



## Sports Premium Strategy Statement

School Overview			
<b>School</b>	Paganel Primary School	<b>Academic Year Covered by Statement</b>	2024-2025
<b>Sports Premium Allocation</b>	£18,964	<b>Publish Date</b>	October 2024
<b>Sports Premium Lead</b>	Vicki Shuter/Dan Jones	<b>Review Date</b>	July 2025
<b>Responsible Trustee</b>	David Peters	<b>Authorised By</b>	

Key achievements to date	Areas for further improvement and baseline evidence of need
-The school has organised a greater variety of clubs to take place after school this year – every member of staff across the school will be leading a club and these clubs have been mapped out across the academic year.	-In 2023/2024 on 54% of Year 6 pupils reached the expected standard of swimming 25m, we aim to use some of the funding to ensure a greater % of children meet this objective.

## 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?	The % of children in Year 6 who could swim competently, confidently and proficiently over a distance of at least 25m was 66% - this is an increase of 12% from the previous academic year.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	The % of children in Year 6 who can use a range of swimming strokes effectively is 66%.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100% of the cohort received instruction in water safety and how to perform a safe self-rescue, the 66% of children outlined above could do this competently and confidently.
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 we have used some of the funding this year (see below) to fund booster lessons for a small number of children to boost their swimming skills and ensure they are able to meet the requirements outlined above.

*The following key indicators should be used to inform the strategic use of the sports premium funding. Not all key indicators need to be included, especially where strengths have been previously identified.*

**Key Indicator 1:** The engagement of all pupils in regular physical activity

**Key Indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement

**Key Indicator 3:** Increased confidence, knowledge, and skills of all staff in teaching PE and sport

**Key Indicator 4:** Broader experience of a range of sports and activities offered to all pupils

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

Key Indicator	School focus with clarity on intended impact on pupils	Actions to achieve	Funding allocated	Evidence and impact	Sustainability and suggested next steps
1	To increase the % of children who can confidently, competently and proficiently swim 25m at the end of KS2.	<ul style="list-style-type: none"> <li>-Assess children in year 6 at the end of their block of swimming lessons to see if they are able to meet the objective of swimming 25m.</li> <li>-Identify children from Year 6 after they have completed their allocated block of swimming in the Spring term and organise and then deliver booster sessions to increase the % of children who can swim 25m confidently, competently and proficiently.</li> <li>-Identified children to receive additional booster lessons from coaches at Birmingham University pool.</li> <li>-Re-assess the children at the end</li> </ul>	<ul style="list-style-type: none"> <li>*Coach has space for an additional 10 children to attend swimming so this will not incur any additional costs.</li> <li>-Cost of 6 weeks of booster lessons: £1500.</li> </ul>	<ul style="list-style-type: none"> <li>-2023-2024 54% of children in Year 6 children could confidently, competently and proficiently swim 25m.</li> <li>-This academic year the % of children in Year 6 who could swim competently, confidently and proficiently over a distance of at least 25m was 66% - this is an increase of 12% from the previous academic year.</li> <li>-The school spend £1500 on booster lessons to support more of the children in Year 6 to achieve this standard.</li> </ul>	<ul style="list-style-type: none"> <li>-Next year we would like to use the sports premium funding to repeat this provision, we will use swimming assessments for the Year 6 children after they have attended swimming lessons in Autumn term 1 to plan who will attend the booster lessons in summer term 2.</li> <li>-Moving forward we will adapt the swimming provision so that a year group attends swimming for the whole three terms, it is our hope that going to lessons for this sustained period will support more children in reaching this standard by the end of their primary schooling.</li> </ul>

		<p>of the booster lessons to establish how many of the year 6 children are now able to swim 25m.</p> <p>-PE leader to request data for the current year 5 children to prepare for supporting year 6 children the following academic year to reach this standard.</p>			
2	<p>To increase children's engagement in physical activity and support the improvement of children's behaviour at lunchtimes.</p>	<p>-School to introduce the Opal approach during lunchtimes.</p> <p>-Sports coach to work with children on a range of sports activities during the 1.5hours of lunch.</p> <p>-Resources to be purchased to support the introduction of this approach.</p> <p>-Analysis of behaviour term on term following the introduction of this approach to secure a 10% reduction in behaviour incidents during this time.</p>	<p>-Cost of introducing Opal £5964.</p> <p>-£8000 cost of sports coach.</p>	<p>-Behaviour analysis demonstrates that there is a 10% reduction in behaviour incidents each lunch time, term on term.</p> <p>Autumn standards to be used as a baseline, Opal will then be introduced and Spring and Summer data can be compared to demonstrate impact.</p> <p>-The introduction of Opal has had a very positive impact. We have increased the physical activity of</p>	<p>-To ensure that the running of Opal is sustainable we have worked hard to raise the profile of this initiative with parents. We have run events such as 'build and bake' and the families of the school are very keen to support Paganel with resourcing this provision. There is also support locally with initiatives such as the scrap store which can support the resourcing of OPAL without the</p>

		<ul style="list-style-type: none"> <li>-Use of resources such as the scrap store to ensure the resources are regularly replenished.</li> <li>-Pupil voice to be collected to establish their views on the impact of Opal on behaviour during lunchtimes.</li> </ul>		<p>the children through the use of football, cricket, basketball, scooters, trim trail, large parts and construction activities. A positive impact has been observed on the behaviour of children during a 10 week period following Opal's introduction in the Spring term 2024/2025 there was a 24% reduction in the number of incidents compared to the previous term.</p>	<p>need to pay for anything. We are also working on building the skills of our pupil leaders and they support with the delivery of OPAL provision and support more children in becoming more physically active.</p>
<p style="text-align: center;"><b>2</b></p>	<p>To develop parental knowledge of how to support their children in leading healthier, more active lifestyles.</p>	<ul style="list-style-type: none"> <li>-School to survey parents on information and support they would like around the concept of healthy lifestyles.</li> <li>-School to lead a healthy living campaign.</li> <li>-Parent workshops to be held on topics such as healthy eating (healthy lunchboxes) and</li> </ul>	<p>-£250 to fund the example lunchboxes for the parent workshop.</p>	<ul style="list-style-type: none"> <li>-Parent surveys to be conducted pre and post workshops linked to healthy living.</li> <li>-Lunchbox contents to be monitored to see if improvements have been made by families.</li> <li>-School surveyed parents and found out what clubs they would be interested</li> </ul>	<p>-School to have in place resources generated as part of the work towards this target – these can be reused to support parents moving forward without the need for funding to support this.</p>

		<p>increasing physical activity in daily life.          -Funding to used for resources such as lunchbox items for parent workshops on healthy eating/lunchboxes.          -School to organise presentations from community sports partners to support parents in developing their knowledge of the different activities that are available in the local area which the children could be involved in.          -Impact to be measured in follow up parent surveys and monitoring of lunchboxes to establish if improvements have been made in their contents.</p>		<p>in finding out about to support their children in leading healthier, more active lifestyles. Based on this information the school sort information from local clubs and distributed this to all parents.</p> <p>-Unfortunately the other work linked to this target was not carried out during the course of this academic year and it will become a target on the plan for next academic year.          *The funding allocated to this target was redistributed this year to support the introduction of OPAL across the school.</p>	
<p><b>3</b></p>	<p>To increase the confidence, knowledge and skills of teachers teaching the sport of tag rugby.</p>	<p>-Staff voice collected from previous year indicated that the sport they found the most challenging to deliver was tag rugby.</p>	<p>-£1000 for cover for PE leader to conduct support activities to develop teachers understanding of the teaching of tag rugby.</p>	<p>-Improvements in staff survey responses.          -Evidence on the children's assessment grids.</p>	<p>-Staff with improved confidence and skills to support year group partners with teaching these skills without the need for PE lead to support</p>

		<ul style="list-style-type: none"> <li>-Conduct staff survey to establish what elements of tag rugby the teaching staff would like support with.</li> <li>-Develop and deliver staff CPD to provide staff with training to develop their skills of teaching the sport of Tag rugby.</li> <li>-PE leader to conduct joint planning of tag rugby lessons.</li> <li>-PE leader to teach modelled lessons for staff to observe to develop their own teaching of this sport.</li> <li>-PE leader to team teach with teachers to support their development in the teaching of this sport.</li> <li>-PE leaders and SLT to conduct learning walks to establish how effectively the sport is being taught following CPD and support delivered.</li> </ul>		<ul style="list-style-type: none"> <li>-Pupil voice collected demonstrated that pupils can speak about tag rugby effectively e.g. good understand of the rules and could describe the key skills they had learnt however they still need to develop their use of subject related vocabulary. .</li> <li>-Staff completed a survey following CPD and other training activities and it was found that 85% of staff felt confident to teach tag rugby.</li> </ul>	<p>as skills and knowledge have been grown during the course of this academic year.</p>
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<p><b>1 &amp; 4</b></p>	<p>To improve the school's extra-curricular sports offer and increase the number of children attending these clubs.</p>	<p>-All staff to lead an extra-curricular club this academic year – clubs to be spread across the 3 terms.</p> <p>-Subscribe to affiliations with relevant associations e.g. Football/Netball association.</p> <p>-Registers to be taken and PE lead to analyse attendance to ensure representation of all groups of pupils.</p> <p>-Resources to be purchased to ensure that the clubs can effectively run.</p>	<p>-£1500 for equipment and affiliations required for clubs to run successfully.</p> <p>-£500 to pay for staff to attend staff training and cover for this.</p>	<p>Baseline - In academic year 2023-2024 the school provided x5 sports clubs during the academic year – they were attended by 100 pupils from across the school- this is 24% of the school community.</p> <p>Baseline – PE leader to identify children from across the school who do not engage well with PE and physical activity or a less active than their peers – target these pupils to attend clubs and</p>	<p>-School now has resources in school that can be utilised for a range of different clubs moving forward.</p> <p>-School now has better links with organisations such as Warwickshire Country Cricket and will continue to benefit from outreach work at no cost to the school.</p> <p>-Next priority is to ensure that pupils with low engagement in provision such as this are engaged in</p>

		<p>-Staff to be booked onto training courses if required to support the effectively delivery of clubs.</p> <p>-Pupil voice to find out the impact of the clubs – what knowledge and skills they have developed during the course of the clubs and where the intended learning outcomes achieved.</p>		<p>events – pupil voice to be collected afterwards to establish what impact this provision had on their attitudes and activity levels.</p> <p>-During this academic year 100% of staff ran an afterschool club.</p> <p>-In 2024/2025 23 clubs ran, this is an increase of 12 clubs from the previous academic year.</p> <p>-A total of 339 children attended clubs this year – this is an increase of 239 from the previous academic year.</p> <p>-Pupil and parent voice about clubs was very positive and the school will be replicating this provision in the next academic year.</p>	<p>at least one club in the next academic year.</p>
<p><b>5</b></p>	<p>To improve the school’s offer of intra-school sports competitions (House competitions).</p>	<p>-Place one intra-school competition into each half term across the academic year – with a variety of sports being</p>	<p>-£250 for resources and prizes for intra-sport competitions.</p>	<p>-Pupil and staff voice to be collected to identify the impact on the competitions – aim to establish how</p>	<p>-The school now has the skills, knowledge and confidence to run competitions and events and will</p>

		<p>selected for the events.</p> <ul style="list-style-type: none"> <li>-Order relevant resources for these competitions to ensure that the children are able to access these sports effectively.</li> <li>-Order relevant prizes for the winning houses of these competitions.</li> <li>-Provide opportunities for house captains and sports/play leaders to take a lead role during these events <ul style="list-style-type: none"> <li>- PE leader to provide relevant training to these pupils.</li> </ul> </li> <li>-Collect pupil voice to establish the impact of these events on pupils.</li> </ul>		<p>children’s resilience has improved and if competitions in school have prepared them for competitive sport between schools.</p> <ul style="list-style-type: none"> <li>-100% of school participated in the main intra-school competition – Sports Day. This was further enhanced by the school leading the trusts Sunshine festival – this inclusive festival was a fantastic experience for SEND children across the trust.</li> <li>-The development of other intra-school competitions will continue to be focus as we move into the next academic year.</li> </ul>	<p>continue to do so moving forward.</p> <ul style="list-style-type: none"> <li>-Sports captains will continue and will play a vital role in the organisation and delivery of these events.</li> </ul>
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Total planned cost £18,964