



Malcolm Sargent Primary School
Sports Premium Plan 2024/25

Review of What Went Well in 2023/24

What went well?	How do you know?	What didn't go well?	How do you know?
Swimming programme	<p>As of July 2024, 95% of children (82/86 chn) meeting all NC swimming standards.</p> <p>Disadvantaged pupils – 91% (10/11 chn)</p> <p>NB. National 2018 achievement for benchmarking = 74% 'ALL' pupils</p> <p>45% 'Disadvantaged' pupils</p>	<p>Small percentage of children not meeting age related expectations by the end of Y6. This was due to SEN needs.</p> <p>(Y6 cohort catching up from covid)</p>	<p>Aiming for 100% of swimmers to achieve NC standards by end of Y6, but will be aware that some children may not pass due to different circumstances outside of our control.</p>
Ensuring chn have excellent physical activity over break periods for structured games, developing provisions to ensure new activities are offered while also promoting sports on a wider scale	<p>More pupils met their daily physical activity goal which has become embedded in our lunchtime provision year after year</p> <ul style="list-style-type: none"> - Behaviour incidents reduced - Chn introduced to new sports 		
<p>Engagement of all pupils in regular physical activity. Inc wider range of after school clubs across the whole school</p> <p>More pupils met their daily physical activity goal and more pupils encouraged to take part in</p>	<p>We ran at least 1 club every lunchtime – EVERY day for each year group in KS2 – throughout the year. - On average, we had 18 children attend the club for each session, (190x18= 3420 pupil club sessions delivered) - We also have a selection of other sports such as basketball, cricket, hockey, netball which are “open” clubs where numbers are not collected each day. On average 2 of these lunch clubs ran/day (380 club opportunities with an estimated 15 pupils in attendance on average= 5700+ pupil club opportunities). - Greater than 50% of the children at</p>	<p>Not as many clubs across KS1</p>	<p>Parent feedback has suggested that there is the desire for more clubs across KS1</p>

<p>additional Sport Activities after school – targeted at minority groups & talented athletes.</p>	<p>our school have taken part in a lunchtime physical activity club at point over the last year. - This is in addition to the active lunchtime opportunities on offer elsewhere in our playtime plan- incorporating e.g. playing on trim trail, adventure playground.</p> <p>We ran at least 2-3 active clubs each term. - Netball – 20 children (Gifted & Talented) - Football – 40 children (G&T) - Team Games – 15 children (Y3/4) - Country Dance - 12 children (Y2-5) - Inspire+ clubs (more on this later on) – 10 children (DIS, SEN)</p>		
<p>Ensuring every child receives 2 hours of physical education each week</p>	<p>All 22 classes took part in at least 2hrs of PE a week – this was timetabled and monitored throughout the year, (QA by PE Lead)</p>	<p>Weather and timetable clashes have meant there are some cases where hall space has been limited - to mitigate for next year - reduction of hall space to 45 minutes, allowing for 15 minutes of warm up/cool down/reflection and tactical instruction in the classroom.</p>	<p>Teacher feedback</p>
<p>Active travel to school promoted – Bikeability Cycle training for all Y6 pupils</p>	<p>Y5 completed the 2-3 day training (L1 & L2) with 105/120 children passing giving 88% pass rate. - We will follow up on this next year to track increased active travel options, (including cycling to school).</p>	<p>Not all children in year 5 passed the training</p>	<p>15 children did not pass the training last year</p>

	<p>Golden Boot weeks run by the school council, encouraging children to walk or bike to school and rewarding those that do. School council recorded data so it can be compared to another year.</p>		
<p>Raise the profile of sports and being physically active by linking where possible to national events and incentives</p>	<p>Children were inspired by sport and national events which will encourage them to follow, discuss, take part and aspire to be involved in sport. At least 1 1/2 termly assembly was held which reached all of KS2 (380 children.) Excitement & inspiration was followed up each week by the Sports Ambassadors pupil group, who meet weekly.</p> <p>Professional athletes involved in training of children and assemblies/workshops throughout the year as per the Inspire+ offer.</p>		
<p>Promotion of sports leaders and inspiring the next generation of athletes</p>	<p>We had 24 Sport Ambassadors this year (4 x Y4, 8 x Y5, 12 x Y6) - They met once a week and completed tasks such as: displays & posters promoting clubs and healthy lifestyles, lunch time games for younger years, tidy PE sheds and supporting sports days and events.</p> <p>We also had 3 x current/ former Olympian/ Paralympian athletes talking to the children about different topics including anxiety, focus & positive self-talk. Special assembly events were held with follow on athlete workshops. - This was delivered to all 210 children (Y5 & Y6)</p>		

<p>To actively advertise the offer of sports and physical activity for all children – regularly celebrating involvement and success in these events.</p>	<p>Regular Assemblies (at least every half term specifically with a sports focus, in addition to weekly celebration assemblies of sporting achievements & events. - Newsletters always have a sports spotlight- & are shared with pupils/parents/trustees/community on social media platforms and school website. - Gives children credit for their achievements and showcases their talents –inspiring others & advertising opportunities to get involved.</p>		
<p>Source local and national sporting incentives and events</p>	<p>Ensured children were aware of what events were going on around them so they can attend in person as an athlete or a viewer.</p> <p>Regular Assemblies (at least every half term specifically with a sports focus, in addition to weekly celebration assemblies of sporting achievements & events. - Newsletters always have a sports spotlight- & are shared with pupils/parents/trustees/community on social media platforms and school website.</p>		
<p>Staff training and CPD opportunities for all staff</p>	<p>Through Inspire+ we have offered various courses and CPD to ALL members of staff, e.g. swimming coaching L1, Mindfulness, Forest school, Mini Golf - 10+ staff attended each of these courses which run after school.</p>	<p>Continuous opportunities for improvement and professional development</p>	
<p>Staff to be confident in the delivery of the core school PE curriculum</p>	<p>2 x staff meeting focused on PE which delivered by PE Lead - The 2nd meeting was about designing new Long Term Plan, inspired by both pupil and staff “voice” to ensure it fits the pupil and staff needs.</p> <p>Specialist Sports Coach & PE Lead have team taught several lessons with staff who feel less confident. - Training specifically on inclusion in PE delivered, including advice &</p>	<p>Continuous opportunities for improvement and professional development</p>	

	tips for staff to ensure that they can adapt lessons to suit a range of needs within PE lessons. - Recent staff voice (FEB 2024) shows staff have an average of 4.1 in confidence score (1 being - No confidence and 5 being - Extremely confident)		
Safe and well structured lessons for children	All staff teaching supported with “Rising Stars” scheme, transitioned into using GetSet4PE scheme in 2024/2025 academic year, following successful pilot study. - PE specialist has quality assured across the year, including 3 x termly monitoring visits to ensure lessons are being delivered to a high quality. School Advisor also provided independent review of PE curriculum & Leader’s work.		
Subject leader trained to deliver and support colleagues	Specialist Sports Coach & PE Lead have team taught several lessons with staff who feel less confident. - Training specifically on inclusion in PE delivered, including advice & tips for staff to ensure that they can adapt lessons to suit a range of needs within PE lessons. - Recent staff voice (FEB 2024) shows staff have an average of 4.1 in confidence score (1 being - No confidence and 5 being - Extremely confident)		
Ensure all play leaders are competent at planning, organizing and leading physical activities over lunch time	INSET days - MSA have worked with Senior Playleader to ensure that confidence among staff delivering sports is high - PE Lead introduced a ‘New Sports’ each term		
To introduce all children to new sports	In addition to the previously mentioned clubs, the following “New Sports” were introduced: - Autumn 1 – Disc Golf – average of 50 children attended across the term each week (across 2 lunch sittings) - Autumn 2 – Orienteering – average of 20 children attended across the		

	term each week (across 2 lunch sittings) - Spring 1 – Kurling (indoor) – average 42 children attended across the term each week (across 2 lunch sittings) - Spring 2 – Dance – as part of the Dance festival event- culminating in the performance at the Arts Centre. - Summer 1 – Tennis – average of 56 children attended across the term each week (across 2 lunch sittings) - Summer 2 – Quidditch – average of 80 children attended across the term each week (across 2 lunch sittings)		
To make sure that equality, diversity and inclusion run through everything we do in sports and activities at our school	Hosted variety of competitions, festivals & clubs: - We held 15 Competitions for Talented athletes (involving over 100 different children) - We held 5 inclusive interschool events for pupils with additional needs/SEND events, (e.g. Football festival/ Athletics Meets etc); and 4 inclusive regular weekly clubs (e.g. Boccia, Curling etc). Over 30 children involved in each of these) - We held 10 festivals/ competitions for inclusion (involving nearly 200 children)		
Supporting the identification and development of talented pupils from diverse backgrounds	Talented Athlete Programme: 22 children Y1-6; (6 x Y1/2, 8 x Y3/4 & 8 x Y5/6). - Representation by pupils with SEND or disadvantage was consistently greater than the school proportion, (20%/15% respectively).		
Closing attainment gaps in levels of participation in sports and physical activity for specific minority groups – such as gender gaps, minority ethnic groups, disadvantaged children	Ran 4 specific after-school clubs by Inspire+ which were aimed specifically at Girls, children with SEN, or, DIS across KS2: “Aspire to Inspire” (12) – 3 DIS, 1 SEN, 7 GIRLS “FA Mentoring” (6) – 4 SEN, 6 GIRLS “Fitness Mentoring” (8) – 3 DIS, 4 GIRLS “Teach Active” (5) – 1 DIS, 3 GIRLS		
Competitive sporting events run throughout the year for all children	After school club for netball and football was talent focused, 30+ children regularly attending weekly sessions.		

<p>to engage in; and for those children that have an interest and/or talent in particular sports to take this on into further competition</p>	<p>[nb Additionally an inclusive Y3Y4 club for football/netball- 12+ children involved]</p>		
<p>Local School Sports Cluster to support local competitions and participation opportunities</p>	<p>Met termly with PE Leaders from local school schools to discuss upcoming tournaments/events - Additional to previous year's work the group introduced a new inclusive Tag Rugby event for Y3/4's, Cricket festival for Y3-6 and developed multi skills festival for Y2's. This resulted in more than 100+ new children taking part in activities compared to previous year.</p>		

Intended actions for this year (2024/25)

What is the plan?	How will we achieve the plan?
<p>Key indicator 1 - The engagement of all 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.</p>	<p>To ensure children have excellent physical activity over break periods for structured games, developing provision to ensure new activities are offered while also promoting sports on a wider scale. Engagement of all pupils in regular physical activity. Inc. wider range of after school clubs across the whole school.</p> <p>We will introduce 1 new sport for lunchtime provision by the end of Spring 1 and another new sport by the end of Summer 2. The sports will be accessible for both KS1 and KS2.</p> <p>To ensure every child receives 2hr of physical education each week. Active travel to school promoted: Bikeability - Cycle training for all pupils by Y6 (complete in Y5)</p> <p>Already booked in. We aim to (at least) meet the pass rate of 88% as achieved last year.</p>
<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.</p>	<p>To raise the profile of sports and being physically active by linking where possible to national events and incentives:</p> <p>Autumn – Paralympic games</p> <p>Spring – Australian Open, Six Nations Rugby, Invictus Games, 2025</p> <p>Masters –</p>

	<p>Summer – UEFA Womens 2025, Tour de France 2025</p> <p>Promote sports leaders and inspire next generation of athletes. To actively advertise the offer of sports and physical activity for all children - Regularly celebrate involvement and success in these events. Source local and national sporting incentives and events.</p> <p>Inspire plus Sports Ambassadors to make 3 visits across the year – running workshops and leading inspirational assemblies. Monthly celebration assemblies to champion sporting achievements.</p>
<p>Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p>	<p>Staff Training and CPD opportunities for all staff. Staff to be confident in delivery of the core school PE curriculum. Safe and well-structured lessons for children Subject leader trained to deliver and support colleagues. Ensure all play leaders are competent at planning, organising and leading physical activities over lunchtime.</p> <p>Staff voice questionnaire to be completed by the end of Spring 1 and follow-up CPD to be completed by the end of Summer 2. Full staff meeting in January to support the development of teachers and TAs.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p>	<p>To introduce all children to new sports. To make sure that equality, diversity, and inclusion run through everything we do in sports and activities at our school. To support the identification and development of talented pupils from diverse backgrounds. Support pupils with after school training sessions – especially those from minority background.</p> <p>We will introduce one more new sport per year group instead of fitness sessions (6 weeks of fitness condensed into 3 weeks, then 3 weeks of another sport introduced) by the end of Summer 2. Staff to be introduced to this in January staff meeting. They will choose 3 initial sports and children choose from those 3 so pupil-centred decision but with staff buy in.</p>

<p>Key indicator 5: Increased participation in competitive sport.</p>	<p>Competitive sporting events run throughout the year for all children to engage in; and for those children that have an interest and/or talent in particular sports to take this on into further competition. Local School Sports Cluster to support local competitions & participation opportunities.</p> <p>Children across school to be involved in football, netball, tag rugby, cross county and athletics competitions across Stamford, Rutland and Grantham clusters.</p> <p>Inspire plus talented athlete programmes to run across KS1, Y3/4 and Y5/6 for talented children (as nominated by the school).</p> <p>Sports coach, Mr Keenan, to monitor populations of children taking part in competitions to increase range of participation.</p>
<p>Improve the support for Teaching Assistants and supporting adults in lessons, so that they are able to better support the learning and skills development in lessons.</p>	<p>Inspire plus CPD training for TAs to help them support teaching staff to be able to provide high quality teaching and learning.</p> <p>Training with Chris Graves to be provided at TA staff meeting in January</p> <p>PE lead to run staff training to provide training materials for TAs and the opportunity for staff to plan for more productive use of other adults in their classroom</p> <p>Staff training to be run by PE lead – January 15th 2025</p> <p>Measure impact of training through QA days and monitoring after training</p> <p>3 periods of Quality assurance to be completed by the end of Summer 2</p>
<p>Support PE lead in her new role</p>	<p>Inspire plus PE Lead support programme</p> <p>Hollie Ward to support PE Lead in her transition to the role</p> <p>Advisor support</p>

	<p>Training session with Julie Harrison (External Advisor) by the end of Autumn 1 (completed) and regular updates with Hollie Ward (at least once per month)</p>
<p>Monitor assessment data to continue to ensure attainment gaps are minimized in sports and physical activity for specific minority groups – such as gender gaps, minority ethnic groups, disadvantaged children</p>	<p>Termly Monitoring of assessment data by PE lead, focused on specific minority groups</p> <p>Monitoring of Sonar Assessment by teachers each half-term to be included in the Quality Assurance days.</p> <p>Aspire to Inspire programme designed to engage and enthuse disengaged or struggling pupils and sessions with Inspire plus sports ambassadors to engage those who may not typically be put forward/have an interest in sport.</p>
<p>Develop a structure across the school for the inclusion of all children to be included in lessons, even if not physically taking part (due to injury, illness etc)</p>	<p>PE lead to provide training to staff</p> <p>Training to be held in January – January 15th</p>