

LYNNFIELD Primary School



P.E. and Sports Premium
2023-2024



| Key achievements to date until July 2024: | Areas for further improvement and baseline evidence of need: |
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| <ul style="list-style-type: none"> • Introduced Opal Play for active play sessions particularly during lunchtimes • Dodgeball team came 3rd in the Teesside regional National Dodgeball Competition • Children in Y4/5/6 accessing more swimming sessions • Children having access to a wider range of physical activities through workshops and festivals | <ul style="list-style-type: none"> • Renew and purchase additional sporting equipment to allow varied activities to run during break/lunch times and after school • To develop a Wellbeing club which engages children in physical activities to help stabilise mental wellbeing – eg, Yoga, Tai Chi etc • Provide further CPD to TAs and lunch time supervisors and break time staff to increase activities available • More opportunities for KS1 workshops and festivals • Provide more competition opportunities for children with SEND and to purchase the equipment necessary to fulfil this • Further develop intra-school competitions • To increase number of competitions attended by B and C teams |

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| 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 2021. | 0% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 0% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 0% |
| 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 This cohort had a very high % of non-swimmers who were fearful of the water but are now confident and can swim between 5 and 20m. Also 36% of the class arrived in school throughout this academic year unable to swim. |

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| Academic Year: 2023/24 | Fund allocated 2023-2024: £18,025 Carried over from 2021-2022: £0 Total amount - £18,025 | Date Updated: 17.07.24 | | |
| 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: 59.7% |
| Intent | Implementation | | Impact | £10758.14 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 1.1 Active lunchtimes – To encourage children to engage in activity and enjoy physical activity and promoting Active 30-30 particularly those identified as least active pupils. | To invest in and adopt Opal Play primary program to facilitate active lunchtimes and zone areas across all areas of the school. EYFS, KS1 and KS2 Purchase equipment and suitable wet playtime protection specifically for Opal Play active lunchtime activities All staff including Lunchtime Play Leaders to receive CPD in organising physical games and activities. | £3044 £7714.14 | This is a recent development and has just been bought into in July 2024 ready for rolling out in September 2024 As a result impact can not be identified. | Next steps: this is to be rolled out from September 2024 and will continue over a 2 year initial program before being assessed by Opal play and be awarded a grade. |
| 1.2 Active break times – To encourage children to engage in and enjoy physical activities and promoting Active 30-30 particularly those children who have been identified as least active. | Provide equipment for children to access during break times | See Key indicator 1.1 | Children utilising the equipment effectively and an increase in physical activity during break times. Fewer incidents of disruptive behaviour. Those children who had been identified as least active, now participating in more physical activity. | Next steps: Continue next year and replace equipment as required. |
| 1.3 Sports –To develop leadership and communication skills and to promote responsible behaviour and promote Active 30:30. | Y5 students to take part in Primary Leaders course (and/or Y5 Crew Training - High Tunstall). Children to lead and assist with leading games and activities at break and lunch time on certain days of the week.. | Transport see key indicator 4.18 | Children able to support others in active play. More children accessing active activities. | .Next steps – to continue this next year with new cohort |
| 1.4 Breakfast club – physical activities ran by school and support staff | CPD from secondary P.E. teacher supported by P.E. Coordinator to provide new games and activities to promote participation from all who attend. New equipment where needed for clubs to | See Key indicator 1.1 | More children beginning to be actively engaged. Children appearing more alert ready for the start of the school day. Increased confidence of older children | Regular breakfast club staff and children will be able to transfer skills/games to break times, encouraging more children to be active. Equipment will purchased |

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| | allow for varied activities. | | who are assisting younger children during the activities. More positive behaviour choices witnessed at break times. | and replaced when necessary within the school budget. Next steps – to continue this next year and increase range of activities |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0.0% |
| | | | | See Key indicators 1 and 3 |
| Intent | Implementation | | Impact | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 2.1 Lunch time catch-up sessions – to offer additional sessions in sports the children have found difficult and least active pupils. | Ask children and staff to evaluate children’s ability level after each unit of work and to identify which children may benefit from attending extra sessions to prepare them for the activity the following year. Provide sessions from spring/summer term ran by external HT coaches/teachers where necessary. | See Key indicator 1.1 See Key indicator 3.3 | The focus was on developing skills. As it was a small group, children were able to develop those skills and catch up. | Next steps: To aim future sessions towards KS1 to try and close gaps earlier. This will provide more sessions to a smaller targeted group of children. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 19.7% |
| Intent | Implementation | | Impact | £3550.86 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 3.1 TLGPE scheme of work to develop staff's expertise and provide children with high quality lessons | Purchase TLGPE scheme to support staff. Purchase equipment in order to support CPD and the effective delivery of high quality PE and sport | £1400 | Staff questionnaires indicate that staff feel more confident in teaching PE using the scheme and that were able to adapt the lessons. Staff questionnaires praised the TLGPE scheme as useful cpd as the videos supported them in delivering the PE curriculum effectively. | Continue with the TLGPE scheme |
| 3.2 To use TLGPE assessment tool to develop a robust assessment system so staff can use formative assessment (in real time) to inform their planning and delivery of high quality PE. | Virtual training on using the assessment system and how to adapt teaching to allow access to all pupils. Purchase iPads to allow staff to live assess during the PE lessons | See Key indicator 3.1 £1,675.86 | Staff were able to assess pupils' skills effectively using the TLGPE assessment tool and could adapt their PE delivery. In addition they were able to identify pupils for catch up programs and those who were least active. All areas of the curriculum assessed this year. | Continue with The TLGPE assessment tool to embed a robust assessment system. |
| 3.3 Schools Games Organiser To support P.E. Coordinator to enable the curriculum to be delivered effectively and efficiently to all children in accordance with government guidelines. | P.E. Coordinator to attend cluster meetings to receive guidance, advice and information relating to latest changes to the curriculum and funding. | £250 | Curriculum subjects taught are varied across the year in accordance with guidelines. Funding and spends are documented and available on the school website. | P.E. to continue to attend meetings and share information with Health and Wellbeing faculty leader. Curriculum and CPD to be amended when/if necessary each year. |
| 3.4 Youth Sport Trust membership – to provide teachers with resources and CPD which can be incorporated into their planning. To allow school to apply for the Youth Sport Trust Quality Mark at the end of the year. | Select staff to attend CPD sessions when available. | £225 | Lunchtime assistants received CPD on Leading physical activity. This resulted in more activities being offered to pupils at lunch times and staff were confident in their delivery. | Continue with YST membership to allow staff and PE coordinator to access the training sessions. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: See key indicator 1 and 3 20.2% |
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| Intent | Implementation | | Impact | £3650 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 4.1 TLGPE scheme used to broaden the range of physical activities children are accessing e.g. OAA, circuits and fitness, hockey and dodgeball, rhythmic gymnastics | Use TLGPE scheme to introduce children to a broader range of sports and activities. Purchase resources to support the broadening of activities. | See Key indicator 3.1 | Children accessing 2hours of PE per week. A wider range of sports are being taught within the PE framework. Pupil voce – children have stated they enjoy their PE lessons and use some of the games learnt during breaktimes and lunchtimes. | Next steps: Continue using TLGPE and extend the range of sports and activities which children are accessing. |
| 4.2 Friday after school clubs – ran by school staff and outside providers. To promote active children and interests in different sports. | TAS and Simon Carson Sports School to provide opportunities for after school clubs. Funding to be allocated for equipment where necessary. Funding to be allocated for equipment and wages | £1282.50 £592.50 | The Sports club is the most popular club with a long waiting list. We have rotated children to provide opportunities for more. Children have been exposed to a wider range of different sporting activities and engagement is high. Added gymnastics and cricket to the activities provided. | To further expand the offer of sports clubs for children to be exposed to a wider range of skills. Next steps – Tas to run after school sports clubs |
| 4.3 Swimming Catch Up – swimming lessons for Y6 children who are not yet able to swim competently, confidently and proficiently over a distance of at least 25 metres | Extra lessons to be provided to those children in Year 6 who are yet to swim 25m confidently. Cost of lessons plus transport. | £640 | These sessions had a positive impact on water confidence and the number of children able to swim between 5 and 20m by the end of the year in year and will continue next year. | Continue to liaise with swimming teacher to identify children in Y5/6 who are below ARE. Next steps – to continue this next year to see full impact with new cohort. |
| 4.4 SEND School Sports Programme – skills sessions appropriately differentiated to children’s needs. | Book Transport | Transport: see Key indicator 4.18 | Children attended SEND dodgeball, Panathlon. | Continue to assess the needs of the children in the school by speaking to teachers and the SENDO and to buy equipment as appropriate. To enter children in to the SEND Sports Programme next year as they really enjoyed the sessions they were able to attend. Next steps – to continue this next year do widen the accessibility. |

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| 4.9 Pupils to access Outdoor adventurous activities. | 20 Children to attend an OAA activity day at Summerhill Country Park. Book Transport | Transport: see Key indicator 4.18 | Children who would otherwise not want to access sporting activities were able to access and participate in activities eg. Orienteering and Den building. | To book further OAA activity days with more children and a wider range of activities. Eg. boulder climbing. High challenge. |
| 4.10 Y3/4/5/6 Pupils to participate in a cross country event. | Children participated in a cross country event at High Tunstall. Book Transport | Transport: see Key indicator 4.18 | Children engaged in physical activity and 1 Y6 pupil made it to the next round. | Participate in this event next year |
| 4.11 All children to participate in a sports day to promote the profile of physical activity. | Elite Sorts to organise sports day activities for EYFS/KS1 and KS2 Invite parents to spectate Organise a mix of participation and competitive activities. | £280 | All children participated in the sports day and were engaged in physical activity. Activities were adapted to suit the needs of individual children to allow for accessibility. Parents thoroughly enjoyed watching their children participate in active sports. | Organise this event for next year with more activities |
| 4.12 Dodgeball workshop to promote active lifestyle and interests in a wider range of sports. | Hartlepool Mavericks to deliver a workshop at the dodgeball centre. Book transport | ££80 Transport: see Key indicator 4.18 | Children enjoyed participating in the dodgeball session and some were selected to represent our school for the dodgeball competitions where we made the final. One child joined Hartlepool Mavericks. | Work more closely with Hartlepool Mavericks to offer more opportunities. |
| 4.13 Y4 and Y1/2 girls participate football festival | Attend separate football festivals at Brierton Sports Centre | Transport: see Key indicator 4.18 | 10 girls from 3/4 8 girls from 1/2 Participated – some who had not tried football before participated in the festival and said they had enjoyed themselves. Some of the girls joined the Free football sessions at High Tunstall. | Encourage more girls to participate next year. |
| 4.14 Y4 pupils participated in a scooter festival to promote active play | Attend scooter festival at Brierton Sports Festival | Transport: see Key indicator 4.18 | 8 Children who would not normally participate in sporting activities were able to experience this event were very enthused by the session. Adult Play leader received \CPD for scooter activities to use at lunchtime. | Develop the use of scooters during our Opal play session during lunchtimes. |

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| 4.15 Y4 pupils attended a cricket festival at Seaton Cricket club | Children attend the cricket festival | Transport: see Key indicator 4.18 | 10 children of mixed sporting ability developed cricket skills and 2 wanted to join the cricket club | Participate in this event next year. |
| 4.16 Y5/6 pupils to attend Swim Safe Program at Seaton Carew Beach to learn about Beach Safety | Children attend Swim safe event | Transport: see Key indicator 4.18 | Children learned how to be safe on the beach and in the sea. They could talk about what to do to stay safe and what to look out for. They could also explain what to do when they get into difficulties in the water. Soe of the children had never been to the beach before. | Participate in thes event next year |
| 4.17. Y3 Children to attend Aqua splash festival at Mill House Leisure Centre to develop confidence in the water. | Children to attend Aqua splash session | Fee £25 Transport: see Key indicator 4.18 | Children enjoyed the activities and informed me that they felt more confident in the water and are looking forward to their swimming sessions in year 4 next year. | Participate in this event next year |
| 4.18 Provide transport for children to attend festivals and competitions across the region. | Book transport | Transport costs £750 | Children were able to attend a wide range of festivals, events and competitions giving the ability to experience a wider range of sporting activities. | Continue to provide transport. |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | See Key indicator 1 0.4% (see key indicator 4) |
| Intent | Implementation | | Impact | £65 |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| 5.1 Lunch time competitions – To encourage children to engage in activity and to give children an aim to work towards and promote teamwork and competition within school | Buy equipment to allow competitions on | See Key Indicator 1.1 | Children keen to join in with organised competitions at lunch time. Behaviour disruptions were minimized. Children actively engaged in running around. | Continue to organize regular competitions. Increase the range of sports e.g. cricket, rounder etc. Next steps – to continue this next year to see full impact More competitions to take place next year in a wider variety of sports. |
| 5.2 Y5/6 boys and Y5/6 girls to attend Tag Rugby competition | 10 boys and 10 girls to attend separate Tag Rugby competitions at High Tunstall. Book Transport | Transport: see Key indicator 4.18 | Children developed their skills and confidence in Tag rugby and developed their sense of team work and sportsmanship. | To participate in this next year with an A and B team. |
| 5.3 Y5/6 children to attend Hartlepool Dodgeball competition. | 8 Y5/6 pupils to attend Dodgeball competition at the Dodgeball Centre | Transport: see Key indicator 4.18 | The team won the cluster event and we made the final. One child joined Hartlepool Mavericks. | To participate in this next year with an A and B team. |
| 5.4 Y3/4/5/6 Pupils to participate in a cross country event. | Children participated in a cross country event at High Tunstall. Book Transport | Transport: see Key indicator 4.18 | Children engaged in physical activity and 1 Y5 pupil made it to the next round. | Participate in this event next year |
| 5.5 All children to participate in a sports day to promote the profile of physical activity. | Simon Carson to organise sports day activities for EYFS/KS1 and KS2 Invite parents to spectate Organise a mix of participation and competitive activities. | See Key indicator 4.11 | All children participated in the sports day and were engaged in physical activity. Activities were adapted to suit the needs of individual children to allow for accessibility. Parents thoroughly enjoyed watching their children participate in active sports. | Organise this event for next year |
| 5.6 Y6 children to attend SEND Panathlon event to promote an engagement in physical activity and explore a wider variety of sporting activities. | Children to attend the event at Durham college Teesside Book transport | Transport: see Key indicator 4.18 | Children who would otherwise not attend sporting events were given the opportunity to participate. They came 2 nd and were awarded a silver medal. | Participate in this event next year. |

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| <p>5.7 Children to enter national dodgeball competition</p> | <p>10 Y5/6 pupils to attend regional Dodgeball competition at the Middlesbrough College</p> | <p>Fee £65 Transport: see Key indicator 4.18</p> | <p>Dodgeball team came 3rd in the regionals out of 12 teams and won a Bronze medal. Children's self esteem was raised and other children have asked to be in the dodgeball team next year.</p> | <p>Enter next Year</p> |
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| <p>Head Teacher:</p> | |
| <p>Subject Leader or the individual responsible for the Primary PE and sport premium:</p> | <p><i>J. Leighton-Fraser</i></p> |