



George Washington
Primary School

Sports Funding Review

2023-2024

Approval Date: September 2023

Review Date: August 2024

George Washington Primary School Sports Funding Review

<u>Academic Year- 2023-2024</u>	<u>Total Funding Allocated: £19,400</u>	
<u>Sports Premium- 5 Key Indicators</u>	<u>Total Spend</u>	<u>Percentage of total allocation</u>
Key Indicator 1 Engagement of all pupils in regular physical activity- Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.	£13,200	69%
Key indicator 2: The profile of PESSA being raised across the school as a tool for whole school improvement	£350	1%
Key Indicator 3: Increased confidence, knowledge and skills in all staff in teaching PE and sports	£400	2%
Key Indicator 4: Broader experiences of a range of sports and activities offered to all pupils	£400	2%
Key Indicator 5: Increased participation in competitive sports	£5,050	26%

George Washington Primary School Sports Funding Plan

Key Indicator 1 Engagement of all pupils in regular physical activity		Percentage of total allocation: 69%		
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Access to high quality resources during PE sessions. Enough quantity to enable access for all.	<ul style="list-style-type: none"> Complete audit of equipment already in school Purchase additional PE resources to support in PE sessions Purchase PE resources to replace equipment that is damaged and no longer safe to use All chn to have access to equipment to fully engage in PE lessons Purchase basketball/netball nets 	£1000	<ul style="list-style-type: none"> *Audit completed by PE leads and Head of School. *All chn have accessed inclusive PE sessions. Increase in participation of pupils' attainment levels. *Basketball nets have improved active playtimes and quality of PE lessons. *Positive attitudes to health and well-being 	<ul style="list-style-type: none"> *Continue to monitor and complete audit to ensure quality of PE equipment and lessons. *Purchase football goals for MUGA and new tennis nets *Organise a whole school event linking to the Euros (Women). *All children have accessed quality PE lessons and equipment purchased can be used in future years.
Continue to access an increased range of high-quality resources to facilitate active play	<ul style="list-style-type: none"> Audit current playground equipment Purchase of additional playtime resources and replacement of lost or broken resources PE leads to distribute equipment for start of academic year PE leads and school council lead to arrange Pupil Voice questions for suggestions on changes and alternative equipment Follow up meeting with SLT 	£1000	<ul style="list-style-type: none"> *Review of playtime equipment to ensure high-quality resources for playtimes. *Observations of playground from Head of School and PE leads. *Pupil voice led to children outlining which equipment they would like. 	<ul style="list-style-type: none"> *Areas to be set up on playground and follow up on new academic year pupil voice. *Training to be attended and young leaders to support next academic years groups.

	<ul style="list-style-type: none"> • PE leads and HTLA to carry out playtime and lunchtime observations • Year 5 children to take part in Young Leaders training (see K.I.4) 		<ul style="list-style-type: none"> *Children engage in more active play and structured games. *Pupils' activity levels at break and lunch time increased. *Improvement In behaviour during playtimes and lunchtimes. *KS1 and KS2 to have different equipment (age appropriate). *Positive follow up feedback from pupil voice. 	<ul style="list-style-type: none"> * PE leads to regularly review and distribute equipment. *All children have access to high quality play time equipment that can facilitate active play.
Research and purchase outdoor personal development space	<ul style="list-style-type: none"> • Discuss with DH equipment we could purchase and identify company to install. • Complete pupil voice on design of the playground. • Assess health and safety of equipment • Ensure all staff including lunchtime assistant have suitable training on how to use. 	£5000	<ul style="list-style-type: none"> *Pupil voice gathered to ensure children feel their voice has been heard. *More pupils engaged in extra-curricular. *Discussion with different companies 	<ul style="list-style-type: none"> *Continue to check completion and complete reviews to assess progress.
Whole school involvement of Walk to School week.	<ul style="list-style-type: none"> • Register school for National programme • Purchase teacher packs for KS1 and KS2 staff • Inform staff of dates • KS1 and KS2 assembly to inform pupils of the reasons why we are taking part in this event • Inform parents through letters home, FB, school website and Friday notes of the reasons why we are taking part in this event 	£100	<ul style="list-style-type: none"> *Raised awareness and profile of the benefits of walking to school *Children who may not hit total of outside of school active minutes see an incentive. *Education of the importance and starting to educate our parents and carers *Certificates to be received. 	<ul style="list-style-type: none"> *Continue to promote active travel. *Walk to school month of October *Walk to school week 2025 (May) *Bike ability for year 5. *Walk wise for year 1. *Introduce 'Wheeling Wednesday'
Funding for external coaches to run active sports sessions	<ul style="list-style-type: none"> • Review external coaches from 2022-2023 through staff questionnaire and pupil voice – positives and negatives of weekly sessions and coach • Liaise with PE leads across the Oak Learning Trust to research and identify effective local coaches 	£6,000	<ul style="list-style-type: none"> *Increased staff knowledge and understanding of areas of the curriculum they don't feel confident in. *More confident and competent staff evidenced through feedback and lesson observations. 	<ul style="list-style-type: none"> *Continue to book coaches to develop staff confidence *Continue to work with ECTs to develop staff confidence

	<ul style="list-style-type: none"> Yearly overview timetable external coaches to work with children in EYFS, KS1 and KS2 in a range of sports and physical activities 		<ul style="list-style-type: none"> *School staff better equipped/ more confident to teach PE. *Children develop a further love of particular sports *Positive impact for the whole school 	<ul style="list-style-type: none"> *All staff had sessions delivered by external coach and school document for sustainability completed. *All children have had the opportunity to access a range of sporting opportunities throughout the year. *Lunchtime staff received training from PE leads.
Continue Year 5 Young Leadership programme within school	<ul style="list-style-type: none"> 30 Year 5 children to attend Young Leadership training November 2023 Year 5 Young Leaders to receive 'Sports Leader' badges to identify them during break times and lunch times Year 5 Young Leaders to work with school council to organise playground games Year 5 Young Leaders to meet with PE leads and Young leaders lead once a term to discuss actions and impact of Young Leaders during break times and lunch times 	£100 (Transport)	<ul style="list-style-type: none"> *Sports leaders impact importance of sport/activity by being positive role models in the school. *Allows children the opportunity to lead and support lunch and break times in school *Frequent pupil voice. 	<ul style="list-style-type: none"> *More sustainable workforce including young leaders. *Continue to train up next academic year. *Young leaders develop younger pupils into becoming leaders themselves.

Key indicator 2: The profile of PESSA being raised across the school as a tool for whole school improvement		Percentage of total allocation: 1%		
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps

What is 'Physical Literacy'?	<ul style="list-style-type: none"> • PE leads and DH to research training programme - <i>IPLA Foundation Course in Physical Literacy</i> • PE leads and DH to feedback to staff • Whole staff CPD training (teachers, TAs, lunchtime and OOH staff) on the importance of physical literacy and its profile 	£250	<ul style="list-style-type: none"> *Teacher confidence to be enhanced and understanding of the importance of why pupils need to be active. *Improvement of subject knowledge from staff training. *Quality of PE lessons have been improved as staff have a securer understanding. *Training for ECTs 	<ul style="list-style-type: none"> *PE lead to continue discussion of physical literacy and further implementation into school. *Staff meeting as a refresher. * Personal development skills (physical, social and thinking skills).
Whole school topic for Paris Olympics.	<ul style="list-style-type: none"> • PE, History and Geography leads to discuss planning with a focus on values of competing countries • Plan curriculum in class work around the Olympics • Local sporting personality to be a whole school focus during Sports Week • PE leads to research and invite sporting personality into school 	£100	<ul style="list-style-type: none"> *Children educated on world sporting events. * Increase in % of pupils accessing athletics extracurricular clubs. *Local sports personality invited into school to show and inspire chn. 	<ul style="list-style-type: none"> Next steps- to organise a different sports personality into school. *Organise a whole school event linking to the Euros (Women).

Key Indicator 3: Increased confidence, knowledge and skills in all staff in teaching PE and sports		Percentage of total allocation: 2%		
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Continue to up skill in the teaching of PE and sports in order to	<ul style="list-style-type: none"> • Staff questionnaire analysis at end of Summer 2023 • Identify staff to attend CPD training courses for 2023-2024 • Make all staff aware of upcoming sports and PE training courses through messages in the staff room, posts on Teams etc 	£400	<ul style="list-style-type: none"> *Staff confidence improved to deliver sports that they have felt they were not confident with. 	<ul style="list-style-type: none"> *Continue to book coaches to develop staff confidence *Continue to work with ECTs to develop staff confidence

improve progress and achievement of all pupils.	<ul style="list-style-type: none"> • Monitor PE planning and feedback to staff with development points to improve • Research and identify coaches – support staff CPD in PE and sports skills • Purchase subscription of planning- Complete PE • Staff CPD on PE scheme to follow 		<p>*Children’s delivery of particular sports (i.e. gymnastics) was of high quality.</p> <p>*Children develop a further love of particular sports</p>	<p>*All staff had sessions delivered by external coach and school document for sustainability completed.</p> <p>*Lunchtime staff received training from PE leads.</p>
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Key Indicator 4: Broader experiences of a range of sports and activities offered to all pupils		Percentage of total allocation: 2%		
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Range of after school clubs to provide children with opportunities for different sporting and physical activities.	<ul style="list-style-type: none"> • PE leads to meet with ASC lead to discuss variety of sporting possibilities • External coaches to come into school to provide wider opportunities for chn to experience new sports • Clubs to be decided after pupil voice/questionnaire 	£400	<p>*All children had the opportunity to access a range of after school clubs.</p> <p>*School extra-curriculum offer.</p> <p>*Registers</p> <p>* Increase in % of pupils accessing extracurricular clubs.</p> <p>*Children educated on importance of being active.</p> <p>*Received Gold award for School Games Mark</p> <p>*School extra-curriculum offer.</p> <p>*Registers</p> <p>* Increase in % of pupils accessing extracurricular clubs.</p> <p>*Children educated on importance of being active.</p>	<p>*Continue to work closely with external agencies to widen offer of afterschool clubs further.</p> <p>*A wide range of extra-curriculum clubs offered to all pupils.</p> <p>*PE leads worked closely with after-school club lead in advance.</p> <p>*Coaches signposting children to community-based sessions.</p>

Higher percentage of pupil premium engaging in after-school clubs.	<ul style="list-style-type: none"> PE leads to meet with ASC lead to discuss variety of sporting possibilities Monitor uptake and engagement of PP via trackers and registers Communication with parents and carers regarding clubs Clubs to be decided after pupil voice/questionnaire 	As part of above.	*School extra-curriculum offer. *Registers * Increase in % of pupils accessing extracurricular clubs. *Children educated on importance of being active.	*PE leads to continue to work with Change 4 Life to ensure work continues into next academic year.
Continue to offer a range of active playtimes and lunchtimes to get more children engaged in PE and sports.	<ul style="list-style-type: none"> Year 5 children to attend Young Leadership training as part of SLA package Identify lunchtime assistant to take part in SLA CPD training course on Active Lunchtimes. PE leads to continue to work with Anthony Green at Change 4 Life to identify and support disengaged children. 	As part of SLA package costs-	*Year 5 pupils attended leadership training to emphasise staff's focus on promoting healthy and active playtimes. Use of Young leaders in the playground *Training of lunch time staff led by PE leads.	*Organise and set up Change 4 Life Champions to work alongside year 6 leadership (well-being group). *Lunchtime supervisor training to be revisited.
Funding for external coaches to run active sports sessions.	See Key Indicator 1			

Key Indicator 5: Increased participation in competitive sports		Percentage of total allocation: 26%		
Schools focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
Continue to attend cluster competitions and School	<ul style="list-style-type: none"> Register school with local SGO Identify children to attend competitions Monitor yearly and medium-term plans alongside curriculum files 	SLA Package- £2400	*Identify a set number of competitions/events to provide transport to.	*Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions.

Games competitions	<ul style="list-style-type: none"> Curriculum design to support children's engagement in School Games competitions. Communication with parents and carers regarding competitions Complete relevant risk assessments Book appropriate transport for events Introduction of after-school clubs to support preparation of competitions. 	Transport- £1800 £4200	<ul style="list-style-type: none"> *Ensure pupils get opportunity to take part in local competitive leagues, tournaments, and festivals. *Competition events and calendar *All children engaged and inspired by a range of different sporting opportunities. 	<ul style="list-style-type: none"> * Attend cluster schools termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. *Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not. *SLA signed up for the next academic year (gold).
Take part in Washington School Football league and Cup games	<ul style="list-style-type: none"> PE Leads and JS to assign two staff members to train and supervise football squad for 2023 - 2024 season Research and purchase new football kits. Pay affiliation costs to FA PE to run trials alongside JS. 	£500 (Including fees and kits)	<ul style="list-style-type: none"> *Fixtures and weekly sport report in newsletter *Develop links with external agencies in the community to ensure more pupils participate in clubs inside of school. 	<ul style="list-style-type: none"> *PE leads to ensure kits are in good quality for the next academic year. *Organise additional training sessions for different teams. *Sign up for next academic year. *New goals in the MUGA to be purchased
Reintroduce netball team.	<ul style="list-style-type: none"> PE Leads to assign two staff members to train and supervise netball for 2023 - 2024 season. Pay affiliation costs. PE Leads to run trials alongside LH and NR. Purchase new PE clothing for sports competitions 	£200	<ul style="list-style-type: none"> *After-school club organised to reintroduce netball team. *Children attended some netball events. 	Discuss and communicate with staff about possible lead of club for next academic year.
Introduce inter school competitions (class vs class/year	<ul style="list-style-type: none"> PE lead to discuss with teachers intra school competitions – tracking Daily Mile, Step Up Sunderland programme PE Leads across the trust to set up competitions in each of the schools. Purchase new equipment for sports competitions 	£150	<ul style="list-style-type: none"> *Majority of KS2 pupils participated in the interhouse competitions 	<ul style="list-style-type: none"> *Continue to organise and run Sports Week. *Football competition to be introduced for KS1.

group vs year group)	<ul style="list-style-type: none"> • Young leaders to track and update designated sports board of fixtures, results and tables. 		<ul style="list-style-type: none"> *Opportunity to participate in competitive sport at end of block units. *Football competition introduced for KS2 	*Investigate further use of children leading own events (year 6 sports leaders).
Higher percentage of pupil premium engaging in sporting competitions.	<ul style="list-style-type: none"> • PE leads to discuss a variety of opportunities. • Monitor uptake and engagement of PP. • Communication with parents and carers regarding competitions. 	N/A	<ul style="list-style-type: none"> *Registers of attendance *Monitoring participation of competitions. *Considering a range of abilities when selecting competitions to allow equal opportunities. *Develop links with external agencies in the community to ensure more pupils participate in clubs inside of school. 	*Continue to monitor % of pupils representing school in competitive sport and allow us to identify those that have not.