



Murrow Primary Academy PE and Sports Premium funding 2024-2025



The Department for Education believe that all young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation, and is central to meeting the government’s ambition for a world-class education system.

Background:

In April 2013, the Government announced new funding of £150 million for PE and Sport. This funding should be used to improve the quality and breadth of PE and Sport provision. The funding is for the period 1st September 2024 to 31st August 2025.

Schools are free to determine how best to use this funding to improve the quality and breadth of PE and Sport provision, including increasing participation in PE and Sport so that all pupils develop healthy lifestyles and reach the performance levels they are capable of.

The revised vision for the Primary PE and Sport Premium is:

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

OBJECTIVE: To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. The profile of PE and sport being raised across the school as a tool for whole school improvement
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport
4. Broader experience of a range of sports and activities offered to all pupils
5. Increased participation in competitive sport.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
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| What percentage of your Year 6 cohort left being able to swim competently, confidently and proficiently over a distance of at least 25 metres at <u>the end of last academic year 2023-2024</u> ? | 90.9% |
| What percentage of your Year 6 cohort could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] at <u>the end of last academic year 2023-2024</u> ? | 100% |
| What percentage of your Year 6 cohort could perform safe self-rescue in different water-based situations at <u>the end of last academic year 2023-2024</u> ? | 100% |
| 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? | No |

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| Academic Year: 2024-2025 | Total fund allocated: £16000 + £10 per pupil = £16, 840 | Date Updated: September 2024 |
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Key indicator 1: The engagement of all 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

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> Children to take part in 2 hours of PE lessons per week. Re-introduce and fully implement 'The Daily Mile', with every adult committed to taking part daily. Children engaged and inspired to enhance their Daily Mile attainment. Lessons to be more active throughout the day. Ensure targeted children are taking part in regular extra-curricular activities. Enhanced activities at playtimes and lunchtimes. Development of Early Years outdoor provision and woodland. Children given opportunities to take part in regular intra/inter school sporting events. Regular active movement breaks | <ul style="list-style-type: none"> Regular, timetabled PE sessions for all classes. Get Set 4 PE subscription to support teachers with their delivery. Intent to introduce achievement milestones for Daily Mile for children to work towards. Lesson plans to include opportunities for active learning. Monitor and tracking system of children accessing extra-curricular activities. Sports leaders (overseen by PE lead) to set up activities to promote active play and lunchtimes. New playground equipment purchased to enhance provision. Forest School woodland provision to be developed. | £4500 | <p>All children receive 2 hours per week of PE lessons. Some of these are delivered by external coaches, with the TAS supporting and receiving professional development. Other lessons are delivered using the Get Set 4 PE programme. Lesson observations show that pupils are engaged with the Get Set 4 PE sessions.</p> <p>Lesson observations and learning walks show that there is some active learning within lessons, however this is an area for continued development with appropriate staff CPD being planned for the next academic year.</p> | Continue to use Get Set 4 PE – look at curriculum overviews to ensure children have access to a wide range of sports and physical activities. |

| throughout the day. | | | | |
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| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement. | | | | |
| 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"> • Share activities, events and assemblies. Celebrate participation, both in school and externally. • Assemblies led by pupils (Sports Ambassadors) to promote major sporting events and develop pupils' awareness. • Whole school sporting events. • Invite visitors to school as role models for children. • Ensure role of Sports Ambassador is recognised, promoted and valued. • Develop children's cycling awareness and proficiency. • Whole school golf day. | <ul style="list-style-type: none"> • Celebration assemblies. • Develop the role of Sports Ambassadors. • Children in Key Stage 2 will access Bikeability to help them learn to ride a bike safely. Children in Reception will access balance bikes in order to develop balance needed for riding a bike. Targeted support for any children identified in Years 1 to 6 that cannot ride a bike. • Book golf day so children are experiencing a new sport and learning new skills. | £4000 | <p>Sports Leaders are planning and setting up activities at playtime and lunchtime. Playground observations and staff and pupil voice show greater engagement now there is a wider range of equipment to use.</p> <p>The school regularly take part in sporting events. These have included events at the local grammar school, as well as the POSH football festival. Sporting events have fostered teamwork, resilience and school pride.</p> <p>The children thoroughly enjoyed the golf day. Pupil and staff voice showed that children were excited to learn a new skill/sport.</p> | |

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> Employing specialist sports staff and coaches to work alongside teaching and support staff to develop skills in delivering effective PE and Sports sessions and to raise standards. Continued professional development for staff. Support from PE leads for all teachers in delivering effective PE lessons. | <ul style="list-style-type: none"> Improve teaching and learning in PE and sports by developing the understanding and confidence of teachers and support staff. Specialist teachers to work alongside teachers to improve the quality of PE delivery. Improve confidence and ability of staff to deliver high-quality lessons, including support and extension for more-able pupils. Designated release time for subject leads. | £6000 | External coaches bring specialist knowledge in key areas, which also ensure teachers and teaching assistants are learning whilst supporting. Lesson observations show these sessions are structured, with children learning and applying new skills in a range of sports. | <ul style="list-style-type: none"> Further CPD opportunities for teachers and PE lead. Improvement of PE provision across school, also in teacher confidence in the deliver of PE. |

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
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| <ul style="list-style-type: none"> PE Lead to update curriculum progression maps to ensure coverage of a range of sporting activities and skills. Improved participation in and attitude towards PE. Provide regular opportunities for | <ul style="list-style-type: none"> Get Set 4 PE to be used. Pupil voice to be used to determine activities to be offered in curriculum and as extra-curricular clubs. Broad range of clubs offered. | £2000 | There is now a more structured PE curriculum in place with the introduction of Get Set 4 PE. The progression document supports teachers in looking at the skills needed for different sports and how these are built upon year upon year. | |

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| <p>all pupils to engage in sporting activities and events.</p> | <ul style="list-style-type: none"> • Range of playtime and lunchtime activities provided. • Engage with an external sporting event – one per term as a minimum. | | | |
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Key indicator 5: Increased participation in competitive sport

| <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> |
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| <ul style="list-style-type: none"> • Develop intra and inter-school sports competition: within school, across WSP and across the Fenland Hub/Trust. • Transport to different sporting events. • Develop competitions and festivals to be held during the school day so more children can participate. • Continue to raise profile of representing the school in sporting events. • PE leads to develop the confidence of Sports Ambassadors in planning, organising and leading events. | <ul style="list-style-type: none"> • PE Lead to organise competitions and festivals within school. Support teachers in delivering these. • Attendance at tournaments. • Involve parents in competitions where possible. | <p>£1500</p> | | <ul style="list-style-type: none"> • Continue to enter inter-school sporting events. • Introduce Fenland Hub/Trust-wide sporting events on a regular basis. |