

Aldersbrook Primary School



PE and Sports Premium Report

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2024:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ✓ Greatly enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions ✓ Improved playtime resources chosen by the children that facilitate more active play at morning playtimes and during lunchtime ✓ Consistent take up of after school clubs subsidised by the school ✓ Range of after school sports offered is wide and varied to appeal to all This allowed children to experience sports and activities that they would not normally ✓ No child misses out on after school sports provision because of cost ✓ Pupil Premium children have early access to after school clubs and half term clubs ✓ Play Leader introduced at breaks and lunchtime to encourage games and physical participation ✓ Improved EYFS resources such as Bikes and Trikes ✓ Use Sports Premium to enhance children’s mental health and wellbeing through after school clubs ✓ APS enters all Borough inter-schools tournaments 	<ul style="list-style-type: none"> ✓ Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports ✓ Continued investment in resources for after school clubs. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports ✓ Continued staff training and awareness of high quality P.E teaching ✓ Continued staff training in facilitating active playtimes and purchase of further resources to support this ✓ Encourage children of all genders to take part in sports e.g. boys in gymnastics ✓ Further use Sports Premium to enhance children’s mental health and wellbeing

Meeting national curriculum requirements for swimming and water safety.	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.	65%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	47%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	18%
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/No

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £21,350		Date Updated: July 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation: 35%
Intent	Implementation		Impact		
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	
Access to high quality resources during PE sessions. Enough quantity resources to enable access for all	Equipment audit by PE coordinator linked to planning. Purchase of additional PE resources to support PE sessions e.g. balls/racquets. All sports and activities taught in PE sessions to be fully resourced. All individuals have access to sufficient resources to be able to engage fully in lessons.		£1000	Initial spend has ensured that all planned PE sessions have been fully resourced leading to greater participation in lessons.	
Purchase of resources that facilitate active play in EYFS particularly as there are a significant number of boys in the cohort.	Further enhance the purchase of bikes and trikes and other gross motor equipment to develop coordination skills in EYFS. Play equipment for each group to be used at playtimes.		£500	More options for children within Bike and Trike sessions to develop balance and coordination. Children engaged in a variety of physical activities during play and lunch times.	
				Sustainability and suggested next steps:	
				Continued monitoring of PE resources for wear and tear. Purchasing plan to ensure all sports are adequately covered.	
				Develop resources that support the best use of learning opportunities that reflect the current need.	

Extra Swimming lessons to make up for the loss of lessons due to COVID	Arrangements with Fullwell Cross Swimming Pool and Redbridge Transport. Timetabling of lessons for Year 6 autumn term.	£6000	More children able to swim 25 metres. Increased confidence in the water. Greater interest in swimming as a sport.	Ensure quick booking of pool in the event of lockdown interrupting the usual swimming lessons.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 35%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Improved access to resources and training for staff will lead to improved behaviour at playtimes	Lunch time supervisors to receive appropriate training and follow up planning time. Improved resources will widen the range of activities on offer for children to take part in active play at lunch times.	£1000	Children are more active at playtime and as a result behaviour improved as well as pupils being healthier and happier. Playground observations by governors and SLT show good engagement of all. Pupil voice shows positive views of active playtimes. Behaviour tracking shows less incidents of poor behaviour.	Continue to monitor lunch time behaviour and adapt lunchtime offer to ensure children are engaged over time and behaviour continues to be of a good standard at lunchtimes

Local coaches and professional athletes to motivate and inspire children whilst teaching new skills.	Make links with local clubs and professional teams. Link these visits to the school values and ethos.	£450	Players from Leyton Orient, coaches from a local cricket club and yoga instructor, who led sessions, visited the school.	Continue to work with local clubs and make new links. Also continue using local coaches to run taster session at school.
Focus on physical wellbeing and how that supports positive mental health	Half term club focussing on children who have been identified as requiring a greater support with social skills, physical wellbeing and mental health needs.	£2010	Children more physically active rather than sat at home on technology. Children more socially engaged. Children's confidence increased.	Development of further opportunities for holiday clubs through either internal or external sources.
Additional play leaders at lunchtimes to engage pupils in physical activity	Additional staff employed and training in the effective use of equipment and leading physical activities.	£3560	Children active with a variety of equipment and taking part in a number of new games. Children's behaviour more positive at lunchtimes and now better able to learn in the afternoons. Children have access to adult and child led games	Continued training and development of activities.
Improved use of the Forest School area to support the Curriculum and children's mental health and well-being	Purchase of additional equipment that will allow high quality access for all children to the Forest School area both as part of the curriculum and during play.	£500	The Forest and the Forest school space is used more frequently in planned curriculum activities and for play and extra- curricular activities SLT and governor observations of outdoor learning space	Continue to develop the space to make it purposeful and effective in supporting the curriculum.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has Changed?</i>	<i>Sustainability and suggested next steps:</i>
Staff training to facilitate active playtimes. More children partake in independent or structured active activities at playtime/lunchtime.	All staff including teachers, teaching assistants and lunchtime staff to attend in school training on promotion of physical activity to support this.	£500	Children are more active at playtime and as a result behaviour improves and pupils are healthier and happier.	Continued focus on training of staff who support playtimes. Senior teacher to work with MDSA's. Governor visits planned to monitor impact.
EYFS Teaching Assistant training	EYFS teaching assistant to observe other settings and how they use resources to make the most of active play and PE curriculum for EYFS children.	£150	Adaptation and development of active play choices for EYFS children in our own setting. Feedback to SLT. Observations and learning walks of EYFS spaces.	Continue with close links to other schools to learn from each other.
To further develop and embed teachers' skills in delivery of high-quality PE session	Class teachers (ECT) to team teach with PE lead develop, improve and identified gap in their teaching through peer observation.	£397	Worked with the subject leader to plan lessons.	Continue training opportunities, especially staff who are new to the profession.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>

After school clubs subsidised to ensure children can access any clubs they wish and do not miss out through cost. Specific children's attendance at clubs is fully funded where necessary.	Subsidy put in place and records kept of uptake for subsidised clubs. Specific children targeted and encouraged to take up an after school club.	£1000	Club registers show consistent uptake of clubs and greater take up by specific targeted children. Children take up sports with local clubs and societies outside school hours	Maintain subsidy where possible at points throughout year. Ensure clubs are well publicised to parents and children.
Bikeability cycling training leading to increased confidence when riding bikes on roads and general cycling skills.	Courses booked through Smarter Travel - Redbridge	£0	Children more confident to use bikes outside of school. Participation increased at the Biker's Breakfast.	Leaflets and advice on cycling and road safety sent home. Course booked for next academic year.
Yoga/Bollywood dance sessions delivered by trained facilitators on a weekly basis.	Organised through the Well-being lead	£2500	Years 2,3, 4 & 5 weekly 45min Yoga classes. SEND group also accessing Yoga activities with facilitator. Children calmer and more focused. Children fitter and flexible.	Extend provision to other year groups

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has Changed?</i>	<i>Sustainability and suggested next steps:</i>
To attend inter school sports competitions to work alongside and compete against other local schools. Part of the Redbridge and Langdon partnerships.	Transport to events planned and paid for so no cost to pupils. Children offered opportunities to represent the school in a variety of sports including handball, tag rugby, football, netball and athletics. Join membership of the Mayfield, Redbridge Educational partnership and Langdon School Sports Partnerships.	Mayfield:£200 Langdon: £1083 Redbridge Cluster: £200	Continue to build on the success of previous teams. School Games Gold Mark for PE participation and competitive sports. A range of competition, football, tag rugby, cricket, handball, athletics, kurling, panathlon etc. for both boys and girls from Year 1 – Year 6. We are ranked ‘top school’ through sporting success.	Plan for future events an opportunities. After school clubs planned to prepare children and teams for competitions. Continued engagement – sourcing new sports to take part in competitio
Increase participation in competitions for younger children and those with Special Needs.	Research and take up opportunities available in Redbridge and surrounding boroughs. Work with SENCo to identify opportunities.	£300	Confidence raised for individuals who take part. Increased interest in active clubs and activities.	Ensure in regularly contact with local EYFS/KS1 or SEND organisations through email, twitter, newsletters so opportunities are not missed.
All pupils will have the opportunity to take part in a competitive sporting event in school (Sport Day at Wanstead Flats).	Young leaders and teachers are trained to deliver sports day activities. PE Coordinator to arrange user friendly activities for EYFS to Year 6 to take part in	£0	Young leaders and teachers are trained to deliver sports day activities. Result collected and children’s successes celebrated including sportsmanship.	Yearly sports day – to train new young leaders to lead session.

Signed off by	
Head Teacher:	J Crouch
Date:	20/07/24
Subject Leader:	A Hussain
Date:	20/07/24
Governor:	C Hill
Date:	20/07/24