

Frome Valley PE Sport Grant Report 2023-2024

Total Funding Awarded	£17,060
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Objectives:

- To have an accurate view of what children know within PE across the school.
- To ensure teaching and learning make explicit specific links to previous learning in PE
- To enhance the children’s experience and opportunities in PE.

How we plan to spend our money:

- Enhancing children’s sporting opportunities after school, particularly PP children (£1500)
- Supply funding for learning walks, discussions with the children and overseeing planning and assessments (£600)
- Update physical development equipment, including fine motor (£2000)
- Update physical equipment for lunchtimes (£1000)
- External sports coaches (£3000)
- Outdoor Gym (£9000)

Action Plan 2023-2024:

Objective	Success Criteria/ Impact	Actions to be taken	How it will be monitored	Evaluation (July '24)
<p>To have an accurate view of what children know within PE across the school.</p>	<ul style="list-style-type: none"> ● Children and staff more aware of what the children know within PE ● PE lead has a better awareness of children’s PE knowledge and skills across the school ● Teachers have a better awareness of their children’s fundamental movement skills 	<ul style="list-style-type: none"> ● Monitor the implementation of milestone tasks ● Have an overview of where individual children are in different areas of PE across their school journey using IPP ● Use of knowledge organisers in PE ● Fundamental skills assessed in low stakes 3 weekly assessment e.g. skipping ● Talk to the children about what they know in PE. 	<p>IPP</p> <p>Talking to the children</p> <p>Lesson observations</p> <p>Low stakes assessments</p> <p>Knowledge Organisers</p> <p>PE Milestone Assessment sheets</p>	<p>Part of our schools sports funding has been used on supply costs for the PE lead to gain a more accurate view of what children know within PE across the school as well as supporting the staff to have a better awareness of their own children’s skills in PE. The PE lead has observed lessons this year, has spoken to children in each class and has monitored the assessment of the children’s PE skills.</p> <p>Milestone tasks were checked across each group for coverage as well as checked for implementation. This highlighted that there were too many milestones to cover appropriately so they were modified for essential skills/NC objectives only.</p> <p>Fundamental skills have been used in low stakes weekly assessments this year, which has enabled the teachers to have a better awareness of how their children are doing in PE as well as showing clear progression in skills. This also helped to inform parents as part of their link with parents.</p> <p>After talking to the children using their knowledge organisers, all pupils were able to explain their current and previous learning in PE. KS2 children could link learning across different areas of PE e.g. the balance skills needed in skateboarding in Spring Term had been learnt in gymnastics in the Autumn Term. Reception and KS1 children were able to demonstrate their current and previous learning effectively.</p> <p>From the start of this academic year, PE has been filled out on milestone trackers, showing a clear picture of children’s levels in different areas of</p>

				PE across the school. Progression within a year group and between year groups is now clearer to see and the PE lead has a more accurate view of PE across the school.
To ensure teaching and learning make explicit specific links to previous learning in PE	<ul style="list-style-type: none"> Children more aware of how their learning links to previous learning in PE Teachers making explicit links throughout lesson to previous learning, including fundamentals 	<ul style="list-style-type: none"> Learning walks looking at lesson content, particularly links to previous learning/skills Use of knowledge organisers in PE Talking to children - question what they already know, use knowledge organisers with the children Check planning to ensure previous learning detailed 	<p>Talking to the children</p> <p>Lesson observations</p> <p>Knowledge Organisers</p> <p>PE planning</p>	<p>Part of our schools sports funding has been used on supply costs for the PE lead to observe lessons, talk to the children and check planning. We have worked as a staff to improve links to previous learning through introducing knowledge organisers, continuing with flashback 5s and making more explicit links during teaching using planning to help.</p> <p>When speaking to the children using their knowledge organisers, all children could make specific links to previous learning, for example they could link 1 leg balances in gymnastics with 1 leg balancing in skateboarding or scootering. They could also make links with how their PE lessons could help outside of school and in the future, e.g. dodging in the TV programme 'gladiators'. One child linked how they had attended the rugby festival last year and now they play rugby for a club outside of school because they loved the festival so much. Whilst watching a Year 3 PE lesson, the children could demonstrate various fundamental skills and could explain how they had improved, showing links to previous learning in PE.</p> <p>Reception has been following a new PE scheme (RealPE) which focuses on fundamental skills and this is now a much better link with the fundamental movement focuses in Years 1 - 4 than it was previously.</p>

<p>To enhance the children's experience and opportunities in PE.</p>	<ul style="list-style-type: none"> • All pupils take part in a sport/activity that they would not have normally experienced within school PE lessons. • Children are more physically active. 	<ul style="list-style-type: none"> • Offer a range of sports clubs after school • Target PP children for after school clubs by offering free attendance and a special invite • Sports resources purchased for lunchtime play • Sports coaches within curriculum offering sports not normally available within lessons 	<p>Talking to the children</p> <p>Attendance at after school clubs</p>	<p>This year, we have offered the following sports clubs after school: musical theatre, dance, scooters and skateboarding. We have continued to offer after school sports clubs to PP children for free as well as siblings to attend Happy Valley for free if needed alongside the sports club. 13 out of 24 PP children attended a sports club this year. Out of these children, 7 had never attended an after school club at Frome Valley before.</p> <p>Using the sports funding, we have used sports coaches in curriculum time for football, relax kids, scooters and skateboarding as well as each class continuing to have Forest Schools for a half term led by Miss Dixon. We have had demonstrations/workshops by local sports groups in fencing and samurai kickboxing so that children can experience what sports clubs are available in the local area. We have also continued our link with Kingston Maurward College by having the sports students come and teach Year 1 children for 2 sessions as part of their training. The coaches (and links with sports clubs) all enhance the children's experiences and opportunities in PE.</p> <p>Sports resources have also been purchased for lunchtime play, including space hoppers, a range of different balls, bibs, howlers and large polygon (for building) with the majority of children now choosing a physical activity during lunchtime play.</p> <p>We have used the majority of our sports grant to pay for an outdoor gym to be used at break and lunchtimes which will be installed ready for September 2024.</p>
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The effect of the premium on pupils' PE and sport participation and attainment (to be evaluated July 2024):

By offering free after school sports clubs to PP children, 13 out of 24 PP children attended a sports club this year which equates to 54% of all PP children, an increase from 44% last year. Out of these children, 7 had never attended an after school club at Frome Valley before so the funding has helped increase participation for some of the most disadvantaged children. Alongside funding PP children, another child has attended who has never attended before (and who often finds sports more of a challenge), but attended because of their PP friend attending for free. The sports premium has also allowed the PE lead to take children to various sports festivals this year, including multi-skills, rugby and football therefore increasing sports participation and enjoyment. Some of the comments from the children who attended a festival include: 'That was the best day ever'; 'Can we do it all again tomorrow'; 'I loved it'. A Year 3 child who didn't attend a festival desperately wants to do it next year because he has heard how good it was. Following the festivals, children were signposted to clubs linked to the festivals, with 2 children taking up the sport out of school after the festival. The sports premium has allowed coaches to teach areas of PE that would not normally have been taught in school, such as scooters and skateboarding. By having this different sport, children who would not normally have participated in lessons joined in and even attended the after school club. The sports premium has helped us to purchase resources, including an outdoor gym which will increase sports participation in break, lunch and out of school in Happy Valley. The majority of children are now taking part in a physical activity at some point during lunchtime. The sport premium has helped improve attainment in PE by allowing the PE lead to have more dedicated subject lead time to support the staff in raising attainment in PE. This has been achieved through learning walks, talking to the children, monitoring the assessment of skills through tasks, including fundamental movement skills. The children can now clearly discuss links between current and

previous learning, can explain what they are currently learning and can discuss the progress they have made in skills within and across year groups. Through assessing basic fundamental skills every few weeks (such as skipping) progress in skills and attainment can easily be seen.

How will you make sure these improvements are sustainable? (to be evaluated July 2024)

We have ensured these improvements will be sustainable by purchasing a permanent outdoor gym so that sports participation at lunchtime can continue for a long time to come. By embedding links to previous learning within planning and teaching and embedding the assessment into every day practice, the children's progress will continue to be scrutinised and monitored so that they achieve the most that they can each year. By introducing children to different sports during curriculum time and festivals and after school clubs and then subsequently signposting them to sports clubs outside of school, children have the opportunity to continue to take part in these sports into the future.