

Sports Premium Statement: Jennett's Park CE Primary School

1. Summary information					
School	Jennett's Park CE Primary School				
Academic Year	2024-2025	Total Sports premium budget	£16,427 £16k + £10 per pupil on previous census	Date of most recent Recovery Review	July 2024
Total number of pupils	427 (inc 42 nursery)	Additional funds spent	£0	Date for next internal review of this strategy	Next years plan Due 31 st July

The 4 school improvement areas are A- D



Recovery Curriculum

ICT

English-reading, writing and oracy.

Our healthy minds and bodies

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

- Develop or add to the PESPA 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

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Whole School expansion on 'Real PE' invested in CPD to impact on staff confidence and children's enjoyment, being delivered. This will then ensure a whole school approach offering continuity through Key Stages.</p> <p>A range of clubs (Football, Basketball, Athletics, cricket, tag rugby, hockey, dance).</p> <p>The school has continued to enter a wide range of external sporting events.</p> <p>A range of equipment has been ordered for the children to help promote new sports (Table Tennis Tables, Netball posts, basketball hoops, cricket sets, rebound boards, playground games and equipment)</p> <p>Dance days</p> <p>Sports Day</p> <p>Comic Relief</p> <p>Children in Need</p> <p>Sport fundraisers</p> <p>Brownlee Brothers Foundation</p> <p>Delivering sports in PE lessons</p> <p>2 hours of PE being delivered across the school in each year group.</p> <p>Reindeer run.</p>	<p>An opportunity for all children to participate in external sport events before they leave Jennett's Park School, including SEN and PPG pupils.</p> <p>Having wider opportunities for sports and coaches across the school.</p> <p>Schemes of learning for the sports for each year group to deliver in the second PE lesson per week.</p> <p>Additional inclusive extra-curricular clubs for all year groups.</p> <p>Assessment of each class to help assess and analyse between year groups.</p> <p>Enhance outdoor play provision and opportunities for children to be more active during playtimes.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	79.6%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	77.35%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	77.4%
<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>	No

2. Barriers to future attainment

Data sources that can help you identify barriers to attainment include: RAISEonline; the EEF Families of Schools database; FFT Aspire; staff and pupil consultation; attendance records; recent school Ofsted reports; and Ofsted guidance.

In-school barriers (issues to be addressed in school, such as poor oral language skills) Identify barriers that need to be addressed in-school, as well as external issues such as poor home learning environments and low attendance)

- | | |
|-----------|---|
| A. | Child obesity as well as lack of confidence to carry out a range of PE activities. |
| B. | Staff confidence in delivering a range of PE lessons. |
| C. | Social and emotional resilience of some pupils affects learning, relationships and wellbeing. |

External barriers (issues which also require action outside school, such as low attendance rates)

- | | |
|-----------|--|
| D. | A number of children and families require emotional support to build self-esteem, support through times of stress and raise confidence in social situations. |
| E. | Minimal home support from families and fragile links between home and school, for some affect's attainment and progress. |

3. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
I.	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 60 minutes of physical activity a day in school	We will achieve this by providing <ul style="list-style-type: none"> - A variety of activities during the school day as well as the 2 hours of PE lessons each week. - Continue to implement the daily mile. - Have a range of equipment out at break and lunchtimes and incorporate small games. Carousel of activities and equipment to share- moving to OPAL playground provision. - 2 hours of timetabled PE every week for all children.
II.	Key indicator 2: The profile of PE and Sports Achievement being raised across the school as a tool for whole school improvement	We will achieve this by providing <ul style="list-style-type: none"> - All year groups to attend external events as well as inter competitions. - We will also be carrying out tasks and challenges which classes are completing over a set number of weeks (such as skipping challenge). - We have had a variety of coaches deliver taster sessions and then children join up to their clubs.
III.	Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	We will achieve this by providing <ul style="list-style-type: none"> - A range of twilight sessions with the Real PE mentor/looking into new scheme to support all staff with delivery of PE. - Observations of staff and PE lead. - Team teach for several weeks to ask questions and learn new skills. - Learning and utilising the coaches for block sessions to help with development and understanding of a variety of sports.

		<ul style="list-style-type: none"> - External CPD sessions that teachers have attended for key sports linked to their year group. - A range of staff to attend external events to build knowledge.
IV.	<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Continue to follow the Bracknell Forest competitions and events. - Attend the CPD training courses to develop children’s knowledge in sports to attend more events. - Attended a range of competitive and friendly events across the year aimed at all pupils. - Introduction of the OPAL playground provision.
V.	<p>Key indicator 5: Increased participation in competitive sport</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - A range of sports clubs which then link to the upcoming competitions. - Children to have practice sessions leading up to events to ensure they understand the rules. - PE scheme of work to include PE lessons prior to competitive events to increase the participation and engagement to attend events. - Utilise coaches in the set sports to prepare and develop knowledge of all pupils. - External providers providing more afterschool clubs.
VI.	<p>Pupils to develop emotional resilience and social skills.</p> <p>This will be measured through attendance, performance in class and attitude to learning. This may include pupil voice and teacher assessment.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Many opportunities of all abilities as well as allowing the children to try even if they can’t do at first, opportunities to try again. - Learn from each other and support each other, focus on personal best rather than against each other. - More team approached events attended to help build team work and resilience. - More practice during PE lessons.
VII.	<p>Our families will feel supported by the school and wellbeing for the children in improved.</p> <p>We will measure this through parent surveys, feedback from parent learning sessions, parent focus group and feedback from staff involved with the child’s school day.</p>	<p>We will achieve this by providing</p> <ul style="list-style-type: none"> - Parents are asked for their views and opinions throughout the year via surveys and questionnaires. - Looking at the results and adapting where necessary. - Kids Café - Class discussions and votes about the sports they like and what they would like including equipment and sporting opportunities.

4 Planned expenditure <i>Best practice is to combine professional knowledge with robust evidence about approaches which are known to be effective.</i>								
Academic year		2024-25						
The three headings below enable schools to demonstrate how they are using the Sports Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.								
Quality of teaching for all								
Title	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review?	Cost	Review
Get Set 4 PE	Allows all children of all abilities to carry out physical education games and activities.	It allows all teachers to follow due to the ease of the scheme as well as videos for examples and all resources in folders for each year group	ore range of activities for the children, making the lessons fun and engaging for children and staff to deliver.	The is the use of assessment to track classes, Lessons plans and SOW, Track attendance with ease, dive into your data, and effortlessly filter information by groups, club participation, and event attendance	LM	EOY	£585 PE £270 Dance Annually	Children aware of the key skills they are developing and building on from previous year. Look at data to see any patterns or areas to work closer on.

SLA Bracknell	Variety of sports attended	A range of different children from each year group will attend.	It is shown by the time the children get to UKS2 they are wanting to attend more events and have loved the experience, therefore, are more engaged in PE lessons and clubs.	I have a register of the whole school and year groups; I will mark off when they have attended an event.	LM	EOY	£3,324	Amazing sport events and coaches to allow our children to experience a variety of sports. We have attended SEND and inclusion events and worked on leadership skills for KS2 pupils.
Total budgeted cost							£4,179.00	
Targeted support								
Title	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?	Cost	Review

OPAL Playground	Improve the quality of children's play opportunities during break and lunch times.	The OPAL Primary Programme offers schools a structured process, with mentored support provided for up to two years and many resources, to enable schools to permanently change both their environment and their culture to enable provision of amazing playtimes every day	<p>More teaching time- Most schools report ten minutes more teaching time per teacher with happier, more creative, and well exercised children who settle to classes much more quickly.</p> <p>Improved behaviour- OPAL schools report up to 80% decreases in use of behaviour policies and 90% drops in senior leadership time spent in resolving playtime issues.</p> <p>Faster core skills development- Children at OPAL schools rapidly develop creativity, imagination, cooperation, resilience, stamina and confidence.</p> <p>Inclusion- OPAL's approach makes play better for every child, every day...no exceptions!</p> <p>Happiness and wellbeing- Play is a human need and a human right. Children and staff at OPAL's schools report feeling less stressed and happier, and more excited about school.</p>	Use of Mentor from the OPAL team to support implementation, and plan of implementation.	LM/ML/CC	EOY	£9000 approx	
Total budgeted cost							£9,000	
Other approaches								
Title	Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review ?	Cost	Review
Supply for adults to attend events	Allowing children to attend inclusive sporting events	Supply to cover teaching staff	Staff to attend		LM		£1300	

Archery	Allowing children to have a sporting opportunity.	Year 6 children to support delivery of session with coaches (to confirm)	Opportunity for children to access different activity. Year 6 to take on leadership role.	I will pair the year groups together to ensure that all older children get leadership opportunities.	LM	EOY	£0	Amazing, children love the day and are always excited for the next day. Applying leadership skills and teaching younger children their knowledge.
Other sports and dance experiences	Developing broader set of healthy life skills and to enrich experiences	Alongside free experiences arranged through SLA (i.e. YOGA) book taster days to excite children, more extra curricular opportunities.	Children need to have a significantly higher active lifestyle after the current pandemic. Activities chosen to match needs above but focussing on cardio, stretching and strengthening, dance and meditation	Shared timetables, Link to existing weeks and themes and religious festivals.	LM	EOY	£0	Children enjoyed a few experiences others weren't as popular but a nice experience for the children across all age ranges.
Diwali	Learning through dance.	External coach to come in and teach the children, focusing on the way we travel, movements and how these develops and links to dance as a whole.	It is important that children enjoy physical activity by the age of 7 to engage throughout the rest of school, by allowing them different and new opportunities it exposes the children to different PE and approaches.	Have a good timetable in place which I s suitable for all year groups involved to ensure they all get an opportunity. Ask children if they have any specific interests or questions we could prepare for the session.	LM	After the last session	£1617.00	All sessions completed including Nursery, awaiting feedback.

Sports day	Healthy competition	Combination of competitive entries and team approach	Sports day is an occasion where pupils, teachers, and parents come together for a day of competitive sport. Some schools choose to offer medals or prizes to the winners of the various events, but for others, participation is its own reward.	Timetable, communicate to staff and parents and children Organise a practice day for new staff and children.	LM	After all, 3 sports days EYFS, KS1 and 2	£300.00	Amazing team work, the children support each other and apply new skills they have learnt throughout the year from PE lessons and external events.
Total budgeted cost						£3,217.00		

Totals of money 2024-25 £16,427

Start of year costing £	Cost	Percentage of overall cost	Outcomes								Impact review end of year High/ Medium/ Low Ongoing/ Stop/ Adjust
Aim	£855		I	II	III	IV	V	VI	VII		
Quality of teaching for all											
Get set 4 PE	£3495.00		X	X	X	X		X	X		
SLA Bracknell	£2754		X	X		X	X				
TARGETED SUPPORT											
OPAL Playground	£9000		X	X		X		X	X		
OTHER APPROACHES											
Archery	£0.00		X	X	X	X		X			
Other sports and dance experiences Listed separately below: Indian Dance- Diwali	£0.00		X	X	X	X	X				
Diwali	£1617.00		X	X	X	X	X	x	x		
Sports day	£300.00		X	X	X	X	X	x	x		