



Borrow Wood Primary School PE and Sport Premium Action Plan 2024-2025

Introduction

Department for Education Vision for the Primary PE and Sport Premium:

ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

To achieve self-sustaining improvement in the quality of PE and sport in primary schools. It is important to emphasise that the focus of spending must lead to long lasting impact against the vision (above) that will live on well beyond the Primary PE and Sport Premium funding.

It is expected that schools will see an improvement against the following 5 key indicators:

1. The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

2. The profile of PE and sport being raised across the school as a tool for whole school improvement

3. Increased confidence, knowledge and skills of all staff in teaching PE and sport

4. Broader experience of a range of sports and activities offered to all pupils

5. Increased participation in competitive sport

Intent, Implementation and Impact Statement for Physical Education at Borrow Wood Primary School

Intent

At Borrow Wood Primary School, Physical Education (PE) is an integral part of our broad and balanced curriculum and we strive to create a culture which aims to inspire an active generation to enjoy PE, make progress and achieve their potential.

We provide the highest possible standard of education that builds children's knowledge, skills and confidence in a wide range of sports and physical activities year on year. This enables them to embark on the next stage of their educational journey with everything they need to be successful.

Our PE curriculum is shaped by our school ethos, CHOICE. Within our lessons we promote inclusion, for example through playing by rules, respecting others and making physical education accessible for all. Children are challenged to demonstrate resilience and encouraged to try their best in the pursuit of excellence. Finally, through our teaching we promote emotional intelligence, where children are encouraged to take ownership for their behaviours, showing care and support for one another during lessons.

We aim to further enhance our PE offer by sharing good practice within the Odyssey Collaborative Trust, collaborating on such things as PE planning, good practice within subject leadership and working together to organise sporting events or competitions.

Implementation

PE is taught from the Early Years Foundation Stage (EYFS) up to year six.

In the Early Years, staff follow the EYFS Statutory Framework. Physical Development is one of the Prime Areas of Learning and underpins the development of other skills such as reading, writing and attention. Children are given the opportunity to engage in a wide range of practical activities and practise specific skills including balancing, climbing, jumping, throwing and catching, kicking and moving in a range of ways. These activities help children to develop physically by focussing on core strength and coordination and fine and gross motor skills.

In Key Stage 1 and Key Stage 2, the PE curriculum is mainly taught through the Rising Stars Champions scheme, which meets the National Curriculum requirements. Teachers are able to tailor the lessons to meet the needs of their children. Lessons are taught twice per week both indoors and outdoors depending on the particular focus.

In KS1 children build on the fundamental movement skills taught in EYFS and aim to master basic skill movements such as running, throwing, jumping and catching as well as beginning to develop balance, agility and coordination through dance and gymnastics. Children are introduced to simple team games and as well as individual sports. A healthy life style is taught through science in Year 2, building on prior knowledge from EYFS.

In KS2 children develop an understanding of how to improve and evaluate themselves and others. There is a bigger focus on both competition against themselves or other children in a range of sports. Communication and collaboration are aspects of learning which are woven into the structure of our PE plans and children are encouraged to recognise their improvements and success.

Underpinning the delivery of our lessons is our STEP approach. This helps us to tailor activities and lessons to individual children. STEP is an acronym for Space, Time, Equipment and People. By changing any of these aspects we can increase the challenge for those most able pupils or support pupils who initially find a skill difficult. Teachers use this approach to enable children to access their expected learning and reach their potential and this ensures our PE curriculum is fully inclusive.

Swimming lessons take place in KS2 and focus on helping children to competently, confidently and proficiently swim at least 25m before they leave primary school.

Our PE curriculum is further enhanced by:

- Orienteering on a bespoke course installed on our school site
- Cycling. This is something we see as an important life skill and so we use our links with Cycle Derby to provide children with the chance to develop their cycling skills through a broad range of opportunities such as Bike-ability, cyclo-cross and track cycling at the velodrome.
- Outdoor and adventurous residential in Year 6
- An annual competitive sports day for all age groups
- Clubs such as athletics, cricket, football and netball.

In addition, through the local sports partnership, children have the opportunity to take part in a broad range of competitive events during the school year with other schools, including cricket, football, cross-country and sports hall athletics. These opportunities enable children to work as part of a team, learn about winning and losing and develop motivation and resilience.

Impact

At Barrow Wood we measure the impact of our PE lessons through end of unit assessments, learning walks to observe the children in action and pupil interviews. Importantly, the impact of lessons is also monitored on an on-going basis within the lessons themselves.

By the time children leave Borrow Wood, they will have mastered the skills required for the next stage of their education. We will also have helped foster an enjoyment of sport and physical activity which becomes part of their future life beyond their educational journey.

All children should be able to discuss the importance of a healthy lifestyle and how this is achieved as well as develop skills that underpin life such as team work, sportsmanship, self-motivation, resilience and independence.

Budget

Actual budget for 2024 – 2025: £18,380

AREA ONE

The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles

Proposed Action	When?	Estimated Funding	Actual Cost
Continue and develop enrichment clubs to offer additional physical activity and sport beyond the national curriculum entitlement	Autumn 2024 Spring 2025 Summer 2025	Badminton (Donna Kellogg Coach) Dance, Football, Multisport (Soccerstars UK) £2,300	D Kellogg Autumn Term 1 - £240 D Kellogg Autumn Term 2 - £240 Soccerstars UK Term 2 - £1280 Soccerstars UK Term 3 - £800 Soccerstars UK Term 4 - £240 Soccerstars UK Term 5 - £200 Soccerstars UK Term 6 - £1040
Check in on staff confidence where new sports introduced last year.	Autumn 2024 Spring 2025 Summer 2025	Supply cover = £240	Autumn Term: £240 Spring Term: £240
Introduce mini leaders. Access the mini leaders course Each Y5/Y6 class x 3 (DCCT Sports Partnership)	Autumn 2024/Spring 2025 depending on availability	£250 per group = £500	Resources - 76.00 + 26.62 + 23.32 + 175.26 + 116.28 + 190.90 + 29.17 + 4.88 + 29.83 = £672.26 DCCT training - £250
Jump Start Jonny subscription	Spring 2025	£300	£309
Playtime/Lunch time Physical Equipment	Summer 2025	£1000	£704: Basketball Hoops x4 £78.85 Parachutes x 2
Estimated Total Cost: £3,340.00		Overall Actual Cost: £6534.11	

AREA TWO

The profile of PE and sport being raised across the school as a tool for whole school improvement

Proposed Action	When?	Estimated Funding	Actual Cost
Take the school netball club to visit a professional team to promote and aspire in lifelong learning, such as sport as a career or physical wellbeing (Through Loughborough Lightning Netball Club)	Summer Term 2025	£1,000	£0
Review the long- term PE plan for confidence in delivery- Staff CPD survey of strengths and areas for need required. Identify staff CPD individual need and plan support and follow up check ins.	Autumn 2024 Spring 2025 Summer 2025	Supply cover = £480	Supply cover costs: 16/09/2024 - £240
Estimated Total Cost: £1,480		Overall Actual Cost: £240	

AREA THREE

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Proposed Action	When?	Estimated Funding	Actual Cost
<p>Focus on CPD for TAs who teach and support in PE lessons, and extra-curricular lessons through 'mini deep dives', coaching and support.</p> <p>Plan CPD as identified above.</p>	<p style="text-align: center;">Autumn Term 2024</p>	<p style="text-align: center;">£0</p>	<p>Supply Cover Costs: 26/09/2024 - £120</p>
<p>Learning walks take place enabling PE leader to see how the new PE scheme is being used effectively and impacting in physical activity outside the classroom.</p>	<p style="text-align: center;">Spring Term 2025</p>	<p style="text-align: center;">Supply cover = £480</p>	<p>Supply Cover Costs 06/11/2024 - £240 14/01/2025 - £157 17/01/2025 - £120 07/02/2025 - £124 18/06/2025 - £240</p>
<p>Pupil interviews take place to make comparisons between the skills and knowledge understood by different age groups, therefore assessing the effectiveness and impact of the PE scheme and opportunities for physical activity.</p> <p>With increased emphasis on particular groups checking for equality opportunities</p>	<p style="text-align: center;">Spring Term 2025</p>		<p>Supply Cover Costs: 18/10/2024 - £120 25/06/2025 - £240 18/07/2025 - £157</p>
<p>PE Planning Scheme Subscription and resources/equipment to deliver new elements that have not been taught before</p>	<p style="text-align: center;">Spring 2025 Summer 2025</p>	<p style="text-align: center;">£300 (annual subscription) £2,000</p>	<p>£320 Golf - £749.25 Newitts Sports Resources: £773.25 Davies Sports: £1916.40 Golfway: 759.70 Gray Nicolls Cricket: £604.57 Cricket Direct: £52.07</p>
<p>Estimated Total Cost: £2780</p>		<p>Overall Actual Cost: £6693.24</p>	

AREA FOUR

Broader experience of a range of sports and activities offered to all pupils

Proposed Action	When?	Estimated Funding	Actual Cost
Liaise with Cycle Derby to continue UKS2 children taking part in 'Bikeability'	Spring/Summer 2025	£200	DCC - £120 05/03/2025
Establish a list of children who cannot ride a bike and organise 'Learn to Ride' training for these individual pupils.	Spring/Summer 2025	£200	£0
Estimated Total Cost: £400		Overall Actual Cost: £120	

AREA FIVE

Increased participation in competitive sport

Proposed Action	When?	Estimated Funding	Actual Cost
Continue to take part in sports competitions through the school year. (Football and Netball competition costs through DCCT)	Autumn 2024 Spring 2025 Summer 2025	£100	Supply Cover Costs to release staff: 07/03/2025 - £100 29/04/2025 - £105 20/05/2025 - £240 Trophies and awards: £230 PE Kit bags: £180
Affiliate with DCCT to enable the above competitions to take place.	September 2024 to August 2025	£1,850	DCCT - £1,850
Transport costs covered to take children to events and competitions	Autumn 2024 Spring 2025 Summer 2025	£500	Girls Football 14 th Jan 25 - £115.50 Erewash Minibus Cross Country 7 th Feb 25 - £140.00 S.A & B Mason Girls Football 7 th Mar 25 - £115.50 Erewash Minibus DCCT Sports Event 29 th April 25 - £90.00 S.A. & B Mason DCCT Athletics Event 19 th June 25 - £100.00 Erewash Minibus
School Sports Day		£100	Sports Day medals - £49.46 Bishop Sports: £478
Purchase kit/school branding to promote team participation in a range of sports	Autumn 2024	£480	£480 £25.96 (Discount Football Kit Website) £117 (Pro-direct)
Estimated Total Cost: £2550		Overall Actual Cost: £4416.42	

Overview – 2024 – 2025

Actions	Who does this action impact?	Key Indicators to meet	Impacts and how sustainability will be achieved?
<p>Review current out school clubs to find out what can be maintained and sustained and plan opportunities for new. Leading to new competitions- girls football.</p> <p>Check in on staff confidence where new sports introduced last year.</p> <p>Introduce mini leaders. Access the mini leaders course Each Y5/Y6 class x 3 £750</p>	<p>Pupils who participate Staff leading.</p> <p>Staff who were new to sport last year.</p> <p>Year 5 and Year 6 pupils plus staff leading</p>	<p>Increased participation in a new sport. Accuracy in throwing skills. Increased physical activity at break times, lunchtimes. Independent and team game opportunities- hand/eye coordination, teamwork on a daily basis.</p> <p>Confident that PE provision in place with appropriate resources. Identified sports new to staff, such as hockey but further resources to deliver hockey beyond the classroom.</p>	<p>Children get the opportunity to take part in competitive sport and stay active.</p>
<p>Take the school netball club to visit a professional team. Research and source availability through Derby Clubs and partnerships.</p> <p>Review the long- term PE plan for confidence in delivery- Staff CPD survey of strengths and areas for need required. Identify staff CPD individual need and plan support and follow up check ins.</p>	<p>Identified group of pupils/ staff PE leader in non-contact time</p> <p>PE lead/ staff discussions/surveys/analyses/ next step planning</p>	<p>Wider knowledge for pupils for different sports. Awareness of different sports to try. Opportunities for seeing ambition in sport. Staff skills and knowledge to deliver PE known As evidenced in discussions and surveys.</p>	<p>Children are inspired by professionals.</p> <p>Staff feel confident to deliver quality PE lessons</p>
<p>Focus on CPD for TAs who teach and support in PE lessons, and extra-curricular lessons through ‘mini deep dives’, coaching and support.</p> <p>Plan CPD as identified above.</p> <p>Repeat learning walks, pupil interviews with increased emphasis on particular groups checking for equality opportunities</p>	<p>Tas/ CPD provider</p> <p>Tas / CPD provider</p> <p>Pupils across the school Pupils in extra- curricular activities Staff leading PE leader</p>	<p>Increased knowledge of provision by PE leader identification of CPD needs from a PE lead perspective. Plan of CP for shole staff and individual staff</p> <p>Shared enjoyment of PE and physical activity demonstrated.</p> <ul style="list-style-type: none"> • Classes • Break times • Extra-curricular <p>Use of subject specific vocabulary evident and their pupils’ skills are increasing at all ages.</p>	<p>Tas feel supported and confident in their PE delivery.</p>

		Number of participants in extra- curricular evaluated for equity of access and opportunity (Disadvantaged, gender, SEND, age)		
	<p>Contact Cycle Derby again to discuss capacity for external support. Plan a school programme of support. Purchase bikes/ helmets, cones to enable children who cannot ride a bike to access. Build on from EYFS outdoor provision of cycling skills. Liaise with EYFS staff on Plan a visit to the Derby Arena.</p>	Pupils who need to develop cycling skills.	<p>Pupils acquire skills in cycling. Pupils understand how cycling can aid health and fitness. Other pupils see cycling opportunities within school. Teacher demonstration of cycling. EYFS cycling continues beyond FS2</p>	Children leave the school with basic cycling ability and an awareness of how to be safe on the road.
	<p>Continue the Trust sports events Extend range of different sports. Explore within the team areas of expertise. Review other opportunities for physical Attend PE networks Affiliate with DCCT</p>	<p>Pupils in Y6 Other year groups Teachers and Tas Whole school PE lead Whole school</p>	<p>Pupils compete across the Odyssey Collaborative Trust. Pupils can access league events for different sports. Pupils enjoy and participate in competitive sport within and beyond school. Developed skills of fair play, building resilience, acceptance linked to winning and losing.</p>	Sports has an increased profile and children with a particular talent are afforded the opportunity to express it and compete against other children with similar levels of talent from other schools.

End of year assessment for 2024-2025

RAG rate the plan noting impact and sustainability.

Key: Achieved ■ Partly Achieved ■ Not achieved: ■

Activity/Action	Impact	Comments
<p>Review current out school clubs to find out what can be maintained and sustained and plan opportunities for new. Leading to new competitions- girls football.</p> <p>Check in on staff confidence where new sports introduced last year.</p> <p>Introduce mini leaders. Access the mini leaders course Each Y5/Y6 class x 3 £750</p> <p>Take the school netball club to visit a professional team. Research and source availability through Derby Clubs and partnerships.</p> <p>Review the long- term PE plan for confidence in delivery- Staff CPD survey of strengths and areas for need required. Identify staff CPD individual need and plan support and follow up check ins.</p> <p>Focus on CPD for TAs who teach and support in PE lessons, and extra-curricular lessons through 'mini deep dives', coaching and support.</p> <p>Plan CPD as identified above.</p> <p>Repeat learning walks, pupil interviews with increased emphasis on particular groups checking for equality opportunities</p> <p>Contact Cycle Derby again to discuss capacity for external support. Plan a school programme of support. Purchase bikes/ helmets, cones to enable children who cannot ride a bike to access. Build on from EYFS outdoor provision of cycling skills. Liaise with EYFS staff on</p>	<p>Girls football team established and competitions entered. Soccer Stars brought in to do athletics and multi-sports after-school clubs. Children positive about range of opportunities. Priority given to PP and SEND to give opportunities to a wider group of children.</p> <p>Badminton clubs with a badminton coach.</p> <p>Support given to staff as new sports began to be delivered in PE, this has resulted in improved knowledge and skills being seen in teaching.</p> <p>Mini leaders established with Derby County Community Trust and use throughout the year. This has resulted in an increase in younger children participating in sport and physical activity along with older children developing their knowledge and skills to explain activities to other children. This has increased their confidence levels around physical activity.</p> <p>No netball trip took place.</p> <p>Learning walks and support given in PE lessons. CPD given for new sports such as golf. Children are enthused and motivated by the new sports on offer and have developed new skills or built on existing skills. Staff are positive about the lessons on offer to children and have increased their knowledge of a broader range of sports.</p> <p>Coaching and support provided to TA's. Improved vocabulary and better modelling seen in lessons as a result.</p>	

<p>Plan a visit to the Derby Arena.</p> <p>Continue the Trust sports events Extend range of different sports. Explore within the team areas of expertise. Review other opportunities for physical Attend PE networks Affiliate with DCCT</p>	<p>Cycling taken place for year 5 and 6 children. Level 1 taken place in school for year 5s and year 6s have been out on the road learning road safety and how to cycle on the roads. Older children know how to keep safe on the roads whilst on a bike including navigating around cars and being aware of dangers.</p> <p>Football teams (boys and girls) Netball team Cross Country event Athletics event Trust-wide athletics event. Parent and child feedback very positive with many children now being motivated to join sports clubs at secondary school to further their development. The spark has been initiated here and hopefully leads to lifelong participation in sport for many children.</p>	
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Swimming Assessment 2024 -2025

This data relates to the cohort:

Meeting national curriculum requirements for swimming and water safety	%
What percentage of year 6 pupils can swim competently, confidently and proficiently over a distance of at least 25 metres?	81%
What percentage of year 6 pupils use a range of strokes effectively?	31%

What percentage of pupils can perform a self-rescue in different water based situations?

25%