Sports Premium Spend

bentley new village school

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2023-2024

**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 students today and for the future.

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| **Academic Year:** 2023/24**Funding:** October 2023 **-** April 2024 | **Total fund allocated:** £18,166**Spend is supplemented from school budget** | **Date Updated: 01.11.2023** |  |
| **Key indicator 1:** The engagement of all 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: |
| £3760 – 20.7% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all. Teaching assistants and SEN 1:1s to support PE coaches in delivery of lessonsCycle B = Hockey, indoor athletics, basketball, tennis, cricket skills, athletics.Access to high quality resources during after school clubs. Enough quantity of resources to enable access for all. | Purchase of additional PE resources to support PE sessions e.g. balls/racquets. All sports and activities taught in PE sessions to be fully resourced.All individuals have access to sufficient resources to be able to engage fully in sessions.Purchase of additional PE resources to support after school club sessions, plus a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced. | £0Sport Premium supplemented from budget | All PE sessions and after-school sports clubs are fully resourced leading to greater engagement and active minutes in lessons.Any children with additional needs are appropriately equipped/supported.Children not participating in after-school clubs at the beginning of the year will hear about how fun the clubs are and they will become more appealing. | School staff better equipped to teach PEMonitor safety and positive (or negative) impact of equipment |
| Funding for sports coach to run breakfast time active sports sessions  | Use external sports coach and create a rota for children’s access to ensure all children can participate across the year. | £3760 | Children have access to active sessions. Children have an active start to the day to prepare them for learning. | More active, healthy children ready to learnPromote children to be active |
| Reimplementation of, training staff to lead and monitoring of Active 10 sessions in afternoons | Staff are made aware and directed to resources to lead Active 10 sessions with their classes.Sports coach directs teachers to areas for development as a result of class PE sessions | £0 | Children have access to active sessions.Children have an active break from learning in an afternoon. | More active, healthy children ready to learnPromote children to be active |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| £3,600 – 19.8% |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Improve children’s Emotional and Mental wellbeing through the delivery of Mindful Moments (i.e. yoga, meditation, breathing techniques) | Senior Mental Health leads to share their strategies and practice to disseminate to teachers and develop teacher expertise on delivering Wellbeing and mental health sessions.  | £0 | Children have improved mental health and wellbeing.Children are able to access learning more readily and without emotional dysregulation. | Vulnerable children will be targeted early. They will be taught and encouraged how to be healthy and active from a young age.Teachers will be able to continue and re-use from sessions. |
| Improved access to resources and training for staff will lead to improved behaviour at playtimes  | Lunch time supervisors to receive appropriate training Improved resources will widen the range of activities on offer for children to take part in active play at lunch times  | £0 | Play times will be better resourced leading to greater participation and active minutes. Children’s play is more active and structured leading to less break time incidents. | Embedding of practiceMonitoring of effectiveness |
| FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children | FSM are supported in accessing lessons and extra-curricular activitiesSEND children are planned for in sessions with the support of the SENCo  | £3,600(2 x £1,800) | Increased uptake of extracurricular clubs by FSM & SEND children.  | Uptake of clubs will be analysed by vulnerable groups by PE leadMonitoring of PE lessons will take place with a focus on these children |
| Additional sports clubs relating to School Games calendar.  | Teacher/HLTA/coach to organise and run after-school sports club linked to any upcoming competition on the School Games calendar.Reimplementation of school sports teams | £0 | Premier League will be sending in Spring term a brand new girls’ football team kit.Children become masters of at least one skill/sport.Children have an increased sense of identity, belonging and pride | Further embedding of the celebration of sports participation and achievement |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| £0 |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Staff to work alongside external coaches during sports events/days. Use skills learnt in own teaching and applicable in PE. | School focus event over one week with coaches supporting teachers’ delivery of a range of sports. | £0 | Enhanced planning and teacher confidence in the delivery of a variety of sports following support of specialist coaches. Playground games taught to deliver. | Teachers upskilled and feel more confident to deliver any additional sessions, including target children during Active 10. |
| Make accommodation for staff to deliver a half-term of a PE topic of their choice (ideally Mon/Tues during no PE/EYFS PE days). | Cover another lesson’s curriculum over a bank of a day(s) (i.e. Computing) in order to free up a slot for a second PE lesson for one half-term | £0 | Teachers are able to use their experience in the classroom and apply to PE, leading to an enhanced understanding of pupil attainment and achievement in the subject | Teachers upskilled and feel more confident to deliver any additional sessions, including target children during Active 10. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| £14,880 – 81.9% |
| School focus with clarity on intended**impact on pupils:** | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| Motor Development:School to provide gross and fine motor intervention for children identified to have additional physical development needs.**Identified target children will take part in daily motor intervention activities, taught by trained coach, in order to improve their physical development.** | * Identify children with additional need for physical intervention
* Baseline assessment to gather physical development data
* Liaise with coach to monitor impact of motor activities on progress of physical development and children’s physical confidence
 | £11,280 - Motor Development external provider | Progress in physical development in order to achieve GLD at EYFS.Progress in handwriting in KS1, contributing to writing development. | Children targeted from a young age and stage to support good development and address and needs before they become instilled.Children make good progress quickly meaning that they will end the programme at the end of KS1. This will then provide opportunities for other children to access. |
| Range of after school clubs is wide and varied to give the children a range of experiences.  | Clubs meet the varied interests of children within the school and cover all the main sports Additional clubs to be decided upon after consultation with children/school council | £3,600(2 x £1,800)(As above) | A range of children will access a range of after school clubs weekly. Children will be engaged and participating in sport. | Promote children to be active |
| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| £50 – 0.3% |
| School focus with clarity on intended**impact on pupils**: | Actions to achieve: | Fundingallocated: | Evidence and impact: | Sustainability and suggestednext steps: |
| School to hold sports week event covering wide range of sports events. | Plan series of events and sports for children to experience Use links with local community and providers to come and deliver sessions on a voluntary basis (for promotion) as well as teachers leading sessions themselves. | £0 | Children to develop resilience and perseverance when trying new and challenging sports. Supported confidence when completing familiar sports. | Children introduced to new skills and sport events, particularly the playground games that they will be able to playPromote organisations for out of school clubs in the local area. |
| School to engage in more inter-school tournaments and sporting fixtures/competitions | Doncaster School Games Organiser to visit school and meet with PE lead to share calendar of sports competitions planned in South YorksBy Summer term, school to have engaged with some inter-school and intra-school competition(s) | £50 | Children to develop resilience and increased wellbeing after participating and competing in (team) sportsIncreased participation in competitive sport | Children to use local links with organisations to carry on participation outside of schoolLinks built with schools and with Doncaster SGO to continue participation |