

Corringham CE Primary School

Sports Premium Report 2023-2024

Completed by Patrick Reeve

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) 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’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

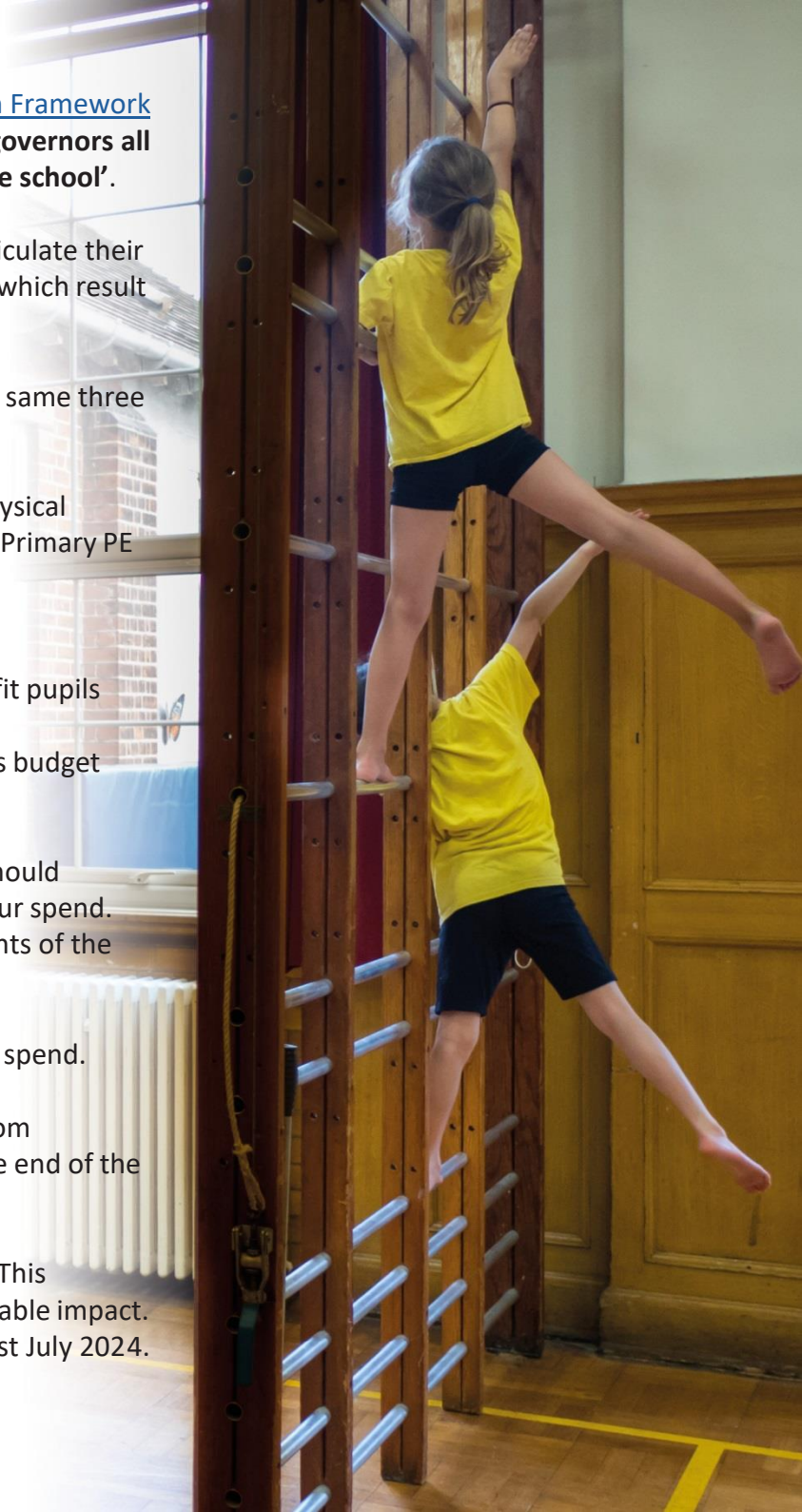
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2024** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2024. To see an example of how to complete the table please click [HERE](#).



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 until July 2024: | Areas for further improvement and baseline evidence of need: |
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| <p>Pupils accessing a range of sporting activities through Premier Education and after-school clubs.</p> <p>Installation of outdoor play/games surface to make more suitable for all weathers.</p> <p>Weekly sharing and displaying of sporting achievements to show value.</p> <p>Extra participation in other sports: fencing sessions in the summer term, Bikeability (for 12 Y5 pupils) and balance bikes for all of Squirrels class.</p> <p>Improvements to the trim-trail and new playground markings.</p> <p>The residential visit for all Y5 and Y6 pupils to Dukes Barn, Derbyshire, where pupils participated in canoeing, stream scrambling, climbing wall, abseiling, orienteering and confidence course.</p> <p>Sports Day delivered by Premier Education.</p> <p>Football Tournaments for girls and mixed teams, inter school cross-country running event, swimming gala.</p> | <p>Develop outdoor learning as a way to increase levels of pupil activity.</p> <p>Increase number of competitive events with other schools and for more year groups, including KS1, Premier Education Events, Swimming gala and Cross-Country running event.</p> <p>Re-introduce walk to school promotions. (From Jan 2025)</p> <p>Explore Outdoor learning opportunities</p> <p>Teacher learning opportunities- cricket coaching (Autumn 2024) with “Chance to Shine.”</p> <p>Playground Leaders</p> <p>Cricket Skills</p> |

Did you carry forward an underspend from 2022/23 academic year into the current academic year?

YES/ * Delete as applicable

| | |
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| Total amount carried forward from 2022-23 | £ 2430 |
| + Total amount for this academic year 2023-24 | £16868 |
| = Total to be spent by 31st July 2024 | £19298 |

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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land, which you can transfer to the pool when school swimming restarts.</p> <p>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.</p> | |
| <p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2025.</p> <p>Please see note above.</p> | 93% |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p> | 80% |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 67% |
| <p>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?</p> | Yes/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: £19298 | | Date Updated: September 2024 | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 33% |
| 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: | | Evidence of impact: what do pupils now know and what can they now do? What has changed? | |
| <p>Continue with Premier Education activities and access the initiatives offered to build on the success of last year linked to healthy lifestyles, participation & sports opportunities.</p> <p>Offer free after school clubs and offer after-school Premier Education club for KS2 pupils and a lunchtime club for KS1 pupils.</p> <p>Increase outdoor learning opportunities to encourage movement outdoors and effective use of the school grounds.</p> <p>Ensure that pupils average 30 minutes per day physical activity.</p> | | <p>To encourage more sports opportunities for our pupils. Pupils to be offered the opportunity to lead on health initiatives in school.</p> <p>Teachers to plan weekly outdoor learning sessions with class to support topic activities (One afternoon per week)</p> <p>Further improvements to incorporate physical activity in the playground and on the all-weather surface.</p> | | <p>£6290 Premier Education membership (4290)</p> <p>£1000 PE equipment</p> | |
| | | | | <p>30 students now taking part in playground activities per week</p> <p>32 students taking part in at least one afterschool/lunchtime club.</p> <p>Wider impact – positive attitudes towards PE lessons and activities.</p> <p>PE achievements recognized in Friday assembly- PE wall of fame.</p> <p>Pupils active during playtimes, lunchtimes, and increased attendance of clubs.</p> | |
| | | | | <p>Increase all staff skills to deliver PE, observe Premier Education coach and work alongside them to plan sessions. Teachers and TA staff to observe and take part in cricket coaching with Chance to Shine Coach.</p> <p>Develop healthy eating in school through teaching and clubs</p> <p>Train next PE ambassadors (led by Chance to Shine)</p> <p>Staff to plan outdoor learning activities for each topic</p> | |

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| Daily outdoor workouts. Increase activities levels for all pupils daily. Introduce Better Lunch Time Initiative | Observing current routines and training staff to have more active pupils. | £995 | All pupils involved – improved performance data. Premier Education to deliver initially in Term 2, then follow up in terms 4 and 6. | Introduce Better Lunchtime Initiative to improve participation in activities and train relevant staff. |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 24% |
| 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: |
| Develop opportunities for pupil engagement with PE and sport throughout the school. Devise pathways and incentives for pupil participation and development through sport and physical activity. Opportunities in assemblies for award giving linked to PE and physical activity achievements in school. Raise profile of PE and Physical Activity with a sports board/notification board or newsletter content. | Encourage sporting opportunities for all and raise the profile of PE and sport as a toolkit for positive wellbeing and confidence. Resurface the trim trail and add new playground markings Celebrate PE achievements in Friday assembly and give opportunities for pupils to show certificates, trophies and photographs School to highlight importance of PE through termly newsletter, awards board and/or sports notice board. | £9010/2= 4505 50% funded through main budget | Pupils able to participate in a wide range of sporting activities on the school grounds. Improved surface and games equipment allows for greater participation Incentive for pupils to share with the rest of the school their sporting successes. Pupils learn about and meet | Staff to develop exciting lessons on the new playing surfaces and set challenges. Older pupils can organise activities and games for younger pupils. Weekly records of sport participation in and out of school by pupils |

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| <p>Raise the profile of PE and health with the visit of sportsmen and athletes.</p> <p>Whole School Sports Day to be led by Premier Education and planned alongside Y5/6 pupils.</p> <p>Purchase new sporting equipment to support teaching and opportunities.</p> | <p>Invite successful sportsmen, sportswomen and club leaders into school to lead assemblies and talk to pupils. (Great Athletes- free visit with charity link)</p> <p>Swimming Hat Design Competition</p> | | <p>sporting role models and also to learn about the availability of out of school sports clubs (e.g. Tae Kwon Do)</p> | <p>Pupils develop new skills and interests in a range of different events. These interests and achievements can be shared in assembly.</p> <p>Visit from Rebecca Adlington – Olympic Champion.</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 31% |
| 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: |
| Premier Education staff plan lessons for a wide range of sports and deliver to different classes. They help to monitor pupil progress. | Staff (teachers and teaching assistants) to observe and participate in sports teaching alongside sports specialists and develop own sequence of lessons | Funded through Premier Education allocation (£1000) | Record keeping shows the steps of progress that pupils have made in 4 different areas. | Staff to plan own sequence of PE activities for pupils (Thursday afternoons) |
| Release time for teaching staff and Ta's supporting the delivery of PE. | Staff to observe and participate in sports teaching alongside sports specialists and develop own sequence of lessons. | £4900 | | |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
|---|--|--|---|---|
| | | | | 10% |
| 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: |
| <p>Pupils (Y5) learn how to cycle safely on the road by completing the level 1 and level 2 courses (2 days).</p> <p>Competitive sports/athletics days for years 1-6 at Gainsborough Leisure Centre (15 pupils per group)</p> <p>Develop skills of recording/timing skills using digital resources</p> | <p>Bike-ability programme (2 days per year for each set of 12 children)</p> <p>Fencing – Ks2 children</p> <p>Gainsborough Leisure Centre</p> <p>Purchase ipads x 2</p> | <p>£600</p> <p>£700</p> <p>Main budget</p> <p>£600</p> | <p>All pupils participate in a range of sporting challenges and develop new skills, including leadership.</p> <p>Pupils take part in an interschool event that celebrates sport and competition in a positive way.</p> <p>Pupils can use digital tools to record action shots, they can record timings of races and display them in a number of ways.</p> | <p>Pupils participate against similar aged pupils from different schools.</p> <p>Pupils take part in challenging activities that develop their personal skills.</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--|--|--|
| | | | | 7% |
| 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: |
| <p>Sports Day event for whole school</p> <p>Premier Education events (1 per term)</p> <p>Range of team games for different ages.</p> <p>Football matches and competitions- girls and mixed teams at Roses Sports Ground.</p> <p>Cross County Running event – Lea (November)</p> <p>Sports Trust events</p> <p>Swimming Gala</p> | <p>Premier Education to lead event, planned alongside Y5/6 pupils</p> <p>PE leader to liaise with Premier Education to participate in activities and competitions with other local schools</p> | <p>Premier Education Funding (1000)</p> <p>Local schools' membership £150</p> <p>£90</p> | <p>Pupils have new experiences and compete with others. They may choose to join other teams out of school or attend clubs.</p> <p>Gainsborough Small Schools Girls Champions and Gainsborough Schools Champions!</p> | |