

# PE AND SPORTS PREMIUM FOR PRIMARY SCHOOLS

## EVIDENCING AND IMPACT DOCUMENT

2024-2025

HAYWARD'S PRIMARY SCHOOL

### Introduction

The PE and Sports Premium for primary schools is extra funding allocated to primary schools with the aim to improve physical education (PE) and sport in primary schools over the academic years 2013-2014, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2019-2020, 2020-2021, 2021-2022, 2022-2023 and now . 2023-2024 and 2024-2025.

Hayward's Primary School has been allocated £19,430

Sports Premium Spend £20,893.50

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"> <li>- Equipment purchased for curriculum lessons/ lunchtimes to enable different activities at lunchtimes.</li> <li>- Multiple opportunities for fixtures outside of school in various sports and an increase in B and C team fixtures.</li> <li>- Engagement with both local and further afield sports opportunities for groups of pupils across the school.</li> <li>- Children's achievement in sports recognised through Sports Newsletters, school newsletters and displays in school.</li> <li>- Children have enjoyed visits from Professional Sports people (Harry Kite and Dougal Glaisher and David Hill, Martin Brice and Exeter Chiefs and Exeter Ladies Football).</li> <li>- Committed to funding OPAL for the next two years.</li> <li>- Purchased ICT to support pupil's self-evaluation within lessons.</li> <li>- Increased engagement of PP children in extracurricular physical activity including the introduction of a pupil premium club.</li> <li>- Now Press Play has increased active participation in lessons across the curriculum.</li> <li>- PE Curriculum is working effectively and the Get Set for PE programme assisted the quality of differentiation observed within lessons.</li> </ul>	<ul style="list-style-type: none"> <li>- More engagement of Pupil Premium children in extra-curricular physical activity.</li> <li>- As part of SIP, the use of technology within lessons needs to be used to aid reflection and evaluation.</li> <li>- Increasing 'Pupil Voice' through School Council engagement. .</li> <li>- More engagement of SEND children during PE lessons.</li> <li>- Increase extra-curricular PE experiences for children in EYFS</li> <li>- For staff to receive whole-school training in the OPAL project and for the OPAL team to begin implementing the programme effectively across the school for all pupils.</li> <li>- To train teaching staff in the Dance element of the Curriculum.</li> <li>- To increase the % of pupils achieving the required distance of 25 metres at the end of Key Stage 2.</li> </ul>

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?	<p>86%</p> <p>Note: 7 Children (11%) attended very few or none of the sessions for various reasons)</p> <p>2 more children achieved due to the booster provision</p>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<p>86%</p> <p>Note: 7 Children (11%) attended very few or none of the sessions for various reasons)</p> <p>2 more children achieved due to the booster provision</p>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p>86%</p> <p>Note: 7 Children (11%) attended very few or none of the sessions for various reasons)</p> <p>2 more children achieved due to the booster provision</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?

Arrangements have been made to improve PE swimming provision.

1 school staff member has been swim instructor trained and used to reduce group sizes within the water and increase in-water time for those not yet achieving standard. This is more sustainable than paying for extra swim instructors from the leisure centre.

Leisure centre offered to provide a free extra lifeguard to open the learner pool during these sessions.

Plan established with the leisure centre for holiday booster sessions in small groups for targeted intervention for those not yet achieving standard and overcoming possible financial barriers for PP families.

Successful with 2 more Y6 making a 25m target, 3x PP Y5 achieving the same and 6 other PP children completing 15m.

## 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: 2024/2025	Total fund allocated: £	Date Updated: 10/12/2024		
<b>Key indicator 1:</b> 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: £12,809.90/£19,430 = 66%	
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Target Pupil Premium children, as it is recognised that they are not attending after school clubs or taking part in many lunchtime activities.	<p>Meet with Pupil Premium children and gather data such as clubs they want to take part in and barriers to taking part. Set aside some funding to subsidise opportunities that involve payment.</p> <p>Increase sports clubs with an emphasis on 'improving' skills rather than being confident with skills already (Evidenced from PP club questionnaire).</p> <p>Introduce a Pupil Premium Only Club where the activities are driven by the interests of the pupils.</p>	<p>Through PE Leadership time (Scott Baker)</p> <p>14 weeks (£36.08 x 1.25 x 14) of this provision has been put in place £631.40 (n.b. 1 hour is from Pupil Premium funding in order to support wider engagement of disadvantaged pupils.)</p>	<p>Not started yet. specifically for PP but Sports Council has been established and ideas sought.</p> <p>Year 6 had 13 attendees.</p> <p>Year 5 had a low uptake of the PP club offer so was blended with Year 4. This had 9 attendees.</p> <p>Clubs have been driven by choices made by participants.</p>	<p>To continue to run the Sports Council. To hear pupil premium voice in the Summer Term to prepare for 2025-2026.</p> <p>Each year group is to have this opportunity built into the after school club schedule.</p>
Look at how physical activity can be implemented across multiple subjects to promote healthy living and to aid engagement and retention of information during lessons.	<p>Complete a heat map on Youth Sports Trust/School Games Mark and start to plan and track opportunities for adding activity in the school day.</p> <p>Trial and purchase 'Now Press Play' to enhance active participation within curriculum lessons.</p>	<p>Within PE Leadership Time (Cost in Indicator 1)</p> <p>Purchase of Now Press Play costing £2128.50 per year (please note this is a reduced cost if we agree to take the</p>	Not started yet.	<p>Survey completed by Year 4 and 6 on health and wellbeing. Awaiting report. Year 1,3 and 5 to complete in the Spring.</p>

		subscription for two years)		Discussion to be had around keeping Now Press Play and if it is value for money. Are we using it to its capacity?
<p>Purchase equipment for PE, after school activities, lunch time activities and Sports Day</p> <ul style="list-style-type: none"> <li>• Enables staff to deliver a more precise lesson with the aid of resources</li> <li>• Creates calmer lunchtimes with fewer arguments or fights</li> <li>• Increases pupil participation in activities</li> <li>• Increases interest in sport and a healthy lifestyle</li> <li>• Motivates children to perform better during Sports Day</li> <li>• Prepares children for their daily learning</li> <li>• Contributes towards the engagement of all pupils in regular physical activity</li> </ul>	<p>Purchase equipment to replace old/broken items and increase amount of equipment so that each child has their own during lessons</p>	£400	Replacement pump purchased for £35 to pump up balls and save PE lead taking them home each week.	Resource audit to be completed by RK in Spring Term (During free Exeter Chiefs Sessions to eliminate costs) to identify requirements.
<p>To raise the level of engagement of all pupils during lunchtime activities.</p>	<ul style="list-style-type: none"> <li>• OPAL/Headteacher to form a working group to evaluate existing provision and to action plan for future developments.</li> <li>• Staff to receive training through the Opal programme.</li> <li>• School to look to invest in additional lunchtime staff to facilitate the new approach.</li> <li>• Sports Premium lead to evaluating the impact of the work.</li> <li>• Infrastructure to be installed to replace the existing storage shed for OPAL resources, enabling pupils to be able to readily access the resources and materials available to them and make informed choices about their play.</li> </ul>	<p>Costs associated with releasing staff to be part of the OPAL Working Group and subsequent supply costings (minimum twelve meetings per year - 12 x £110 (half-day) = £1200</p> <p>Whole School Training Cost = 40 staff attending £16.50 x 1.75 x 40 staff = £1150</p> <p>Costs associated with the purchasing/ sourcing of appropriate materials in order to facilitate the work - £400</p> <p>Please note that there is also OPAL funding allocated in the Pupil Premium Report to support this approach</p>	<p>OPAL programme paid for.</p> <p>Initial staff training delivered.</p>	<p>Continue to work towards the implementation of the project.</p>

		<p>within school.</p> <p>Training cost for staff to become 'PlayWork' credited.</p> <p>Installation of an OPAL approved loose play shed to replace the existing PE shed that is available on the school field - £5500.</p>		
To support the successful implementation of the Opal Primary Programme at Hayward's.	Appoint a Sports Leader (MTA) who will help facilitate, monitor and oversee the Opal Primary programme at Hayward's.	Allocated Lead MTA Time (1 afternoon) £16.50 x 2.25 x 38 = £1400	OPAL Lead appointed and working proactively to raise the profile and quality of OPAL provision across the school.	

## REVIEW

### End of Autumn Term 2024:

- Clear timetabling of PE and club provision which has been adapted based on need. All children have 2 sessions per week.
- Good number and range of clubs attended by 212 children this term (acknowledge some of these will be the same children though clubs are offered across the year groups).
- First EYFS club run with 10 of the 12 invitees attending. (All EYFS children to get the opportunity over the year)
- OPAL programme initiated and is gaining momentum. This needs to continue.
- Sports Council established.
- Now Press Play is used but could be used more.
- Survey completed by Year 4 and 6 on health and wellbeing. Awaiting report. Year 1,3 and 5 to complete in the Spring.

### End of Spring Term 2025:

- A range of clubs continue to be provided for pupils.
- Good number and range of clubs attended by 173 children this term (acknowledge some of these will be the same children though clubs are offered across the year groups).
- All EYFS children have been invited to a club this year working alongside the primary sports lead (50% attendance).
- Upgraded Now Press Play materials have been purchased and are available to use. Staff provided with links to curricular content and how this can be used to support and enhance teaching and learning.
- Regular OPAL team meetings have occurred. We are working closely with Kate who has supported initial assessment and planning meetings. Staff training has been undertaken and the MTA team has been briefed on supporting the activities that have been identified for the initial sessions.
- MTA OPAL Lead is actively promoting engagement with the programme. She has Monday afternoon allocated where work can be done to collect resources, assess the safety of resources and to work on resource acquisition. This has been in place since December. The OPAL lead has identified slots within the week where Fun

Friday (or Terrific Tuesday) can occur once per week. Time is taken ahead of every lunchtime to ensure that activities are set up ready for the children to engage with.

- Health and Well-Being survey and results have been received. PE lead and HT to meet in the summer term to look at the results and to evaluate these against our existing provision.

**End of Summer Term 2025:**

- A range of clubs continue to be provided for pupils.
- Good number and range of clubs attended by 209 children this term (acknowledge some of these will be the same children though clubs are offered across the year groups).
- All EYFS children have been invited to a club this year working alongside the primary sports lead (50% attendance).
- OPAL has been hugely successful with increased physical activity for children and reduced incidents of negative behaviour and 1st aid.
- Regular OPAL team meetings have occurred. We are working closely with Kate who has supported initial assessment and planning meetings. Staff training has been undertaken and the MTA team has been briefed on supporting the activities that have been identified for the initial sessions.
- MTA OPAL Lead is actively promoting engagement with the programme. She has Monday afternoon allocated where work can be done to collect resources, assess the safety of resources and to work on resource acquisition. This has been in place since December. The OPAL lead has identified slots within the week where Fun Friday (or Terrific Tuesday) can occur once per week. Time is taken ahead of every lunchtime to ensure that activities are set up ready for the children to engage with.
- Sports Council continued to run effectively and they helped set up and run a Summer Fair stall.
- Sports Council feedback received for next year
- New Now Press Play to increase Cross Curricular learning
- Enrichment physical activities provide across the school.

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: £0/£19430= 0%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

To have pupil representatives promoting PE across the school during assemblies and actively involving children in physical activity.	Pick and train 10 children as playleaders to run activities during lunchtimes.	Within Primary Sports' pay. (see indicator 3)	Sports Council was established, a display created and their voice heard.	Raise profile of Sports Council and the role they can play.
Celebration assemblies and school newsletter have a sport/PE segment to ensure whole school is aware of the importance of PE and Sport and to encourage all pupils to aspire to being involved in sporting activities in school. Celebration is based on 'Personal Best' and 'Being the Best they Can.'	Certificates for sporting achievements given out.  Recording and monitoring of Sports Awards.	Within leadership time	Newsletter regularly has sports elements. Website regularly updated. Exeter City Women's inspirational assembly and free tickets Exeter Chiefs to deliver in Spring 1 Exeter City to deliver Spring 2 Celebrations in assemblies of children's achievements. Swim awards shared with Headteacher	Maintain newsletters and website.  Establish a termly PE newsletter (RK)  Aspirational visitors - continue to source
To set up a 'PE Superstar' board displaying pictures and achievements of children on a weekly basis.	Inter-school sporting achievements promoted and celebrated.	Within leadership time	Sports stars certificates	Ensure regularity of Sports Stars award
Promote sport clubs and opportunities in assemblies.	Seek local clubs and children within school to give demonstrations. Demonstrate lunchtime activities.  Paralympic athlete visiting school for a 'Sports Day'	Within leadership time  Within leadership time	Not achieved yet  Not achieved yet  The PE lead as PPA during assembly so has only done this once this year.	Potential for ECCT to run some lunchtime activities but at a cost.
Continue to provide termly sports newsletters and high quality displays to raise the profile of PE and Sports to children, parents and visitors to the school.	Update noticeboards regularly.  Children who are participating in unconventional and conventional sports outside school are invited to speak in assemblies about their sport and celebrate their achievements  Provide regular updates and photos for newsletters and displays.	Within leadership time	Many displays have been updated but need more work. Pictures have been requested from teachers to show examples of lesson but none have been received yet.  Not done yet.  PE Lead has regularly sent sports pictures to Head for newsletter, on the website and on display in the hall.	Ask again for pictures of lessons from Teachers to enhance displays.        Waiting for Primary Sports Newsletter to share with school community.

## REVIEW

### End of Autumn Term 2024:

- Profile of sports raised within the school with many comments from parents, carers and staff about the quantity and range of opportunities available both to represent the school and with after school clubs.
- Digital content has been increased via the school newsletter and website.
- Children celebrated in assembly for achievements and Hero qualities.
- Sports Stars and Primary Sports Newsletters awaited to raise the profile further.
- The beginning of the OPAL project will enhance lunchtime provision and thus improve the school experience for many,

### End of Spring Term 2025:

- Profile of PE across the school is high and is a regular feature within newsletters and within the website. Sports Stars appear every week and the PE Coach is working hard to ensure that all pupils are represented across the academic year and are recognised for improved skills within an area of their sporting curriculum.
- Achievements made by children in activities outside of school e.g. winning tournaments or achieving martial art and swimming gradings are also promoted through the newsletter, where possible.
- Clubs and activities within the local area are actively promoted and children from Hayward's attend the clubs both within term term and during holiday clubs.
- Sports Council meet regularly and discuss breaktimes/lunchtimes and PE lessons. The pupils have created a survey which has been shared with their classmates.
- Displays are constantly updated to reflect provision and opportunity.

### End of Summer Term 2025:

- Profile of PE across the school is high and is a regular feature within newsletters, within the website on the hall display and in the local newspaper. Sports Stars appear every week and the PE Teacher is working hard to ensure that all pupils are represented across the academic year and are recognised for improved skills within an area of their sporting curriculum.
- Achievements made by children in activities outside of school e.g. winning tournaments or achieving martial art and swimming gradings are also promoted through the newsletter, where possible.
- Clubs and activities within the local area are actively promoted and children from Hayward's attend the clubs both within term term and during holiday clubs.
- Sports Council meet regularly and discuss breaktimes/lunchtimes and PE lessons. The pupils have created a survey which has been shared with their classmates.
- Displays are constantly updated to reflect provision and opportunity.
- Successful sports day organised and delivered across the school including inclusion accommodations for all children.
- School Games Gold Award recognising our work was achieved this year.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: £779 /£19430=4%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To ensure that PE lead is up to date with recent changes to the curriculum and strategies to use for the effective teaching of PE.	Attendance of PE conference with Active Devon by PE lead.	£40 conference price plus £189 supply costs  Additional £300 for additional CPD opportunities for PE lead	Not attended yet at date is unknown.  Meeting with Nick Gillard from St. Luke's discussed some of the use of Sports Premium funding, opportunities and guidance on provision.	PE lead to attend and ensure their knowledge is up to date.
Ensure staff are able to complete assessments accurately and can use the yearly overview documents to inform their teaching.	<ul style="list-style-type: none"> <li>- PE lead to liaise with Primary Sports to ensure that assessments are consistent between both.</li> <li>- HM to lead a staff meeting/inset on assessment in PE once the curriculum is up and running.</li> <li>- PE lead to monitor this through lesson observations and assessment checks.</li> </ul>	Within leadership time	<p>Discussion around PE assessment with Nathan from Primary Sports.</p> <p>HM led assessment in PE meeting in Summer 2024.</p> <p>Not done yet except an observation of RK with Primary Sports.</p>	<p>We need to find a way to blend their assessments and ours to create an overall picture of a child's achievement.</p> <p>More monitoring if allowed.</p>
Identify any areas where teachers need upskilling in order to give staff greater confidence.	<ul style="list-style-type: none"> <li>- PE lead to organise a CPD survey, identifying areas of strengths and weaknesses to inform training.</li> <li>- PE lead to work with Primary Sports to deliver CPD sessions during the year. PE lead to measure the success of training through observation, staff feedback, pupil voice and assessment tracking.</li> </ul>	<p>Nick Gillard (St.Luke's) to provide bespoke training for all staff in Dance - £250.</p> <p>Get Set - £585.</p>	<p>Staff survey undertaken. Swimming, dance and gymnastics had the highest rates of 'Not at all confident' responses. To address this we have:</p> <ol style="list-style-type: none"> <li>1. Swimming - trained a teacher to be a swim instructor and they will cover across the school with the class teacher back-filling their class.</li> <li>2. Dance CPD to be provided to</li> </ol>	<p>Dance CPD in Spring Term 1</p> <p>Dance Blocks by Teachers in Spring Term 2</p> <p>PE lead to observe with focus on application of CPD and used of I-Pads to enhance performance.</p>

			<p>all staff by St. Luke's and timetables changed to ensure timely application of the training.</p> <p>3. Core group of children to have enhanced Dance experience at St. Luke's Studio to act as 'mini-mentors' within PE lessons.</p> <p>Primary Sports not used yet for CPD</p> <p>PE lead only observed lessons on a Tuesday as this was release time.</p>	
Upskill staff on planning PE lessons that support, challenge and engage children.	<p>PE Lead time allocated to give support and write schemes of work to add to Google Drive</p> <p>Support class teachers in PE- upskilling them with observations, mentoring, team-teaching or modelling</p>	Within leadership time	Get Set 4 PE has been used to provide lesson plans for those not confident in producing their own plans.	Signpost as required.
To ensure that staff are confident in using assessment in every lesson to support and extend pupils through reflection and examples.	<p>CPD from PE lead and daily practice from Primary Sports Coach modelling the use of the ipad to support self-assessment within PE lessons.</p> <p>PE Lead to work with Primary Sports to ensure that assessment systems are working for Primary Sports Coaches and for teachers.</p>	<p>Primary Sports teacher</p> <p>Within leadership time and allocated CPD sessions.</p>	Y4 used ipads when developing netball shooting techniques against a checklist.	Training previously provided needs to be followed up. It is recognised not all lessons need I-pad use, it can certainly enhance some blocks.

**REVIEW**

**End of Autumn Term 2024:**

- Space confidence survey completed.
- Swimming, dance and gymnastics had the highest rates of 'Not at all confident' responses. To address this we have:
  - Swimming - trained a teacher to be a swim instructor and they will cover across the school with the class teacher back-filling their class.
  - Dance CPD to be provided to all staff by St. Luke's and timetables changed to ensure timely application of the training.
  - Core group of children to have enhanced Dance experience at St. Luke's Studio to act as 'mini-mentors' within PE lessons.

- Dance identified as a need (initially this was an area of expertise we were asking Primary Sports for but it needs to be more sustainable)
- Dance CPD in Spring Term 1
- Dance Blocks by Teachers in Spring Term 2
- PE lead to observe with focus on application of CPD and used of I-Pads to enhance performance.
- Primary Sports not used yet for CPD
- PE lead only observed lessons on a Tuesday as this was release time.
- Assessment remains a work in progress but steps are being made in the right direction.
- Links with the EYFS curriculum would be helpful in the long term.

#### End of Spring 2025:

- Assessment - Hayward's are now working in line with the assessment systems in place with Primary Sports. This enables us to see assessment outcomes for pupils who have received teaching from a coach and for them to also access the assessment we have for the pupils. Staff have received a short input in how to use the assessment materials effectively. The PE lead has carefully mapped the assessment requirements onto the scheme of work including skills/objectives, vocabulary and a resource bank for teachers.
- Dance CPD attended by all staff. All staff have had the opportunity to plan and teach a dance unit, within their year groups, based on the training that they have received. A swimming teacher has been trained within school to enhance the provision that we can provide.
- I-pad use has increased across the school and has been particularly useful with Dance based sessions this term. Having the opportunity to reflect on performances had enabled children to receive targeted peer and teacher feedback to improve performance. With sessions taking place in the hall, immediate feedback can be given to enhance performance.
- Get Set for PE will be purchased in advance of the summer term.
- PE Lead has worked hard to enhance the vocabulary acquisition that is so beneficial for our children. He has identified key vocabulary used within each unit and has produced WIDGET powerpoints which identify key vocabulary required within lessons. These visuals enable pupils to make connections with vocabulary and help them make connections with prior learning.

#### End of Summer Term 2025:

- Assessment - Hayward's are currently working in line with the assessment systems in place with Primary Sports. This enables us to see assessment outcomes for pupils who have received teaching from a coach and for them to also access the assessment we have for the pupils. Staff have received a short input in how to use the assessment materials effectively. The PE lead has carefully mapped the assessment requirements onto the scheme of work including skills/objectives, vocabulary and a resource bank for teachers. Eventually, these will merge into the INSIGHT programme of assessment in line with other curriculum areas. This allows teachers to make connections with prior learning and breaks down skills and knowledge for each unit of PE.
- I-pad use has increased across the school and has been particularly useful with cricket and tennis based sessions this term. Having the opportunity to reflect on performances has enabled children to receive targeted peer and teacher feedback to improve performance. Immediate feedback can be given to enhance performance.
- Get Set for PE has been purchased to support planning next year.
- PE Lead has worked hard to enhance the vocabulary acquisition that is so beneficial for our children. He has identified key vocabulary used within each unit and has produced WIDGET powerpoints which identify key vocabulary required within lessons. These visuals enable pupils to make connections with vocabulary and help them make connections with prior learning and are consistent across the school.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £1995/£19430= 10.3%
Intent	Implementation		Impact	
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:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To increase the availability of activities at lunchtime and breaktime which engage a wider range of children, developing collaborative and teamwork through their play experiences.	Successfully complete the expectations of the OPAL programme	See OPAL costs above.	Not started yet.	OPAL project is starting and will aim to address this area.
Continue to offer additional swimming where there is a need for all pupils who are in danger of not meeting the curriculum requirements at the end of KS2 (Y6 focus)	Identify Booster lessons within the summer term of Year 6 To increase level of staffing within all swimming lessons to enable all children who are working outside of expected levels to receive an additional allocation of time within each lesson i.e. ARE swimmings receive standard curriculum provision (30 minutes per swimming lesson) and Below ARE to receive enhanced curriculum provision (1 hour).	Cost to train existing teacher to attend three day course in order to gain the qualification needed to be a swimming teacher £550 (to include supply)  Cost of Additional Life Guard 1 hour x	Negotiations with Leisure Centre were productive and an booster programme is going to be established in the Easter holidays (to support families and prevent the impact on the school) The money for this comes from the booster funding allocated £600 and £720 saved lifeguard money. This provides a budget of up to £1320 for this purpose. The cost per child will be £21.15 (3 x £7.05)	Once identified, children will be invited to planned sessions and vouchers provided by Leisure Centre. (Cost of lessons has been identified as a barrier so PP will also be targeted through this if required)  Robust assessment will underpin our new approach.

		<p>36 weeks (3 x twelve week programme) £20 x 36 = £720</p> <p>Additional Booster sessions for Y6 children in order to hit NC swimming expectations summer term - £15 x 40 children = £600</p>		
Offer a broad range of after school clubs based on what children want to do.	<p>Undertake a clubs survey, asking children what clubs they want to take part in.</p> <p>Feedback ideas back to Primary Sports to enable them to deliver more diverse clubs.</p> <p>Contact outside clubs such as trampolining, Quidditch, martial arts and ballroom dancing to offer more opportunities not given in curriculum time.</p> <p>Offer a football club on astro to give a broader range of playing sport on different surfaces. Giving children opportunities to play high quality sports.</p> <p>To provide an EYFS after-school PE experience to enable all children to experience extra curricular provision and reduce anxiety in future participation in clubs.</p>	<p>Within leadership time</p> <p>Through Pupil Premium Funding</p> <p>£125</p>	<p>The Sports Council has supported this provision.</p> <p>A timetable of clubs has been established for the year to ensure variety and provision for all children.</p> <p>Not done yet.</p> <p>Booked. 1 session done and 2 more in the Spring Term.</p> <p>First club run in Autumn 2 with 10 of 12 invitees attending.</p>	<p>Maintain the Sports Council</p> <p>Forest School club to start</p> <p>Play next 2 events in the Spring Term</p> <p>Continue to provide the club with EYFS staff selecting the children and ensuring all get the opportunity over the school year.</p>
Target disadvantaged children by introducing them to a new sport or wider range of sports through afterschool and lunchtime provision.	Set up an afterschool programme to cover all year groups across the school throughout the year and identify the children who need to be invited.	Through Pupil Premium Funding	Established. Years 4,5 and 6 have had their club so far this year. Other clubs are planned in the club schedule.	Continue to deliver each half term.

## REVIEW

### End of Autumn Term 2024:

- Variety of clubs offered at all ages across the school.
- Sports Council have a say in clubs, lessons and can follow their interests.
- Primary Sports offer a range of activities, and are being flexible around weather and hall space challenges and adapting which increases variety.
- Negotiations with Leisure Centre were productive and a booster programme is going to be established in the Easter holidays (to support families and prevent the impact on the school) The money for this comes from the booster funding allocated £600 and £720 saved lifeguard money. This provides a budget of up to £1320 for this purpose. The cost per child will be £21.15 (3 x £7.05) Once identified, children will be invited to planned sessions and vouchers provided by Leisure Centre. (Cost of lessons has been identified as a barrier so PP will also be targeted through this if required) Robust assessment will underpin our new approach.

### End of Spring Term 2025:

- Hayward's teacher has been trained as a swimming teacher and now has the relevant qualification.
- New model of swimming tuition has been rolled out and initial responses have been positive. By having a trained teacher provided by Hayward's, all pupils have the opportunity to receive additional targeted time within lessons.
- PE Lead has worked with the Leisure Centre to identify a potential solution for the Booster lessons. As a result of their collaboration, we have identified provision that could be available to families over the May half-term. We have targeted families of all pupils who have not met the expected level of attainment within their year group. This has been delayed from Easter due to significant construction work taking place at the leisure centre.
- Close working between the school and primary sports enable us to target the clubs that children are wanting to see available (highlighted by the sports council):

### Autumn 1

Multi Sports Club (Y1 and Y2)

Gymnastics Club (Y3 and Y4)

Pupil Premium Club (Y6)

Dodgeball Club (Y3 and Y4)

Netball Club (Y5 and Y6)

### Autumn 2

EYFS Club (EYFS)

Netball Club (Y3 and Y4)

Dodgeball Club (Y5 and Y6)

PP Club (Y5 and Y4)

Fitness Club (Y5 and Y6)

Gymnastics Club (Y1 and Y2)

### Spring 1

EYFS Club (EYFS)

Gymnastics Club (Y5 and Y6)

Fitness Club (Y1 and Y2)

PP Club (Y3 and Y4)  
Tag Club (Y4 and Y5)  
Dance Club (Y1 and Y2)  
Fitness Club (Y3 and Y4)

### **Spring 2**

EYFS Club (EYFS)  
Invasion Games Club (Y1 and Y2)  
Running Club (Y3 and Y4)  
PP Club (Y2)  
Uni Hoc Club (Y5 and Y6)  
Running Club (Y5 and Y6)

### **Summer 1**

Running Club (Children and Families)  
Cricket Club (Y5 and Y6)  
Cricket Club (Y3 and Y4)  
Tennis Club (Y1 and Y2)

### **Summer 2**

Rounders Club (Y5 and Y6)  
Ultimate Frisbee Club (Y4 to Y6)  
Athletics Club (Y1 and Y2)  
PP Club (Y1)  
Cricket Club (Y1 and Y2)  
Tennis Club (Y3 and Y4)

- PE Lead has arranged for intra-school competition for KS2 children pupils to take place at the local sports centre.
- EYFS pupils continue to have access to a club over the course of the year. Engagement has been good for the clubs. The aim of this club, in addition to providing opportunities for the pupils, is to whet their appetite for future provision that will be available to the pupils.

### **End of Summer Term 2025:**

Booster swimming sessions were organised for the summer holidays.

Swimming boosters were offered to 40 children across the school and were attended by 12 children.

6 passed the Level 1 STA award (Year 2-5 PP children who lacked confidence)

4x passed 25m unaided target (1x Y6 - who had not in main lessons +3x Y5)

1 Year 6 Needs a little extra to pass. 2 sessions will get her to 25m status. School to arrange.

The model was positive and could be included each half term with small groups of PP.

Clubs attended by 219 children (though some attend more than one club)



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £4,443/£ 19430= 22.9%
Intent	Implementation		Impact	
<p>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: To continue to take part in inter-school competitions across a variety of sports in the QE Sports Partnerships and as part of Primary Sports.</p> <p>To engage with the School Partnership activities available at local community level (QEAT) and wider afield (St.Luke's Sports Partnership).</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>To be involved in local school events.</p> <p>To identify A, B and C teams to increase the number of children involved.</p> <p>To take part in events organised by Primary Sports, paying a fee to include money towards trophies and medals.</p> <ul style="list-style-type: none"> <li>PE lead to investigate opportunities available through the partnerships.</li> <li>Hayward's to attend a range of events across the year:</li> </ul> <p>Afterschool clubs linked with competitions and as many members of the club taken as possible. Regular reports of competition results on Celebration Boards and in newsletters.</p>	<p>Funding allocated:</p> <p>£2,443 based on pupil numbers of 2024-2025 academic year.</p> <p>£2000 to support the cost of reduced transport (staff release) to the events available through providers other than QEAT (including supply costs for teachers to support event attendance if required)</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>A <a href="#">record</a> is kept of participants to ensure more opportunities for as many children as possible.</p> <p>Astro booked for more participants in events organised for local schools by PE lead.</p> <p>An <a href="#">event calendar</a> has been established with costs to engage with a range of providers (Primary Sports, St. Luke's, QE, Exeter Chiefs Community Team, Exeter City Community Trust) for the entire year.</p> <p>Each event is reported on the newsletter, the website and is on a newly established display in the hall.</p>	<p>Sustainability and suggested next steps:</p> <p>Await links to Rugby World Cup 2025 and attend linked events.</p> <p>Organise and attend these.</p> <p>Attend the events scheduled including record keeping, letters, risk assessments and transportation plans.</p> <p>Keep updating the website, newsletters, displays, club registers (including to Teachers)</p>

<p>Focus on personal challenge as a form of competition to encourage less active and less confident children to take part in sport.</p>	<p>Train playleaders in teaching personal challenge games to everyone.</p> <p>Create laminated resources that can be taken out during break and lunch times.</p> <p>Launch a 'Personal Competition' of the week, where children complete an activity with a leaderboard. Winner announced at the end of the week with a prize.</p>	<p>Within leadership time</p>	<p>Not started yet. This is expected to be part of the Primary Sport provision.</p> <p>Not started yet.</p>	<p>Train new playleaders (done by Primary Sports) from Year 5 and maybe Year 6 (10)</p> <p>Set up personal competition boards around the playground.</p> <p>Use Sports Council to establish challenges and improvements.</p>
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## REVIEW

### End of Autumn Term 2024:

An [event calendar](#) has been established with costing to engage with a range of providers (Primary Sports, St. Luke's, QE, Exeter Chiefs Community Team, Exeter City Community Trust) for the entire year.

Each event is reported on the newsletter, the website and is on a newly established display in the hall.

A record is kept of participants to ensure more opportunities for as many children as possible.

Events attended:

- KS2 Football at Hayward's (8 children attended)
- KS2 Football at NSC (8 children attended)
- Y5/6 Tag rugby at QE (120 children attended)
- KS2 Cross Country at Killerton (39 attended - included some less active children who walked the route)
- Y5/6 Girls Football at St. James' (15 children attended)
- KS2 Football at Exeter City - Qualifiers (9 children attended)
- Y3/4 Dodgeball at Hayward's (5 children attended)
- Y3/4 Football on Astro (14 children attended)
- Y2 Fancy Dress Multi skills (12 children attended)
- 50 Free tickets to Exeter City Ladies Game distributed
- Y3/4 Orienteering planned twice but now postponed until the Summer (120 expected attendees)

### End of Spring Term 2025:

Hayward's have continued to engage with the event calendar and have provided children with a range of opportunities throughout the school term (Primary Sports, St. Luke's, QE, Exeter Chiefs Community Team, Exeter City Community Trust).

- Y5 'Joy of Moving' with Exeter City (60 children)
- QE class gymnastic @ Western Road Y3/4 (110 children)
- EFL Tournament Exeter City Second Round (9 children)
- Tournament 3: Tuesday 28th January - Year 1/2 Multi Skills Tournament (5 children)
- Bee Netball @ St. Luke's 2x teams (14 children)

- Exeter City Football Festival Y2 (8 children)
- Tag with Chiefs Y4 at Crediton RFC (60 children)
- Exeter City Football Festival Y3 (9 children)
- QE class Dance @ Western Road Y2 (60 children)
- Astro Football Leisure Centre - Competitive fixtures against local schools (28 children)
- Tournament 4: Tuesday 18th March - Year 3/4 Netball Tournament (5 children)
- Dance Event @ St. Luke's Y5 - both classes (60 children)
- Netball Second Round - Paignton (7 children)
- Exeter City Community Football Club (10 children)

In addition to the above

- Children in Year 4 have attended Great Potheridge House activity centre - abseiling, high ropes course, archery, climbing, moor rambling.
- Children in Year 6 have attended Grenville House activity centre - Abseiling, Kayaking, Canoeing, Raft Building, Coasteering, Problem Solving, High Ropes, and Orienteering

Primary Sports have trained referees to oversee football and tag rugby at lunchtime based on pupil voice surveys. These children have received training, and been provided with appropriate resources, to lead this provision which is overseen by our PE coach.

### End of Summer Term 2025:

Hayward's have continued to engage with the event calendar and have provided children with a range of opportunities throughout the school term (Primary Sports, St. Luke's & QE

- Netball at QE Y5-6 Girls (14 children)
- Orienteering Y3-4 (115 children)
- Athletics Y5-6 (110 children)
- Cricket @ Sandford Y3-4 (115 children)
- Primary Sports Y5-6 Cricket (8 children)
- Primary Sports Y1-6 Athletics (12 children)
- 4x Football matches with Landscore Y3-6 (36 children)
- Rugby World Cup Trophy Tour Event Y5-6 (10 children)
- Rugby World Cup Transition Event @ Sandy Park Y5-6 (10 children)
- Tag Rugby Festival at Crediton RFC (12 children) organised by Hayward's and 240 children attended from schools across the area.
- Bikeability Y5 (55 children)
- Sports Day (400 children)
- Displays and the website reflect the range of activities undertaken this year.

Signed off by	
Head Teacher:	Andy Smith
Date:	10/12/2024 Revised 1/04/2025 Revised 9/7/25
Subject Leader:	Scott Baker and Andy Smith
Date:	
Governor:	Pamela Jackson
Date:	

**CPD = £4079**

**External training courses = £1929**

**Upskilling staff to teach swimming = £550**

**Internal Upskilling of Staff = £2231**

**CPD Inter-School Development Sessions = £0**

**CPD online training and resource development = £0**

**CPD External Coaches Supporting Confidence and Competence = £0**

### Internal

**School Based extra-curricular activities = £4443**

**Internal Sports Competitions = £0**

**Aquatic Opportunities for Pupils = £1320**

**Active Travel = £0**

**Internal Equipment and Resources = £8028.50**

### External

**Activities organised by School Games organiser network = £500**

**other inter-school sports competitions = £125**

