

## Minet Junior School Sports Premium 2024/2025

Physical Education and sport play a vital role at Minet Junior school with all of our school values and vision statements for 2024/2025 transferable with sport. According to DfE, PE in our primary school will allow all students to:

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.

**Vision:** **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.

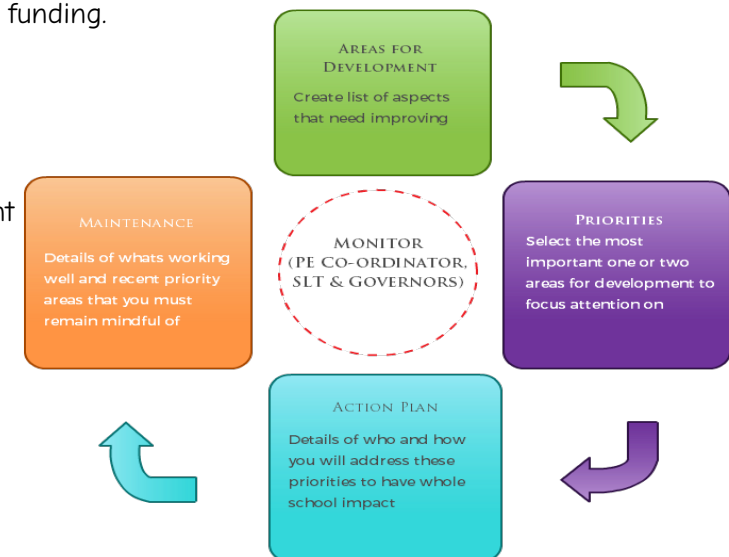
**Objective:** To achieve **self-sustaining** improvement in the quality of PE and sport in primary schools against 5 key indicators:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Our drive and success in sport during the last two years has stemmed from the fact we have received sports premium funding for the two previous schooling years. This sports premium has enabled us to benefit as a whole community from the funding and the sustainability to lead and leave long lasting impact against the vision (*above*) that will live on well beyond the Primary PE and Sport Premium funding.

**We expect that our school will see an improvement against the following 5 key indicators:**

1. the engagement of all pupils in regular physical activity
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



Academic Year :  2024/2025	Total fund allocated: £20,220 April 2024 – April 25
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Key Indicator 1: The engagement of <u>all</u> pupils in regular physical activity				
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Encourage children to run one mile per day to increase their fitness and stamina as well as supporting their mental health and well-being	Promote the daily mile with all year groups/classes. Allocate time to complete and ensure this is happening. Organise competitions – timings/personal best etc.			Re-establish the daily mile in the playground. Promote the daily mile with all year groups/classes. Allocate time to complete and ensure this is happening. Organise competitions – timings/personal best etc.
Encourage children to engage in meaningful lunchtime play and activity	Continue to monitor and develop the Playground Leader roles in organising lunch equipment and activities. Year 5 children to be selected and trained up by the current Playground Leaders (Year 6) ready to take over the following year.		Staff on duty at lunch are engaging children in meaningful play. Children also have the 'climbing frame' to use which is rotated so all children have an opportunity to play. Playground Leader roles have been implemented to organise lunch equipment and activities overseen by staff at lunchtime.	Continue to monitor and develop the Playground Leader role in organising lunch equipment and activities. Year 5 children to be selected and trained up by the current Playground Leaders (Year 6) ready to take over the following year.
To provide extra-curricular PE clubs at lunchtime/after school	Sports coach, teachers and TAs to provide a variety of extra clubs based on those requested from pupil voice.	£5,000 Chargeable clubs	Behaviour at lunchtime has improved due to organised lunchtime play (use of rotas)	A wide variety of physical and social activities to continue to be offered and developed at play times. Implement football at

	Train Playground Leaders to run a wider variety of activities including giant board games, skipping games and other sports such as netball, basketball, football.		and use of equipment eg – four square. A timetable that includes a wider variety of activities for lunchtime has been implemented to organise and structure playtime activities better. A wider variety of clubs has been established for after school such as netball, boy's football and dodgeball ect. The school have also taken part in a variety of sporting fixtures this year.	breaktime and lunchtime. Playground Leaders to be trained up in a wider variety of activities including different ball games and skipping games. A wider variety of after school clubs to be offered such as tennis, cricket and basketball. Continue to develop a range of sports teams to ensure we compete at a variety of inter-school sports competitions.
Ensure children have access to training to enable them to cycle to school safely	Year 6 children to take part in Bikeability level 1 and 2 training to learn how to ride their bike safely on the road		This year 16 children took part in Bikeability (Level 1 and 2) and they were successful in passing.	Advertise Bikability earlier in Year 5 so we have a higher percentage of children attending next year. Conduct a pupil survey for Year 5, find out the number of children that have a bike and ride in their free time. By doing so, there should be a higher intake of children rather than 15%.
<b>Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To develop leadership skills in children To raise the profile of PE to all children in the school	Playground Leaders in Year 5 to be trained to lead a wider range of activities (according to what is desired through pupil		Children from Year 6 are continuing to develop their confidence and leadership skills. by leading games on the playground at lunchtimes.	Continue to monitor the Playground Leaders and train them up in a wider range of activities according to what is desired through pupil voice.

	<p>voice) to the rest of the school during lunchtimes. Leaders will also help with Sports Day in both the Infant and Junior Schools and future inter-year group sporting fixtures such as netball/basketball/football.</p> <p>Encourage children to share external achievements.</p>		<p>Year 5 children will be selected during Summer term and will be trained up by the current Playground Leaders (Year 6) ready to take over the following year.</p> <p>Sporting achievements are shared on the website and during achievement assemblies.</p>	<p>Allow children to offer to run inter-school sporting fixtures such as inter-year group netball/football.</p> <p>Encourage children to share external achievements – especially in swimming can support gala competitors.</p> <p>A PE achievement board should be implemented to share achievements of the children, e.g. achievements outside of school, which children we successful in making a sports team, world-wide sporting events to look out for eg Tennis or Football.</p>
To share sporting achievements	<p>Continue to allow the children to share their sporting achievements, inside and outside of school hours during achievement assemblies. Display Teams/results and star pupils of display board and on newsletter</p>			<p>A PE achievement board should be implemented to share achievements of the children, e.g. achievements outside of school, which children we successful in making a sports team, world-wide sporting events to look out for eg Tennis or Football.</p>
<b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

PE coordinator to access CPD training opportunities and monitor subject developments	<p>Subject leader to attend training if available.</p> <p>Subject leader to arrange CPD in required areas</p> <p>Observations and walkthroughs of PE staff and teachers teaching PE, with feedback given.</p> <p>Support from SLT to observe and give feedback.</p>		Observations of staff to continue.	Next Year PE Lead to attend more training opportunities to improve subject development. Team teaching with coaches to adapt lessons and share practice.
To improve the quality of teaching in PE	<p>Organise and provide training on the teaching of dance, gymnastics and assessment.</p> <p>SLT to provide assistance with implementing the SEN inclusion provision as needed.</p>			P.E lead to arrange more insets on delivering dance and gymnastics to support staff and to ensure planning is updated to meet the new expectations.
<b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Years 5 and 6 to swim daily for a fortnight to develop their swimming skills with the aim of becoming proficient by the end of Key Stage 2	DHT to book swimming sessions for the children and ensure they are able to attend.	£4,200	Year 5 and 6 have had the opportunity to go swimming and over 50% of all children have currently achieved all three targets with 58% of children competently completing 25m (please see full data below).	Continue to implement.  Next year, continue send Year 6's who have not passed the KS2 criteria with Year 5. This gives them a further opportunity to develop their swimming skills with the aim of becoming proficient.

To ensure that equipment is updated to provide the best experience for children to participate in a range of activities, both curricular and extra-curricular	Update PE equipment which becomes old and damaged to ensure it provides sustainability for purpose and activity	£2,000	Equipment has been updated and children can participate in a range of curriculum and non-curriculum. activities.	Ensure equipment inventory is completed and up to date each term.
<b>Key Indicator 5: Increased participation in competitive sport</b>				
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Coaching of pupils to compete in 5 external competitions <ul style="list-style-type: none"> <li>• Netball</li> <li>• Football</li> <li>• Swimming</li> <li>• Cross country</li> <li>• Athletics</li> </ul> To give them the opportunity to develop their skills within a sport and build relationships with other schools	PE coordinator to assist in the organisation and coaching of the teams To support the children by attending matches/games where possible Annual planner to show competitions. Use clubs and lunchtimes as an opportunity for training sessions. Carry out pupil voice at the start of the year to see if there are any other competitions children would like to enter such as basketball, rugby and cricket.	£5,000  Resources £1,000	This year children competed in a range of external competitions including Netball, football (boys and girls), swimming and district sports.  Regular training for each time has been arranged and preparation for next year's teams has also been organised.	Continue to develop next year's teams for current competitions. Ensure weekly training is implemented and organise more friendly matches. Complete a pupil voice to see if there are any other competitions children would like to enter such as basketball, rugby and cricket.
To achieve the school's games mark	PE co-ordinator to work with PSD and teachers to collect evidence PE co-ordinator to apply for the bronze games mark award and present evidence to the inspector.	£1,000		Continue to collect further evidence to support the school in obtaining award. Apply for the bronze games mark award and present evidence to the inspector.

