# Danehill Primary School

# Sports Premium Report

July 2024

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| Head Teacher: | Katie Jones |
| Date: | July 2024 |
| Subject Leader: | Susan Levy |
| Date: | July 2024 |
| Governor: | Ben Burt |
| Date: | July 2024 |

## Funding

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| Total amount carried over from 2022/23 | £0[1] |
| Total amount allocated for Sep 2023/ Aug 24 | £16,749 |
| How much (if any) do you intend to carry over from this total fund into 2024/25 | £1159 |
| Total amount allocated for Sep 2024/ Aug 25 | £16,830 |
| Total amount of funding for Apr 2023/Mar 24. | £16,737 |

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques ondry land which you can then transfer to the pool when school swimming restarts.

**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue evenif they do not fully meet the first two requirements of the NC programme of study**

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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?<br>**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 2020.<br>Please see note above | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?<br>Please see note above | 100% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 100% |
| 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? | No |

[1] investigation into previous years' sports funding and expenditure revealed that prior years' sport funding had been spent but not wholly captured and reported. This has resulted in no carry forward from 2022/2023.

**Action Plan and Budget Tracking**
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| **Key indicator 1:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| **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: |
| To maximise children's physical development by delivering high quality PE lessons. | Sports Specialist employed for the whole year. Teachers participate and learn with the children within lessons.<br><br>Sports Specialist met with Class Teachers evaluating the impact and progression of skills and the impact of the planning. | £5100 | All children benefit from regular high-quality PE teaching both from the Sports specialist and their class teachers who have been trained and supported by the specialist. | PE subject leader to capture pupil voice to evaluate effectiveness of PE teaching and set actions accordingly. |
| | Sports specialist CPD and additional training | £1200 | | |
| | Dance specialist taught Y5/6 Lindy Hop | £500 | All Y5/6 developed their dance style and confidently performed the dance on stage in front of an audience.<br><br>Teacher is now able to lead a similar project independently. | Continue to provide dance enrichment activities. |

| **Key indicator 2:** The 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 | | | | |
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| **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: |
| Increase the range of physical activity options at playtimes and lunchtimes to appeal to all children | Purchase of additional equipment available specifically for lunchtimes. | £723 | All children are engaged in physical activity and making use of the broad range of resources available.<br><br>School council led on selecting the resources using gathering and using ideas from children across the school. | Move forward plans for climbing wall in main playground and monkey bars in EYFS outdoor classroom to provide opportunities for upper body strength building. |
| | Sports specialist to increase lunchtime hours to enable him to support play leaders to develop their range of activities and sports leadership skills. | £3200 | A range of timetabled sports led by the specialist has resulted in children developing their technical sports skills. | Continue building on the success of this endeavour. To include a girl's football session in the weekly timetable, as requested by the children. |
| All KS2 children to engage in daily exercise as part of their daily routine. | Y3/4 to introduce the daily run (laps of playground rather than a measured mile) | £0 | All Y3/4 children benefit from the daily physical activity. Most can talk about how this supports a healthy lifestyle. Adults have also noted that this increases their focus and attention during class lessons. | Improve the range of resources and provision during open learning for to ensure all EYFS and KS1 children engage in daily physical activity. |

**Key indicator 3:** Broader experience of a range of sports and activities offered to all pupils

| Intent | Implementation | | Impact | |
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| 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: |
| Y5 play leaders develop sports leadership skills. | Y5 play leaders attended in school and external play leader training. | £650 | The Y5 play leaders lead a wide range of activities with younger year groups. This has developed sports leadership skills in these children, as well as enhancing and encouraging the range of physical activities on the playground. | Continue this programme with future Y5 cohorts. |
| KS1 children to develop skills through external multi-skills event. | Multi-skills event attended by all Y1 and Y2 children. | Coach - £180 | | |
| A wide range of sports and activities enable all children to develop a wide range of skills. | Tag Rugby taught to all Y5/6 with a class tournament at the end of the unit. Some children then went on to take part in the Tag Rugby inter-school's tournament. | £0 | PE has a high profile amongst all children. Their experiences of differing activities has helped them pursue their own interests and recognise different skills and interests in others. | Further develop activities to develop upper body strength e.g. climbing holds.<br><br>Purchase badminton set and teach badminton unit in PE |
| | Class lessons include: tennis, football, Tag Rugby, cricket, rounders, athletics, multi-sports, swimming (KS2), 'wheelie fun' (EYFS/ Y1). | £0 | | |
| | A group of Y5/6 children attended a full day dance workshop that culminated in an evening dance performance. | £0 | Children have increased skills and confidence following the dance workshop and performance. | Further develop dance provision. Purchase portable speakers to play varied music genres linked to the curriculum to bring dance into school daily life. |
| Y5/6 to experience a range of adventurous | Y5/6 residential activities included: dry-skiing, dry-sledging, leap of faith, archery, | £1,000 | Children experienced dry-skiing as well as archery and rock climbing and bouldering which were new experiences for a number of children. Following this | |

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| activities at their residential trip. | rock climbing, bouldering and canoeing. | | introduction, a number of children have taken part in these activities in their own leisure time.<br>Children were challenged to come out of their comfort zone. | |
| To ensure all KS2 children can swim confidently, competently and proficiently by Y6. | Provide swimming lessons for all children Years 3-6, using external swimming coach at Cumnor House, supported by our TA who is a trained swimming teacher.<br><br>A swimming skills audit of Y3-4 children revealed a number of fearful and inexperienced swimmers. In order to meet these needs, we funded an additional swimming teacher so group sizes are smaller and support is targeted to those that need it most. | £609 | All KS2 children have taken part in swimming lessons. Every child in Y6 is competent and safe in water.<br><br>Children apply developed skills across competitive and non-competitive team events. | Provide an additional teacher to ensure more time is available for the children to be in the swimming pool. |
| All children to develop skills for collaboration and teamwork through Children's Forest project. | All children from Y1-6 attended 3 sessions at Wowo, playing games and taking part in activities as small groups and a whole year group. | Total coach costs - £240 | Every child Y1-6 enjoyed the range of outdoor activities and showed strong collaboration and problem-solving skills. | Continue this project next academic year. |

| **Key indicator 4:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
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| 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: |
| Develop sports provision at lunchtimes and playtimes, to include regular use of the MUGA (Multi-Use Games Area) | New staffing rota to include rota of sports at playtimes and lunchtimes. Sports specialist to model how to supervise these to ensure children develop social skills as well as sport skills. | £0 | Observations have noted that as well as developing skills, children have developed positive sporting behaviours, such as being inclusive and encouraging others. | Further develop the use of the MUGA for organised games during morning and lunch play. |
| After school clubs to include PE and sports activities. | After school clubs to be varied across the year to appeal to a range of children. | £0 | Children across the school benefit from attending after school sports clubs, these currently include, football, tennis, basketball and multi-skills. | Consider introducing a dance or gymnastics after school club. |

| **Key indicator 5:** Increased participation in competitive sport | | | | |
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| 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: |
| All KS2 pupils to attend external sports tournament. | Attend a wide range of tournaments to appeal to different children's interests and skills. These will include:<br>Football, tag rugby, swimming gala, cross country, cricket, athletics | £1650 | Most children in Years 3, 4, 5, and 6 (Key Stage 2) have represented Danehill in at least one, external sports event so have experienced inter-school competitions. This has developed their team-work skills. Year 5 and 6 were semi-finalists in the Chailey Netball qualifying tournament. | Continue with this initiative and connect with other schools |
| All KS2 children to experience a running event. | Run Danehill cross-country for all of KS2. Selected children to run in Cumnor House cross-country event.<br>Weekend Fun Run – fundraising event | £0 | The children who attended the event developed their stamina and resilience. They were commended for how well they supported and encouraged each other at the event. | Continue initiative. |
| Continue to develop the children's engagement with athletic events. | KS2 Danehill athletics event, sprinting, throwing and standing jump with certificates. | £288 | All KS2 children experienced this competitive intra-school event. Some children achieved certificates that were awarded at a school sports celebration assembly. | Consider Y5 play leaders running simple competitions during lunchtimes. |
| Year 5 and 6 to complete intra tournaments. | In year 5 and 6 at the end of each PE unit they had an end of year tournament i.e. Tennis on the MUGA. Children attended a real tennis court. | £250 | Children can now play tennis and equipment has been purchased. | |