



The Primary PE and sport premium

Planning, reporting and evaluating website tool

Updated September 2023

Commissioned by



Department
for Education

Created by





Sports Premium Action Plan 2024-2025

Sports Premium Action Plan 2024-2025 Our overall aim is that, 'Every child at Fairway will enjoy increased participation in a range of sporting activities and understand the importance of a healthy lifestyle.' Our curriculum will give children the opportunity to become more confident with their fine and gross motor skills and be able to apply these to a range of different activities. The benefits of physical activity not only for a child's physical health but their mental health are vitally important. We want every child to have fun in PE and be confident in expressing their unique talents. At Fairway we will support children's wellbeing and self-esteem, providing provision that results in children developing other key skills in areas such as communication, leadership and teamwork. At Fairway we want children to develop these skills in individual and team sports, developing knowledge and experience that they can use and apply beyond their primary school education. Through registering with different organisations, we will give children the opportunity to compete against other children of the same age, from different schools and backgrounds but also against each other at our annual sports day celebration.

Sports Premium allocation

The total amount of sports premium for Fairway Primary Academy is £

Review of last year's spend and key achievements (2023/2024)

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

Activity/Action	Impact	Comments
<ul style="list-style-type: none"> • Beginning to increase all staff's knowledge, confidence and skills in delivering PE. • Raising the profile of PE through events such as Sports Relief, PSHE lessons linked to mental and physical wellbeing and Science lessons linked to healthy eating and obesity. • Raising children's confidence and self-esteem through PE lessons. • Increased participation in PE sessions, with children attending school in their PE kit. • Children across all age ranges, becoming more enthused about PE, developing their knowledge, understanding and use of technical vocabulary. • Children across the year groups engaging in more active play through our line markings. 	<p>Sports coach delivered 6 week coaching sessions to teachers using detailed plans and self-evaluations.</p> <p>Children across all year groups have the opportunity to participate in extracurricular sports at lunchtimes and after school. Clubs are very popular and there are now waiting lists.</p> <p>There has been an increase in the number of pupils participating in P.E as they don't forget their P.E kits as they are wearing it. 99% of children participate in sessions.</p> <p>Children use the line markings when doing the daily mile and at playtimes.</p>	<p>Teachers are becoming more competent at delivering P.E sessions for games and athletics, however they now feel they need support with specialist sports including dance and gymnastics.</p> <p>Children have had the opportunity to participate in archery, athletics, gymnastics and multi-skills in extracurricular sessions.</p>

Key priorities and Planning

This planning template will allow schools to accurately plan their spending.

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<p>Sports coach to deliver lunchtime sport sessions/activities for pupils. Include a broad range of sports and activities</p> <p>Daily mile/ wake up shake up</p> <p>CPD for teachers from sports coach and P.E co ordinator.</p> <p>Ensuring as many children as possible have the opportunity to compete in sports against other schools.</p> <p>Children to engage in competitive sports against their peers, with parents present.</p>	<p>Lunchtime supervisors /coaches - as they need to lead the activity</p> <p>pupils – as they will take part.</p> <p>All children are doing 15 minutes of physical activity each day in addition to their playtimes/lunchtimes</p> <p>Primary generalist teachers.</p> <p>Children in Y1,2,3 and 4 participated in multiskills competition against other schools linked to premier education.</p> <p>Sports day event</p>	<p>Key indicator 2 -The engagement of all pupils in regular physical activity.</p> <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.</p> <p>Key indicator 2: The engagement of all pupils in regular physical activity</p> <p>Key Indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.</p> <p>Key indicator 5: Increased participation in competitive sport.</p> <p>Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<p>More pupils meeting their daily physical activity goal, more pupils encouraged to take part in PE and Sport Activities.</p> <p>Children are being more physically active.</p> <p>Primary teachers more confident to deliver effective PE supporting pupils to undertake extra activities inside and outside of school.</p> <p>Increased participation of extra curricular sports.</p>	<p>Sports coach allocation of 2 lunchtime periods</p> <p>Sports coach allocation of 4 afternoons for PE</p> <p>Sports Coach allocation of 2 clubs after school</p> <p>Tennis Coach on one afternoon</p> <p>Transport costs and supply cover for sports co-ordinator</p>

Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>Key indicator 2: The engagement of all pupils in regular physical activity Introduction of the daily mile and wake up shake up</p>	<p>Children enjoy participating in the daily mile and wake up shake up sessions. Children reported that they enjoy sessions.</p>	<p>Opportunities needed to incorporate physical activities into other curriculum areas.</p>
<p>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport Staff are confident in the knowledge, skills and vocabulary for each age and stage of our PE curriculum. Opportunities for teachers to work alongside sports coaches to create sustainable practice. Provision of training opportunities for all teachers.</p>	<p>Learning walks highlighted staff's confidence in articulating and modelling the knowledge, skills and vocabulary children should be learning in lessons.</p> <p>Children's reported enjoyment of PE is high.</p>	<p>Opportunities are needed for coaches to work alongside dinner supervisors and teaching assistants in addition to teachers.</p> <p>The children who participated in these events commented that they really enjoyed them.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils Children participated in archery and rugby.</p>	<p>High number of children enrolling in these after school clubs and on the waiting list.</p>	<p>Continue with and introduce a broad selection of sports.</p>

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	52 %	<i>Many of the Year 6 pupils do not attend swimming lessons outside of school which has had an impact on their baseline swimming ability.</i>
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	52%	

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>% 58</p>	
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>No</p>	
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes</p>	<p>Through videos and handouts.</p>

Signed off by:

Head Teacher:	<i>Darren Mann</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Michelle Sawyers</i>
Governor:	<i>(Name and Role)</i>
Date:	