

**Rosehill Methodist Primary School Sport Premium**

**Academic Year 2023/2024**



**Funding Allocation**

<b>Total amount of funding for 2023/2024. To be spent and reported on by 31<sup>st</sup> July 2024.</b>	<b>£19, 195</b>
<b>Total amount allocated to date:</b>	<b>£19, 195</b>
<b>Total amount left to allocate:</b>	<b>£0</b>
<b>Last updated:</b>	<b>29.7.24</b>

**Meeting national curriculum requirements for swimming and water safety.**

**Further context  
Relative to local challenges**

<b>Meeting national curriculum requirements for swimming and water safety.</b>		<b>Further context Relative to local challenges</b>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	44%	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	44%	
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	44%	
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	School fund swimming throughout the academic year, not through Sports Premium.
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	N/A – it is an external provider that teaches this.

**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
<ul style="list-style-type: none"> <li>All children recognise and understand the importance of a healthy lifestyle, including both diet and regular exercise</li> <li>All pupils are active for 30 minutes per day in school, in line with Chief Medical Officer guidelines</li> <li>Support parents/carers to encourage children to be as active as possible active outside of school for 30 minutes a day.</li> </ul>	<p>All children encouraged to improve their fitness through age appropriate activities. 100% of children joining in with PE sessions. All children to wear the appropriate PE kit for PE.</p> <p>Foundation stage to use balance bikes, regular bikes and trikes. After school club set up for using balance bikes with the opportunity for EVERY child in Reception to attend the club (for 1 half term) – Little Bikers.</p> <p>A range of formal sports clubs for KS1 &amp; 2.</p> <p>Whole school sports day – July 2023 led by sports coach.</p> <p>All children accessing 2 hours of high-quality PE each week. The knowledge and skills of teachers will be developed through the sports coach working alongside teachers, providing clear guidance and modelling.</p> <p>Healthy eating courses and seminars available through Active Tameside link, which can be offered to parents and children. Ensure that these are clearly advertised to parents, so that they are able to fully access the support.</p> <p>School engages with opportunities on offer through the Sports Partnership with Tameside.</p> <p>Flyers and sports clubs outside of school to be added to the school Dojo page.</p> <p>All participants in sporting fixtures will receive a certificate of participation.</p> <p>Sporting achievements to be regularly updated on school website/ Dojo/Social Media.</p> <p>Structured lunchtime activities run by the sports coach and supported by the lunchtime organisers. Children will be able to access these activities on a rota, so that all children have the opportunity to participate.</p>	<p>£14,500</p>	<p>Foundation children to access bikes daily.</p> <p>All children in KS1 and 2 to have access to an afterschool sports club. Clubs to be run by sports coach and some teachers.</p> <p>One session a week to be delivered by the sports coach with teachers supporting and gaining knowledge, and one session to be delivered by the class teacher (apart from swimming year group). The teacher and coach to work together to identify groups who need extra support and challenge. The teacher observes the coach or delivers a session supported by the coach to enable sustainable delivery.</p> <p>Pupils review their own diet and aware how to make adjustments to ensure they can make healthy choices.</p> <p>Vulnerable families to be chosen to take part in cooking session, educate children and parents on how to cook fresher, healthier meals.</p> <p>Sports Coach to organise lunchtime activities for classes and help lunchtime organisers become more efficient in running games and activities.</p>	<p>All children in EYFS have the opportunity to access the bikes each day. Children in Reception have also taken part in Little Bikers throughout the year.</p> <p>Sports clubs have been well attended throughout the year.</p> <p>Sports day was well attended by families, which raised the profile of sport in school as well as providing an opportunity for families to enjoy sports together.</p> <p>School lunches have been developed and are more varied, including a daily salad bar option.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Re-launch Forest School in the Autumn Term, now that a new Forest School Leader has been appointed.</li> <li>Provide opportunities for children to become actively involved in sporting events within the local community.</li> <li>Develop the new partnership with City in the Community – this includes linked to both staff CPD and the provision of extra curricular clubs for the children to participate in.</li> <li>Whole school focus and healthy eating/exercise linked to well-being to be arranged for the next academic year.</li> </ul>

	<p>Parents to be supported by being encouraged to send in pictures showing them active with their children during the holidays. Children are also encouraged to bring in any sporting achievements that they have from outside of school, or share these on Class Dojo.</p> <p>Children to fill in a questionnaire to see how active they are outside of school (this will be completed by children in years 2-6)</p> <p>Community cohesion involvement of extended community including the church and Chadwick Dam.</p> <p>Improving independence when in an outdoor setting</p> <ul style="list-style-type: none"> <li>• Problem solving</li> <li>• Team work</li> <li>• Risk assessing dangers in an outdoor setting</li> </ul> <p>Educate families about sustainability cooking skills and sessions with families and children.</p>		<p>These pictures would go up on the PE notice board on the school grounds and on the school section of the website. Parents can use this board to find out information about outside clubs.</p> <p>Use this information to encourage more children to be active outside of school. Use this information to see if specific year groups need targeting.</p> <p>All children across the school to take part in Forest school sessions.</p> <p>Enthuse and encourage children to choose the healthy option which otherwise they may not have the opportunity.</p>	
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**Key Indicator 2: The profile of PE and sport is 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
<p>To develop the curriculum offer, increasing engagement of pupils in numerous aspects of school life. From this engagement, the school hopes to see an improvement in behaviour and academic outcomes.</p>	<p>Create an inclusive vision that all children and staff enjoying being active together at their own sporting level through 2<sup>nd</sup> PE session taught by teachers</p> <p>Teachers PE teaching knowledge and confidence to be improved through working closely with the sports coach therefore enthusing teachers.</p> <p>After school clubs to be offered to children in a variety of activities encouraging inactive children to take part.</p> <p>Foundation stage to use balance bikes, regular bikes and trikes. After school club set up for using balance bikes with the opportunity for EVERY child in Reception to attend the club (for 1 half term)</p> <p>All children and staff to dress in appropriate PE kit, further emphasising the importance of being active.</p>	<p>£595</p>	<p>Teacher participate actively in all PE lessons, including wearing appropriate kit. Improved stamina to hopefully be improved by the less active children as they carry out the activities over long periods of time.</p> <p>Teaching staff to become good role models for children during PE sessions as they see (regardless of PE ability) staff enjoying themselves.</p> <p>Clubs to be offered to all KS1 and 2 children.</p> <p>Reception to have a balance bike club with the opportunity for every child in reception to access the club.</p> <p>All children dress in appropriate PE kit.</p>	<p>All children in EYFS have the opportunity to access the bikes each day. Children in Reception have also taken part in Little Bikers throughout the year.</p> <p>Sports clubs have been well attended throughout the year.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Provide opportunities for children to become actively involved in sporting events within the local community.</li> <li>• Develop the new partnership with City in the Community – this includes linked to both staff CPD and the provision of extra curricular clubs for the children to participate in.</li> <li>• Whole school focus and healthy eating/exercise linked to well-being to be arranged for the next academic year.</li> <li>• Support all pupils with engaging in sport wearing the appropriate kits, emphasising the importance of this.</li> </ul>

**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
<p>Teachers have a clear overview of the teaching of PE in their year group and how this links to previous and future learning.</p> <p>Assessments to be completed half termly and this information to be shared with staff so that it can be used to inform planning.</p>	<p>Improve the quality of PE being delivered by staff across the school by teachers working alongside the sports coach to build knowledge and confidence of staff delivering the subject</p> <p>All children accessing 2 hours of high quality PE. Developed through coach working alongside teachers.</p> <p>The majority of teachers have moved year groups this year and as such will be supported by the sports coach to develop their knowledge in the age phase that they are currently teaching.</p> <p>Assessment sheets to be emailed to teacher at the end of each half term and key points to be discussed with teacher (including actions/next steps)</p> <p>Sports Co-ordinator to meet with Schools Sports Partnership Lead to discuss and improve assessments.</p> <p>Sports Co-ordinator to meet with sports coach to discuss and improve assessment.</p> <p>Sports coach to lead weekly sessions with small groups to target gaps identified from half termly assessments. This is in addition to their 2 hours of PE each week.</p>	<p>£3000</p>	<p>Mentoring programme for all staff, following and working with the sports coach.</p> <p>Children are participating actively in PE lessons, as well as extra-curricular activities. They are able to articulate the importance of a healthy lifestyle, as well as discuss what they have learned during their PE lessons.</p> <p>Staff voice and learning walks indicate that teachers feel well equipped in the knowledge and skills to teach their age phase.</p> <p>Clearer and more precise assessment showing the development over a half term rather than just from year to year</p> <p>Assessments are used to inform future planning by both the sports coach and class teachers. Information is also used by the Sports Coach to provide targeted interventions for identified children.</p>	<p>Small group interventions supported those children where there were gaps in PE knowledge and skills. Children who were less confident in whole class PE sessions also successfully attended small group sessions.</p> <p>Assessments were completed half termly and shared with teaching staff. These were used to inform planning and next steps.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Develop the new partnership with City in the Community – this includes linked to both staff CPD and the provision of extra-curricular clubs for the children to participate in.</li> <li>• Re-develop the PE curriculum overview, so that it is clear what is taught by City in the Community and what is taught as a follow up session by class teachers.</li> <li>• Support all pupils with engaging in sport wearing the appropriate kits, emphasising the importance of this.</li> <li>• SLT to meet with sports coaches to discuss what the assessment process will look like, as well as how this feeds into next steps in teaching and also how this links to sports club provision.</li> </ul>

**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
<p>Introduce all children to a range of alternative sports through the Active Tameside</p>	<p>Children in Year 6 to be offered a residential active holiday to participate in alternative activities such as rock climbing, archery and canoeing.</p> <p>Appoint school sports ambassadors within upper KS2, providing training to develop leadership skill, confidence and self-esteem.</p> <p>Signpost children and families to range of sporting activities provided by Tameside Active and other local sports clubs.</p>	<p>£750</p>	<p>Children’s participation in activities is increased. Children attending residential have increased confidence and able to develop a range of skills that they might not normally have the opportunity to experience.</p> <p>Families become more active through experiencing and participating in community sporting events.</p>	<p>Those children who attended the PGL residential engaged well and developed their skills, including building confidence and resilience.</p> <p>Confidence camp took place for KS2 children after school, which supported them in how to develop their self esteem and improve their confidence.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>• Encourage more participation in the Y6 residential. Provide opportunities for fundraising in order to further support with the cost of the trip.</li> <li>• Arrange more opportunities for children to attend sporting events within the community, where they are able to compete against other schools.</li> </ul>

**Key Indicator 5: Increased participation in competitive sport.**

School focus with clarity on intended impact on pupils	Actions to achieve:	Funding allocated	Evidence and impact	Sustainability and suggested next steps
<p>Continue to develop the children's involvement in local sport tournaments by increasing the number and variety of sports and varying the pupils who compete.</p> <p>Create more opportunities for inter house competitions.</p>	<p>Continue to enter competitions through SSP.</p> <p>Continue our involvement in our local schools FA competing against schools in completions and friendly matches.</p> <p>Invite children to enter the local cross-country running competitions.</p> <p>After school sports club every night with clubs relating to the competition calendar. Clubs delivered by staff and sports coaches.</p> <p>Taking pupils to appropriate events to allow them to thrive, such as festivals for inactive low confidence pupils.</p>	<p>£350</p>	<p>Identify pupils to participate in competitions, based on skills and interests. Encourage participation of those children who may not otherwise have the opportunity to participate in such events.</p> <p>Number of children entering competitions and number of competitions entered has increased.</p> <p>Pupil voice/questionnaires shows increased enjoyment and participation.</p>	<p>Some pupils have participated in events this year, however this number must increase moving forward.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Arrange more opportunities for children to attend sporting events within the community, where they are able to compete against other schools.</li> <li>• School to have a clear oversite of the sports competition calendar, so that this can be planned for in advance.</li> </ul>