per year) of Level 1 games for KS2 and KS1 (3x per year)</li> <li>Track participation in level 1 games and celebrate accomplishments throughout the year.</li> <li>Combine level 1 games and topics covered in P.E to give all children the chance to succeed.</li> </ul>		<ul style="list-style-type: none"> <li>80% of pupils have engaged in competitive sport events.</li> <li>All competitions are lead by sports leaders and inspire challenge and participation.</li> <li>Children feel supported and positive about sport.</li> <li>All P.E units complete with a competitive game to apply skills.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Build upon high levels of 5/6 game attendance by introducing competitions to years 3 and 4 more regularly.	<ul style="list-style-type: none"> <li>Extend number of SSP events entered to include a wider variety of specifically inclusive events.</li> <li>Offer Year 3 and 4 children opportunities to take part in wider school competitions.</li> <li>Use links between schools to forge level 2 game between the schools</li> <li>Monitor pupils who have not taken part in any events and offer them opportunities during inclusive events.</li> </ul>		<ul style="list-style-type: none"> <li>80% of KS2 children to have attended an event to represent the school at a competition.</li> <li>100% of children have been offered the opportunity to take part in a level 2 games competition</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>
Continue high volume participation in Pacesetters Sports and PR Sports competitions (inter-school and leagues) along with external SSP and schools.	<ul style="list-style-type: none"> <li>Enter at least 6 external competitions to give the children opportunities to compete.</li> </ul>		<ul style="list-style-type: none"> <li>GA to have competed in at least 6 different sports across these competitions.</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>

