

Grayrigg CE Primary School

School Sports Premium Grant Expenditure – Review and Plan

Review of Provision – Academic Year 2024-25

Funding Allocation: Carry forward SP23 £662.80 + £16720= £17382.80

Focus of funding:

1. *increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities*
2. *increasing engagement of all pupils in regular physical activity and sporting activities*
3. *raising the profile of PE and sport across the school, to support whole school improvement*
4. *offer a broader and more equal experience of a range of sports and physical activities to all pupils*
5. *increasing participation in competitive sport*

Provision and support	Area	Actual cost	Impact
Acro pad workshop day	1, 3, 4	£662.80	<p>Staff training sessions + model lessons with each age group observed by relevant staff.</p> <p>Staff all confident with holds and supporting children with specific moves including forward roll, backward roll and cartwheel. Also support for children bringing in more advanced moves and how to recognise if these are safe or not.</p> <p>Sustainability- Staff confident to use acropad and deliver basic acro skills as well as strength, core and flexibility work. Using a large acro floor has increased confidence in children having a go.</p> <p>Increased number of children finding confidence and attending acro and gymnastics classes outside of school.</p>
Teaching assistants to support extra curricular PE ensuring accessibility for all	1, 2, 4	£1156.49	<p>Teaching assistants who have previously worked alongside the coach have trialled leading Ks1+Y3 multi sports in pairs enabling one to deliver sessions and another to support SEND.</p> <p>Teaching assistant to support coach to deliver a wider range of sports for KS2 club to ensure participation equity for all children.</p> <p>Sustainability-increased staff confidence to deliver after school clubs, increased take up in additional clubs and increased activity</p>

			specifically for children with SEND, more children with EHCPs have attended at least one club.
Outdoor activity days	2, 4,	£7534.25	<p>100% of children in reception to year 6 participated in at least two outdoor activities outside of the school grounds, including all SEND children (full participation including wheelchair users). Increased confidence and physical activity linking to HAF programmes for children in receipt of PP, Young Carers and children with EHCPs, also links to scout association groups as we used the scout centre as this may be more accessible to some children than a specific sporting group.</p> <p>Sustainability- although the days could not continue without funding the aim is to trial a variety of activities and link to children/parents who generally have low take up of activities in the school holidays to have increased confidence</p>
Playtime equipment for OPAL project	2, 4,	321.15	<p>Schools continue to assess and develop active playtimes with the playlead children. Feedback linked to reduced activeness and use of scooter and skateboards was the need for more challenge- this has been rectified with the purchase of ramps, an additional area for climbing has resulted in movement of mud kitchen which incurred some costs as children requested a place to climb.</p> <p>Sustainability- the active playtimes have become part of school and on-going observations have led to improvements with low costs. Sports funding has enabled these changes to be done quickly having an immediate impact however the culture of active playtime and involving parents, staff and children in analysis is becoming embedded.</p>
Sporting equipment to add extra sports into curriculum e.g. badminton which has an affordable accessible local club.	3, 4	149.70	<p>A focus of sports development this year has been finding links with local clubs that are easily available and accessible. Much of this has been done with no cost inviting clubs to do the whole school assembly. We are aware that some children drop clubs as they transition to secondary school, children who struggle with team/group activities often lowest take due to availability of rugby, football and dance. This academic year we have focused on links with athletics, tennis and badminton- take up over next two years to be monitored. Observations in lessons showed high levels of activity and personal challenge.</p>

Online platform to improve teaching of specific skills for teachers no longer supported by a coach.	1, 3	1192.00	Staff feedback for both teachers and TAs was having a reference for some skill work particularly for those supporting one to one. The platform can be accessed on i-pads and all can observe the skills they are teaching and how to explain them. Currently working on-demand Sustainability- plan in time for staff to observe skills and try them before a new unit is introduced so all staff are competent in delivering skills within the two year rolling programme- in particular focus on TA's who are supporting PE.
Team teaching alongside a coach for ECTs and new staff to school since September 2 terms, cost also includes the ASC to introduce a wider range of extra curricular sports.	1, 3	2856.00	Having used the model previously in upskilling staff in the delivery of coaching, it was decided that for some of the year sports funding can be used to support new team members' team teaching. In addition the coach led after school sessions aimed at getting children involved who do not partake in physical activity. ECTs have both had one term of working alongside the coach. Sustainability- potentially one term in second year of ECT for support but long term sustainability that staff feel confident to deliver PE independently of coach. Coach to observe staff and give feedback.
Inter school competitions (includes transportation costs)	5	498.37	There has been a focus on competitive sport with children participating in dodgeball, rounders, dance however this needs to be a focus to ensure this is sustainable with reduced transport costs in the future- work moving forward to focus on local comps and potentially hosting of comps 110% children in Y4-6 have competed against other schools.
CPD with local schools and organisations	1, 3	82+50	Dance was an area where staff felt less confident particularly in lower KS2. This is an area due to the passion of the previous teacher where many children have gone on to take up dance outside school. To upskill staff, performing arts tutors support their students to deliver sessions observed by our staff. This will be further developed next year (as part of the two year rolling plan) to develop staff's dance vocabulary and ability to lead dance. Sustainability: second year or providing this opportunity- consider pairing staff with groups of students and seeking feedback.

Pedometers to get children moving and get steps up	2	111.40	<p>This had a really positive impact with some children recognising how much less they move than some of their peers. We made this into a project with an aim and saw a huge increase in both in school activity- children getting steps in whilst waiting in queues, moving around more at play time- we also saw an increased level of activity outside of school</p> <p>Sustainability: develop this, using termly challenges and consider use of street tag, as part of active learning.</p>
Swimming	1, 2, 4	2768.64	<p>After noting a huge reduction in children taking swimming lessons outside of school post-COVID we continued our two year trial of extending school swimming beyond the KS2 focus. Children in year 3 and 4 receive their allocated swimming to achieve their 25m badge (as do any children in years 5 and 6 who have not yet achieved this). This is not covered in Sports funding. Children in ks1 receive a term of swimming lessons with the focus of being able to swim unaided. Our aim is for children to leave Grayrigg able to swim at least 100m and perform some life saving skills. Our hope is that water confidence will result in more children attending clubs and swimming lessons outside of school. Over the last two years we have explored working with a different provider after noticing a reduced number of neurodiverse children being successful at the local leisure centre (due to size and temperature). The impact of this work has been 100% of the children in the pool. This will be longer term to measure impact but 100% children could swim at least 25m by end of year 6 with all but 1 achieving the range of strokes and water safety element. The hope is that children in the current year 2 will all be able to swim 100m by the end of year 5 and be able to achieve open water swimming safely by the end of year 6 and understand the danger of this.</p> <p>Sustainability: Aim to continue the additional swimming to see longer term impacts and consider how this can be embedded without sports funding- impact for children who have access to the extended programme should be high and we have seen success with SEND children.</p>

Swimming Ability	Swim competently, confidently and proficiently over a distance of at least 25 metres	Use a range of strokes effectively (for example front crawl, backstroke and breaststroke)	Perform safe self-rescue in different water-based situations
	100%	94%	94%

Planned Provision and Investment: 2025-26

1. increasing confidence, knowledge and skills of all staff in teaching PE and sporting activities
2. increasing engagement of all pupils in regular physical activity and sporting activities
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5. increasing participation in competitive sport

Planned provision and support	Focus area	Impact	Participants
Develop staff confidence and quality of Gymnastics taught: <ul style="list-style-type: none"> • Member of staff to gain qualification • Links to local gymnastics and acro groups • After school gymnastics club 	1, 2,	Gymnastics delivered better consistently and long term across school Gymnastics after school club Links to clubs outside of school	Lead staff member JW All children Supporting staff
Continue long term swimming project to support aim for all children to be able to competently swim for a sustained amount of time (approx 100 m) and by end of year 6 to participate in a course of open water swimming learning about safety as well as developing skills.	1, 2, 4	All children leave school above national expectations able to sustain swimming to at least 100 m, competent and safe swimming in open water (lakes) including children with SEND.	All children years 1-6 Class teachers and TAs working across school
Continue to develop activity levels with challenges linked to year 5 and 6 projects last year. Use of <ul style="list-style-type: none"> • Termly challenges challenges (ranked) • Use of street tag 	2	Increased fitness levels and stamina- for whole families.	Whole families and staff

<ul style="list-style-type: none"> Family walks 			
Continue to develop staff competence 1 term of team teaching including assessed lessons for less experienced teachers Planned front loaded CPD time for TAs to develop confidence in skill being taught in PE using online platform	1, 3	Increased staff confidence for future,	All children with a focus on staff who support children one to one.
Continue to develop confidence in dance with links, developing a dance curriculum for years 3 and 4 with Kendal college performing arts team.	1, 3	Increased staff confidence and re-establish high quality dance teaching and links to local dance schools.	LKS2 and staff
Work with local school to create lower transport costs of inter school competitions- host one event per class	5	Increased opportunity particularly year 3 and below.	All children years 2-6
Develop out of school activities with specific targeting of low activity children	4	Increased physical activities.	All children with focus on children whose activity is lower outside of school