



Canterbury Cross Primary School
'Where Bright Futures Begin'

PE and Sports Premium 2023-2024

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> - Teacher confidence has increased in delivering some invasion games. Teachers have a better understanding of how to develop children's skills leading up to team game. However, this still remains a focus. - An increased number of pupils have accessed the multi-sports programme both at lunch time and after school, giving children broader experiences and development of key skills - Through the use of the bike ability programme more children were able to learn how to ride a bike. Some children have been able to access the level 1 of bikeability and have a greater awareness of how to ride safely on the road. - Increase self-led physical activity at playtime and lunch time due to demarcating of the playground. Children are more active in play and are developing key skills e.g. communication, working as a team and resilience. - Whole school sports day event has increased awareness of sport with children being more competitive - Targeted specialist programme of support has allowed children to develop fine motor and gross motor skills through the use of sport activities, increasing their co-ordination and physical activity. 	<ul style="list-style-type: none"> - Continue to develop and refine staff CPD on ensuring lessons are active and effective when delivering invasion games as there are a range of new members of staff (New ECTs - 3 ECTs+ 1- 3) - Continue to broaden children's sport experiences across school, giving more children access to a range of clubs as clubs the previous years were based on multi-sports. This will allow children to develop key skills in focused sports - Develop children's experiences of physical education through whole school workshops and children accessing a range of sport activities - Continue bikeability programme allowing more children to be confident riders. Also, offer level 2 bike ability to children in year 6 so they can become confident riders on the road.

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.

Academic Year: 2023-2024	Total fund allocated: £19,650 Total funds used from sports premium and school funds: £23341.50 (estimate)	Date Updated: 26.09.2023		
Key indicator 1: 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: %
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Increase number of after clubs offered over the year to a minimum of 4 per week. Children to be offered a range of clubs based on interests e.g. dance, gymnastic, triathlon, cricket etc. - Continue to increase self-led physical activity at playtime and lunch time by ensuring children are using the demarcated markings on the playground e.g. skipping, sprint, human snakes and ladders etc 	<ul style="list-style-type: none"> - Organise coaches for after school club to engage children in focused physical activities., developing key skills with that sport. - Ensure Dinner supervisors and teachers are actively teaching the children to use the play/ sport markings on the playground at playtime 	<p>£4,340</p> <p>N/A</p>	<p>Four weekly after school clubs have been running, consisting a range of clubs e.g. Triathlon, archery, yoga, dodgeball etc. Clubs have been very popular and pupils have been attending all the sessions. Most clubs were full to capacity and reserve lists were in place.</p> <p>Pupil's participation in self-led active play has increased at lunch times and playtimes as pupils are accessing a range of games which have been demarcated on the playground e.g. skipping area, human snakes and ladders, jumping, throwing.</p> <p>For $\frac{1}{2}$ term, DHT has set up MUGA-based games for Year 6 to encourage active play and following game rules.</p>	<p>Continue to offer a range of after school clubs to ensure children have the opportunity to develop key skills in focused sport activities.</p> <p>Dinner supervisors and SLT to continue to encourage and continue to ensure pupils take part in self-led physical activities using the demarcated areas on the playground.</p> <p>Continue to add in additional activities ensuring more children are able to do physical activities at playtimes and lunchtimes.</p>

<ul style="list-style-type: none"> - Key Stage One to be given more play equipment at lunch time so that they can be more active. Children to develop and understand and turn taking to support with learning how to play sports 			<p>DHT has taken out play equipment at lunchtimes for 2 and a ½ terms to encourage more active play and turn taking as well as understanding game rules. Dinner supervisor led the games in Summer 2.</p>	<p>Continue to add in additional activities ensuring more children are able to do physical activities at playtimes and lunchtimes.</p>
<p>Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: %</p>
<p>School focus with clarity on intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> - Invite African dancers to increase children's awareness of different types of dance. (Yr1, 2 and 3), developing physical activity and love of dance - Invite Maypole dancers to increase children's awareness of different types of dance. (Yr2, 3 and 4), developing love of dance and physical activity - Organise a whole school sports day event with parent participation to promote physical activity and engage parents and pupils 	<ul style="list-style-type: none"> - Arrange African dancers' workshops for Year 1, 2 and 3. - Arrange Maypole dancers' workshops for Years 2,3 and 4 - Use King Edward VI facilities/ field to organise whole school sports day to develop physical activity and increase parents' engagement so that parents do more physical sports at home 	<p>£550</p> <p>£550</p> <p>£150</p>	<p>Pupils enthusiastically participated in the dance workshop showcasing a different culture, igniting their passion for dancing.</p> <p>Pupils were able to take part in dance workshop from a different culture, making them enthused and motivated about dancing.</p> <p>Parents/carers and pupils alike displayed keen enthusiasm for sports, with pupils honing essential skills through engaging in competitive athletic activities.</p>	<p>Continue to have African dance workshops, building on previous skills. This will promote physical activity and inspire children to participate in other dance activities.</p> <p>Continue to have Maypole dancing workshops, building on previous skills. This will encourage physical activity and enthuse/motivate children to take part in other dance activities.</p> <p>Continue to organise and hold a whole school sports day event, a whole school sports day event, inviting parents/carers to watch their children participating in various sporting activities.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - P.E lead practitioner to identify areas of development for all teachers across school to ensure teachers are more confident at delivering specific P.E units and how to move learners on. - Whole school CPD focusing on invasion games ensuring lessons delivered are active, personalised and develop key skills 	<ul style="list-style-type: none"> - P.E Lead practitioner to identify areas of development for all teachers across school to ensure teachers are more confident at delivering specific P.E units and how to move learners on. - Teachers will review and update planning based on coaching sessions focusing on skill development and organisation of lessons. - CPD to be given to all teachers on how to deliver effective P.E lessons focusing on invasion games. 	<p>£7276</p>	<p>Teachers have been supported with specific PE units through specialised coaches. Coaches have worked with teachers to support their subject knowledge and increase confidence in delivery.</p> <p>Teachers have reviewed MTPs based on the CPD given by coaches. Pupils were more active within lesson and able to develop key skills leading up to team games.</p>	<p>Continue to develop teacher confidence and expertise to deliver effective PE lessons. Continue to focus on developing ECTs and new teachers to the school.</p> <p>Continue to develop teacher confidence and expertise to deliver effective PE lessons focusing on key skill development.</p>
		<p>£186</p>	<p>CPD received positivity by all staff. Teachers are more confident with delivery and structure of the PE lesson, focusing on key skills development and active participation, as well as how to assess PE and ensure children improve their skills /performance.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Yr 6 pupils to be given an opportunity to take part in a 2-day residential trip. The ch will be able to explore a range of outdoor and adventurous activities which meet the needs 	<ul style="list-style-type: none"> - Year 6 pupils to take part in a 2-day residential trip to Bell Heath 	<p>£4273.50 (trip will be subsidised- (approx.)</p>	<p>Pupils were provided with unique opportunities to engage in outdoor activities that they may not typically have access to. This experience allowed the pupils to</p>	<p>Continue to develop and broaden pupil's outdoor experiences, refining and building on the key skills developed.</p>

<p>of the national curriculum and develop children's confidence co-operation and resilience skills. The experiences will also allow pupils to experience new activities which they would not normally have access to.</p> <ul style="list-style-type: none"> - Yr 5 pupils to be given an opportunity to take part in a range of outdoor and adventurous activities e.g., canoeing/ kayaking, assault course and GPS navigation. The experiences will allow pupils to experience new activities which they would not normally have access to. - Y4 pupils to be given an opportunity to take part in a range of outdoor and adventurous activities e.g., orienteering, archery, abseiling and climbing - Pupils in year 5 will be given the opportunity to complete learn to ride and more competent riders level 1 bike ability. Level 1 riders will have a better understanding of how to ride a bike in their 	<ul style="list-style-type: none"> - Year 5 pupils to take part in outdoor adventure activities such as canoeing/ kayaking, assault course and GPS navigation. This will give pupils an opportunity to experience activities they would not normally access and an opportunity to develop new skills. - Year 4 pupils to take part in outdoor adventure activities such as orienteering, archer, abseiling and climbing. This will give pupils an opportunity to experience activities they would not normally access and an opportunity to develop new skills. - Book bike ability in the summer term, allowing more ch to learn how to ride a bike and more competent riders to complete level 1 of the bike ability programme 	<p>£1415.00 (trip will be subsidised- approx.)</p> <p>£1415.00 (trip will be subsidised)</p> <p>N/A</p>	<p>cultivate and enhance a variety of essential skills, including communication, teamwork and resilience.</p> <p>Pupils were given opportunities to experience outdoor activities they would not normally access e.g. kayaking, GPS and outdoor first aid. As a result, they developed life skills e.g. first aid in sports.</p> <p>Pupils were given opportunities to experience outdoor activities they would not normally access e.g. orienteering, archery, abseiling and climbing. This allowed pupils to grow in confidence and build upon key skills such are communication, resilience, team building and perseverance.</p> <p>All the pupils had the chance to experience bike riding, with a focus on balance and ensuring safety. A number of children were able to progress to the level 1 programme</p>	<p>Continue to develop and broaden pupil's outdoor experiences, refining and building on the key skills developed.</p> <p>Continue to develop and broaden pupil's outdoor experiences, refining and building on the key skills developed.</p> <p>Continue to access the Bikeability programme, allowing more children to ride a bike, ensuring they are safe when doing so in their local area.</p>
---	---	---	--	---

<p>local area, looking at hazards such as parked cars.</p> <ul style="list-style-type: none"> - Those children in year 6, who have achieved level 1 bike ability, will be given opportunity to complete level 2 bike ability so that they are more confident riders on the road. - Pupils in year 5 to be given additional top up swimming lessons to develop attainment within swimming, giving children a greater opportunity to swim competently, confidently and proficiently over a distance of at least 25 metres. 	<ul style="list-style-type: none"> - Book bike ability in the summer term, allowing more ch to learn how to ride a bike and more competent riders to complete level 1 of the bike ability programme - Children to be given an additional/ top up swimming lessons to ensure more children to develop proficiency within swimming and increase the number of children able to swim 25 meters. 	<p>N/A</p> <p>£2466</p>	<p>and have acquired the skills to ride bicycles safely and confidence.</p> <p>Pupils had the chance to refine and build on their biking skills with a focus on awareness and safety.</p> <p>Pupils had the chance to refine and build on their swimming skills with a focus on competency, confidence and proficiency.</p>	<p>Continue to access the Bikeability programme, allowing more children to ride a bike, ensuring they are safe when doing so in their local area.</p> <p>Continue with the additional top up swimming to develop competent, confident and proficient swimmers.</p>
--	--	-------------------------	---	--

Key indicator 5: Increased participation in competitive sport Percentage of total allocation:
%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> - Year 1 pupils will take part in a Royal Ballet workshop, where the Birmingham Royal ballet will identify children with talent to audition for the Dance Track 	<ul style="list-style-type: none"> - Birmingham Royal Ballet invited to run workshops, so children can be selected for auditions to join Dance Track 	<p>£270</p>	<p>Year 1 pupils were able to access The Royal Ballet programme. 12 pupils were identified as having talent and were shortlisted to take part in auditions with the possibility</p>	<p>Continue to work with The Royal Ballet to give more pupils the opportunity to access the Dance Track programme.</p>

<p>programme, giving them an opportunity to access royal ballet and attend weekly training sessions which they would not normally have access to.</p> <ul style="list-style-type: none"> - Whole school sports day, where children are given the opportunity to compete in-house competitions, allowing children to refine and practice key skills taught and develop team spirit. - Develop competitive sport with children taking part in competitions with other schools (Liaise with King Edwards) 	<ul style="list-style-type: none"> - Organise whole school sports day, order medals for awards ceremony for winning house - P.E lead to liaise with King Edwards to organise competitive sport games with other schools over the year (ch to take part in a minimum of 3 competitions) 	<p>Costing shown in above section</p> <p>Mini bus total cost- £450 for 3 tournaments/competition</p>	<p>of being selected onto the Dance Track programme. Two pupils were selected for the Dance Track programme and will receive free dance lessons.</p> <p>Parents/carers and pupils were enthused about sports due to Sports Day. Pupils developed key skills by taking part in competitive sport activities.</p> <p>Unable to take part in competitions with other schools this year due to staffing and cover needs in school.</p>	<p>Continue to hold a whole school sports day event, inviting parents/carers to watch their children take part in a range of sporting activities.</p> <p>Target for next year - develop competitive sport by taking part in competitions with other schools.</p>
--	--	--	--	--