

## Physical Education and Sports Premium Strategy 2024-2025

### Key Aims for Meadow Vale Primary School's PE and Sports Premium

1. To ensure all pupils have access to structured and high-quality PE sessions that develop a progression of skills and knowledge and that develop the confidence and competence of staff
2. To increase the number and variety of intra-school events available to all pupils
3. Increase the quantity and quality of extra-curricular activities that benefit all pupils, particularly those children identified as disadvantaged
4. A coherent and well planned PSHE curriculum will be implemented to ensure all pupils have knowledge and understanding of a healthy and active lifestyle, and how that relates to all areas of life

### Spending Overview for Meadow Vale Primary School's PE and Sports Premium

Activity/Provision	Cost	Link to Aim Number...
Investment in resources to improve the delivery of PE and sport	£7,250	1, 4
Utilize the experience of expert sports coaches to develop competence and confidence	£10,000	1
Membership of BFC's Sports Package SLA	£2,346.25	1,3
Travel for sporting events	£250	2,3,
Additional swimming support for identified children	£410	2, 3, 4
Access to extra-curricular activities for children identified as disadvantaged	£750	2, 3, 4
<b>Total</b>	£21,006.25	
<b>Total grant available</b>	£21,000	

### Pupils attending tournaments and clubs

2024-2025	Reception		Y1		Y2		Y3		Y4		Y5		Y6		Overall	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
<b>Tournaments</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>32</b>	<b>36.8</b>	<b>23</b>	<b>28</b>	<b>11</b>	<b>12.2</b>	<b>40</b>	<b>44.4</b>	<b>106</b>	<b>18.6</b>
PPG	0	0	0	0	0	0	6	6.9	4	4.9	2	2.2	9	10	21	3.7
SEND	0	0	0	0	0	0	2	2.3	1	1.2	1	1.1	2	2.2	6	1.1
<b>Clubs</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>12</b>	<b>4</b>	<b>4.7</b>	<b>34</b>	<b>39.1</b>	<b>30</b>	<b>36.6</b>	<b>25</b>	<b>27.8</b>	<b>19</b>	<b>21.1</b>	<b>121</b>	<b>21.2</b>
PPG	0	0	1	1.3	1	1.1	2	2.3	4	4.9	2	2.2	9	10	19	3.3
SEND	0	0	0	0	0	0	2	2.3	1	1.2	2	2.2	2	2.2	7	1.2

### Meeting national curriculum requirements for swimming and water safety – 2024/2025

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25M?	84%
What percentage of your current Year 6 cohort use a range of strokes effectively?	27%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	94%
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?	Yes

Area of focus	Evidence	Action plan	Effective use of funding	Impact	Sustainability
What key areas are being addressed?	Where can the evidence be found?	Key actions to improve our provision	How has the funding been used?	What difference has been made or will it make?	How will you ensure that the provision will continue and grow?
<p>1. To ensure all pupils have access to structured and high-quality PE sessions that develop a progression of skills and knowledge</p> <p>2. To ensure that staff have access to a well-resourced and structured PE curriculum that supports their professional development</p> <p>3. To develop staff's confidence and competence by teaching and supporting alongside expert coaches</p>	<ul style="list-style-type: none"> <li>• Evidence in curriculum folders</li> <li>• Feedback from subject ambassadors at curriculum teams' meetings</li> <li>• Observations of pupils learning</li> <li>• Feedback from pupil survey</li> <li>• Learning walks and teaching opportunities</li> </ul>	<p>Review the quality and breadth of our curriculum:</p> <ul style="list-style-type: none"> <li>• Ensure that there is fidelity to the Get Set4PE scheme of work</li> <li>• Ensure that subject ambassadors provide precise and actionable feedback at curriculum teams meetings</li> <li>• Ensure that PE lessons are well resourced with an appropriate allocation of sports specific equipment available</li> <li>• Employ expert coaches to teach allocated sessions throughout the work and to ensure that staff are able to support/teach alongside in those sessions</li> </ul>	<p>Resources are regularly audited and equipment is purchased to ensure lessons can be taught effectively.</p> <p>Release time is provided for subject leaders to complete aspects of their leadership role.</p> <p>Employ the services of high-quality sports coaches</p>	<ul style="list-style-type: none"> <li>• Children have access to a well-resourced PE curriculum</li> <li>• Children receive a broad and balanced PE curriculum that provides them with the skills and knowledge to succeed in a variety of sports and sporting events</li> <li>• Children across KS2 all have access to high-quality PE teaching from a qualified sports coach throughout the year</li> </ul>	<ul style="list-style-type: none"> <li>• Through curriculum teams' meetings, there will be regularly curriculum reviews to ensure it is having the intended impact on outcomes for pupils</li> <li>• Careful timetabling of PE lessons to provide scope to grow the role of the expert coaches across the school, moving into KS1 and EYFS.</li> </ul>

Children have access to a well-resourced PE curriculum following plans from GetSet4PE which develops progression of skills and knowledge. Children receive a broad and balanced PE curriculum that provides them with the skills and knowledge to succeed in a variety of sports and sporting events. Key stage 2 children have attended a variety of sporting events and competitions. Regular curriculum meetings provide feedback about the lessons and resources required, ensuring the intended impact on outcomes for pupils. Feedback from staff and pupils about EPC and the coaching service they provide is wholly positive. Learning walks, lesson swaps and team-teaching opportunities identify that the sessions are engaging and skillfully taught. Staff that are supporting those sessions are exposed to the expert pedagogy which can then be utilized during children's second PE session.

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2. To increase the number and variety of intra-school events available to all pupils	<ul style="list-style-type: none"> <li>• Registers of participation and tracking</li> <li>• Ensure that children have the opportunity to engage in a variety of sporting events</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure school have signed up to Bracknell Forest's SLA to enable entry to a variety of intra-school events across the academic year.</li> <li>• Ensure staff are available to support children's attendance at events by providing timely communication and gathering interest</li> </ul>	Funding has been used to purchase the Bracknell Forest SLA.	<ul style="list-style-type: none"> <li>• Pupils will have access to a range of intra school events and the opportunity to represent the school in competitive sport</li> <li>• Pupils will report positively on their experiences attending a range of sporting events</li> </ul>	<ul style="list-style-type: none"> <li>• School will engage with the PE SLA</li> <li>• School will explore the options of engaging with other local schools</li> <li>• School will explore how to provide children with better coaching opportunities in the build up to sporting events.</li> </ul>

Children from key stage 2 have attended the following events and competitions: Invictus Festival, Mixed Football Competition, Tag Rugby, Tag Rugby Festival, Boccia Competition, Athletics, Kurling, Athletics, Foot Golf and Multi-sports.

Children speak favourably of their experiences and the range that has been offered to them. They are celebrated through the weekly newsletter and during assemblies.

Staff have developed their competence and confidence by supporting children in attending these events and providing coaching in the lead up to various sporting events.

A range of events available are not currently in the school's curriculum and this is an area to further develop.

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What key areas are being addressed?	Where can the evidence be found?	Key actions to improve our provision	How has the funding been used?	What difference has been made or will it make?	How will you ensure that the provision will continue and grow?
3. Increase the quantity and quality of extra-curricular activities that benefit all pupils	<ul style="list-style-type: none"> <li>• Evidence from pupil surveys</li> <li>• Collection of data from class surveys</li> <li>• School website will reflect the quantity and quality of extra-curricular clubs on offer</li> <li>• School communication with parents will share our commitment to provide extra-curricular activities at subsidized rates or for free</li> </ul>	<ul style="list-style-type: none"> <li>• Engage with a range of external providers to explore options for sporting clubs</li> <li>• Ensure that children entitled to PPG are able to access at least one paid for club each term</li> <li>• Provide regular communication with families to ensure they are aware of the school's offer</li> </ul>	<p>Funding has been allocated for PPG entitled children to access one club per term.</p> <p>Identified children are able to access swimming provision externally</p>	<ul style="list-style-type: none"> <li>• Children will have access to a broad and balanced extra-curricular offer</li> <li>• Sessions will be led by skilled and qualified coaches</li> <li>• School will continue to liaise with community groups and other schools to identify high-quality extra-curricular providers</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure that there is a regular review of the extra-curricular offer and that attendance is sustainable for growth</li> <li>• Ensure that children have ready and available access to a school swimming programme</li> </ul>

After school clubs have included: tennis, football, multi-sports, basketball, fencing, judo, dance, musical theatre, dodge ball, hockey, tag rugby, cricket. The range of extra-curricular clubs on offer has expanded demonstrably. Pupils and parents speak highly of the range on offer in comparison to previous years.

Identified pupils have had access to swimming lessons at the local swimming pool to support the development of a healthy lifestyle.

School have simplified the school's swimming progress to ensure that children are taught over a shorter period of time, but with greater frequency and intensity.

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What key areas are being addressed?	Where can the evidence be found?	Key actions to improve our provision	How has the funding been used?	What difference has been made or will it make?	How will you ensure that the provision will continue and grow?
4.A coherent and well planned PSHE curriculum will be implemented to ensure all pupils have knowledge and understanding of a healthy and active lifestyle, and how that relates to all areas of life	<ul style="list-style-type: none"> <li>• Use of the Jigsaw PSHE programme of study consistently across all year groups</li> <li>• Clear progression in plans that build on pupils' skills and knowledge throughout KS1 and KS2</li> <li>• Integration of PSHCE and wellness into PE sessions</li> <li>• Access to CPD for key staff</li> </ul>	<ul style="list-style-type: none"> <li>• Upskill staff and support middle leaders with the development of the PE and PSHCE curriculum</li> <li>• Robust plans that all staff are able to follow</li> <li>• Provide curriculum release time for subject leaders to enable them to complete aspects of their leadership role</li> </ul>	Release time provided for subject leaders	<p>Children can articulate how an active lifestyle is beneficial to their health and well-being</p> <p>Staff will have developed confidence to deliver high quality PE lessons</p>	Supporting middle leaders to develop the PE curriculum will ensure a consistent and progressive approach to the delivery of PE

Staff have continued to follow plans from Getset4PE which offers children a variety of units to follow. All lessons show progression in the planning and staff are delivering these as well as the coach who also follows these plans.

PSHE is also planned from the Jigsaw programme of study across all year groups. Children understand what is meant by a healthy lifestyle and can identify lifestyle choices, such as smoking, weight gain and excessive alcohol consumption, as having a negative impact on one's health.