

**Buckstones Community Primary School**

**Sport Premium**

The government has provided funding to primary schools to improve provision of physical education (PE) and sport in our schools. This funding - provided jointly by the Departments for Education, Health and Culture, Media and Sport - will be allocated to primary school head teachers.

**Action Plan 2024-2025 and Impact Document 2023-2024**

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| **Meeting 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?  **N.B.** Even though your children may swim in another year please report on their attainment on leaving primary school. | 93% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 86% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93% |

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| **Allocation for 2024-2025** | **£17,780** |
| **Total spend for 2024-2025** | **£18,295** |

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| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school***.*** | | | | | |
| **INTENT** | **IMPLEMENTATION** | | | | **IMPACT** |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Who** | **Time Scale** | **Breakdown of spend** | **Intended Outcomes/Sustainable Improvements** |
| Encouraging active play during break times and lunchtimes | Infant pupils to be taught different playground games and encouraged to play them during playtimes and lunchtimes.  Identify and train new Sports Leaders in readiness for the next academic year. | SM/JM/NM  Sports leaders.  MH | On going  May ‘25 | £400 | * Sports leaders develop their leadership skills and responsibility in helping organise and set up zones and play new games with others. * Each Year group are engaged in active play at breaks and lunch times * Increased fitness of pupils through taking part in additional activities offered throughout the school day. * The school is actively supporting and promoting pupils meeting government health recommendations. This is having an impact on their physical and emotional health. * Encourage 60 active minutes per day for the whole school.   **Evidence:**   * Pupil voice, staff feedback, newsletters   **Sustainability**:   * Play times and lunchtimes continue to work effectively and encourage children to develop life skills, understand health messages and improve their fitness. * A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced and they are able to make links between subjects. |
| Broadening the variety of extra-curricular activities offered, including competitive intra school competitions | Devise a calendar of extra- curricular activities to take place throughout the year, including intra competitions  Invite school council to suggest new events  Reapply for the Schools Gold Games Award | SH/MH  SH/MH | Sep 2024  June 2025 | £500  release time | * Increased number of pupils participating in extra-curricular activities and reporting increased enjoyment in these. * School to attain the Gold School Games Award.   **Evidence:**   * Lunchtime observations, extra-curricular registers, staff feedback, pupils voice from school council.   **Sustainability**:   * Calendar of events will be used in future years to help continue to provide opportunities for pupils. * Areas improved through working towards School Games Mark will be sustained and built upon further in future years. * Raised profile of health and wellbeing apparent to pupils and families will ensure a year on year involvement of pupil |
| Raise attainment in school swimming to meet requirements of the national curriculum before the end of key stage 2. | All Year 3 to attend swimming for full year. Organise additional sessions for year 5/6 pupils still not able to swim.  Subject Lead to monitor delivery of swimming | AC  MH | Ongoing  As above | £ 7,230 | * The vast majority of pupils are able to swim by the time they leave KS 2.   **Evidence:**   * Swimming records   **Sustainability**   * Reduced numbers of additional pupils required to attend swimming sessions beyond Year 3 over time. |
| To ensure safety of all pupils attending swimming lessons and build confidence of staff who support these lessons. | All staff who accompany swimming lessons to be competent to support the teaching of swimming by Oldham Swimming Services. | AC/BE |  | £500 for First Aid training and release time for training | Accompanying staff meet safety requirements set by Oldham Swimming Services  **Evidence:**   * Confidence in taking groups   **Sustainability**   * Ongoing cycle of training |

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| **Key indicator 2:** The profile is raised across the school as a tool for whole school improvement | | | | | |
| **INTENT** | **IMPLEMENTATION** | | | | **IMPACT** |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Who** | **Time Scale** | **Breakdown of spend** | **Intended Outcomes /Sustainable Improvements** |
| Pupils to take on a leadership role to lead and support sport and physical activity within the school as Sports Leaders and Wellbeing Champions. | Pupils to apply for Sports Leaders  Pupils to help with intra school’s tournaments, activities etc. during the lunch time breaks  Additional equipment purchased. | MH  MH    MH | Jan 2025  Throughout the year  As required | £1000 | * New applicants for the role and high levels of interest. * Playground leaders develop their leadership skills and responsibility in helping organise and set up zones and play new games with others. * Each Year group are engaged in active play at breaks and lunch times * Increased fitness of pupils through taking part in additional activities offered throughout the school day. * Increased opportunities for intra school’s tournaments with increased participation. * Increased health messages promoted with pupils and these are embedded across the curriculum so children can make links between their subjects e.g. PE and PSHE or Science.   **Evidence:** Pupil voice, staff feedback, newsletters, outcomes of intra school competitions, visibility of Sports Leaders and Wellbeing champions, school council feedback.  **Sustainability:**   * Lunchtimes and playtimes pupils are active and engaged and improve their fitness. A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced and they are able to make links between subjects. |
| To enhance and improve pupils emotional health and well-being. | Attendance at termly health and well-being network meetings  Attend Wellbeing Training and cascade to all staff  Identify and support pupils wellbeing through a Wellbeing club  To continue to signpost parents to club links event, PE courses and through the school website and the school newsletter to help encourage pupils and families to be more physically active and further improve their skills.  To undertake training to support Y6 pupils with developing their resilience when moving to secondary school | RP  RP  RP and MHu  SH  RP | Dates TBC  Spring term  On going  Dates TBC | Resources  £100  Release time  £300 | * Pupils have an increased number of strategies available to them to deal with emotional situations. Staff use and promote these when needed. * Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing frustration or anger. * School actively supporting and promoting pupils meeting government health recommendations. This is having an impact on their physical and emotional health. * Conduct the wellbeing survey to identify those pupils who may need support with their emotional wellbeing.   **Evidence:**   * Pupil voice, staff feedback, parental feedback, newsletters,   **Sustainability:**   * Staff and pupils learn strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with different situations. Lunchtimes continue to work effectively and encourage children to develop life skills and also improve their fitness. A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced and they are able to make links between subjects. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | |
| **INTENT** | **IMPLEMENTATION** | | | | **IMPACT** |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Who** | **Timescale** | **Breakdown of spend** | **Intended Outcomes /Sustainable Improvements** |
| Improve staff confidence and ability to teach PE as per identified needs. | Sports Development Staff to work within school sharing, enhancing and extend current opportunities.  Timetable of sport development work for the year established  Impact monitored by SL  Use Castleshaw to improve the teaching of Outdoor and Adventurous curriculum | SH/MH to identify where    MH  MH  KA | Sept 2024  Sept 2024  Jan, April, June  Spring/Summer 2025 | £3800  advanced support package sports Development Services.  £1590 | * School up to date with best practice ideas in health and wellbeing and sport strategies to further improve outcomes and opportunities for pupils in school. * Increased subject knowledge by identified staff to deliver high quality PE   **Evidence:**   * SL monitoring and feedback * Pupil voice * Standards in subject   **Sustainability:**   * All staff, overtime, equipped to deliver high quality PE sessions |
| To continue to prioritise and facilitate high quality PE being creative in the thought and delivery | Review PE curriculum.  Long term plan to be updated.  PE lead to lead staff meetings to improve staff confidence and skills  Subject Lead(s) to attend networking opportunities and continue to raise profile of the school and best practice: PE | SH/MH  All staff  MH  MH | Follow new PE scheme – Get Set 4 PE  Spring 2024 | £1375 | School up to date with any new health and safety in PE advice and this is embedded in policy and risk assessment to ensure maximum safety for pupils.  Updated and modified PE curriculum offer to continue to increase engagement and lifelong participation.  **Evidence:**   * Learning walks, risk assessments, modified PE Curriculum   **Sustainability:**   * PE subject lead vision and strategy in continuing to move school forward towards desired outcomes |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | |
| **INTENT** | **IMPLEMENTATION** | | | | **IMPACT** |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Who** | **Time Scales** | **Breakdown of spend** | **Intended Outcomes /Sustainable Improvements** |
| Continue to offer extra-curricular activities which leads to high engagement. | Discuss with school council which new sports or physical activities they would like to have on offer – KS 1 and KS 2 | MH/LT | Jan 2025 | Resources  £500 | New sports/activities introduced in response to pupil voice leading to increased numbers of pupils participating in an extra-curricular activity.  **Evidence:**   * School Council minutes * Extra-curricular participation at different points in the year compared to previous participation   **Sustainability:**   * Increased opportunities on offer * Improved fitness and participation leading to long term lifestyle choices and benefits. |
| Increase the number of children participating in at least 1 sports/active session in school or after school. | Employ sports coach to run after school sporting clubs  Maintain record of pupil participation in afterschool clubs, intra school competitions and Inter school competitions, | MH | Sep 2024 |  | **As above** |
| To ensure all SEND and vulnerable pupils in school are able to access a wide range of sporting and fitness activities. | Provide additional 1:1 support in PE lessons for all vulnerable pupils to ensure they continue to enjoy participation in high quality PE sessions. | MP | Sept 2024 |  | All pupils enjoy high quality PE which incorporates a broad range of experiences.  Vulnerable pupils are encouraged and supported to take part in physical activity outside of PE lessons.  **Evidence:**   * Lesson observations * Observations of breaks and lunchtimes * Pupil voice * Staff feedback   **Sustainability:**   * Increased opportunities on offer for vulnerable pupils to enjoy PE and fitness leading to improved lifestyle choices and benefits. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | | |
| **INTENT** | **IMPLEMENTATION** | | | | **IMPACT** |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Who** | **Time Scales** | **Breakdown of spend** | **Intended Outcomes /Sustainable Improvements** |
| Continue to offer a range of competitive opportunities for all pupils | To continue to review School Games Mark and continue with the competitive opportunities on offer in achieving appropriate award for the school- continue to attain Gold award status.  To adapt calendar of sporting events put together throughout the year.  Maintain links with Crompton House and Shaw schools cluster  Release MH to attend networks and plan competitive sports | MH/SH  MH  MH  MH | June 2025  Sep 24 | £1000 | * Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication. * Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. * School to maintain Gold School Games Award   **Evidence:**  competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability:**   * Calendar of events will be used in future years to help continue to provide opportunities for pupils. * Areas improved through working towards School Games Mark will be sustained and built upon further in future years. * Raised profile of health and wellbeing apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams. |

**Impact Document 2023-2024**

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| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school***.*** | | | |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** | |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Intended Outcomes/Sustainable Improvements** | **Review of action and suggested next steps** |
| Encouraging active play during break times and lunchtimes | Infant pupils to be taught different playground games and encouraged to play them during playtimes and lunchtimes. | * Sports leaders develop their leadership skills and responsibility in helping organise and set up zones and play new games with others. * Each Year group are engaged in active play at breaks and lunch times * Increased fitness of pupils through taking part in additional activities offered throughout the school day. * The school is actively supporting and promoting pupils meeting government health recommendations. This is having an impact on their physical and emotional health.   **Evidence:**   * Pupil voice, staff feedback, newsletters   **Sustainability**:   * Play times and lunchtimes continue to work effectively and encourage children to develop life skills, understand health messages and improve their fitness. * A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced and they are able to make links between subjects. | * Sports leaders were identified * New games were introduced * Pupils enjoyed a new range of games available to them and enjoyed having access to equipment to support activities and games. |
| Broadening the variety of extra-curricular activities offered, including competitive intra school competitions | Devise a calendar of extra- curricular activities to take place throughout the year, including intra competitions  Invite school council to suggest new events  Re apply for the Gold Schools Games Award | * Increased number of pupils participating in extra-curricular activities and reporting increased enjoyment in these. * School to maintain Gold School Games Award.   **Evidence:**   * Lunchtime observations, extra-curricular registers, staff feedback, pupils voice from school council.   **Sustainability**:   * Calendar of events will be used in future years to help continue to provide opportunities for pupils. * Areas improved through working towards School Games Mark will be sustained and built upon further in future years. * Raised profile of health and wellbeing apparent to pupils and families will ensure a year on year involvement of pupil | * Provision for sporting after school clubs was good. Clubs offered to pupils included: netball, football, multi-skills, fielding and striking, cheerleading, tennis |
| Raise attainment in school swimming to meet requirements of the national curriculum before the end of key stage 2. | All Year 3 to attend swimming for full year.  Subject Lead to monitor delivery of swimming | * The vast majority of pupils are able to swim by the time they leave KS 2.   **Evidence:**   * Swimming records   **Sustainability**   * Reduced numbers of additional pupils required to attend swimming sessions beyond Year 3 over time. | * The pupils who needed a little additional support parents were advised to take them for swimming lessons. No additional swimming was needed. |
| To ensure safety of all pupils attending swimming lessons and build confidence of staff who support these lessons. | All staff who accompany swimming lessons to be trained in reach and rescue strategies by Oldham Swimming Services. | Accompanying staff meet safety requirements set by Oldham Swimming Services  **Evidence:**   * Certificates   **Sustainability**   * Ongoing cycle of training | * No longer need the members of staff to be trained in reach and rescue. However, the members of staff who accompany the pupils swimming are experienced and have observed the swimming teacher taking groups and teaching the correct strokes. |

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| **Key indicator 2:** The profile is raised across the school as a tool for whole school improvement | | | |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** | |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Intended Outcomes /Sustainable Improvements** | **Review of actions and suggested next steps** |
| Pupils to take on a leadership role to lead and support sport and physical activity within the school as Sports Leaders and Wellbeing Champions. | Pupils to apply for Sports Leaders and Health Champions roles  Pupils to help with intra school’s tournaments, activities etc. during the lunch time breaks  Additional equipment purchased so that items can be used in bubbles.  Attend Health Champions Meetings as they become available | * New applicants for the role and high levels of interest. * Playground leaders develop their leadership skills and responsibility in helping organise and set up zones and play new games with others. * Each Year group are engaged in active play at breaks and lunch times * Increased fitness of pupils through taking part in additional activities offered throughout the school day. * Increased opportunities for intra school’s tournaments with increased participation. * Increased health messages promoted with pupils and these are embedded across the curriculum so children can make links between their subjects e.g. PE and PSHE or Science.   **Evidence:** Pupil voice, staff feedback, newsletters, outcomes of intra school competitions, visibility of Sports Leaders and Health champions, school council feedback.  **Sustainability:**   * Lunchtimes and playtimes pupils are active and engaged and improve their fitness. A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced and they are able to make links between subjects. | * Sports leaders supported the younger pupils at lunchtimes and encouraged them to use the equipment correctly. * Wellbeing champions will be kept the same and continue to be available in the Junior playground to support the pupils. |
| To enhance and improve pupils’ emotional health and well-being. | Attendance at termly health and well-being network meetings  Attend Wellbeing Training and cascade to all staff  To continue to signpost parents to club links event, PE courses and through the school website, twitter and the school newsletter to help encourage pupils and families to be more physically active and further improve their skills. | * Pupils have an increased number of strategies available to them to deal with emotional situations. Staff use and promote these when needed. * Behaviour at lunchtimes improved with pupils being calmer and knowing what to do if they are experiencing frustration or anger. * School actively supporting and promoting pupils meeting government health recommendations. This is having an impact on their physical and emotional health.   **Evidence:**   * Pupil voice, staff feedback, parental feedback, newsletters,   **Sustainability:**   * Staff and pupils learn strategies for emotional health and well-being and these will be embedded into practice and have a long term impact on their ability to deal with different situations. Lunchtimes continue to work effectively and encourage children to develop life skills and also improve their fitness. A focus on the health and wellbeing of our pupils, ensures that their curriculum is broad and balanced and they are able to make links between subjects. | * Wellbeing club was run. Very positive feedback from the pupils who were invited to attend. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |  |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Intended Outcomes /Sustainable Improvements** | **Review of actions and suggested next steps** |
| Improve staff confidence and ability to teach PE as per identified needs. | Sports Development Staff to work alongside the identified school staff to enhance and extend current opportunities.  Timetable of support for the year established  Support and impact monitored by SL | * School up to date with best practice ideas in health and wellbeing and sport strategies to further improve outcomes and opportunities for pupils in school. * Increased subject knowledge by identified staff to deliver high quality PE   **Evidence:**   * SL monitoring and feedback * Pupil voice * Standards in subject   **Sustainability:**   * All staff, overtime, equipped to deliver high quality PE sessions | * Standards of PE teaching is Good and this is based upon end of year assessments. * By the end of Year 6 100% of children met the expected standard * By the end of Year 2 90% of children met the expected standard * By the end of the Foundation Stage 87% of pupils met the expected standard. |
| To continue to prioritise and facilitate high quality PE | Subject Lead(s) to attend networking opportunities (Virtually) and continue to raise profile of the school and best practice: PE | School up to date with any new health and safety in PE advice and this is embedded in policy and risk assessment to ensure maximum safety for pupils.  **Evidence:**   * Learning walks, risk assessments, modified PE Curriculum   **Sustainability:**   * PE subject lead vision and strategy in continuing to move school forward towards desired outcomes | As above |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | | | |
| **INTENT** | **IMPLEMENTATION** | | **IMPACT** |  | | |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Intended Outcomes /Sustainable Improvements** | | | **Sustainability and suggested next steps** | |
| Introducing new sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities | Discuss with school council which new sports or physical activities they would like to have on offer – KS 1 and KS 2 | New sports/activities introduced in response to pupil voice leading to increased numbers of pupils participating in an extra-curricular activity.  **Evidence:**   * School Council minutes * Extra-curricular participation at different points in the year compared to previous participation   **Sustainability:**   * Increased opportunities on offer * Improved fitness and participation leading to long term lifestyle choices and benefits. | | | Clubs which were on offer this year included:  Wildlife  Football  Multiskills  Raquet sport  Netball  Rugby  Cheer leading  Tag rugby  Basketball  Wellbeing club | |
| Increase the number of children participating in at least 1 sports/active session in school or after school when they resume. | Employ sports coach to run after school sporting clubs  Maintain record of pupil participation in afterschool clubs, intra school competitions and Inter school competitions, | **As above** | | | | * A consistently high number of places were offered this year with 8 clubs being run throughout the year. * Different age groups also got the opportunity to take part |
| To ensure all SEND and vulnerable pupils in school are able to access a wide range of sporting and fitness activities. | Provide additional 1:1 support in PE lessons for all vulnerable pupils to ensure they continue to enjoy participation in high quality PE sessions. | All pupils enjoy high quality PE which incorporates a broad range of experiences.  Vulnerable pupils are encouraged and supported to take part in physical activity outside of PE lessons.  **Evidence:**   * Lesson observations * Observations of breaks and lunchtimes * Pupil voice * Staff feedback   **Sustainability:**   * Increased opportunities on offer for vulnerable pupils to enjoy PE and fitness leading to improved lifestyle choices and benefits. | | | | * 27 places were taken up by pupils on the SEN register |

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| **Key indicator 5:** Increased participation in competitive sport | | | | |
| **INTENT** | **IMPLEMENTATION** | **IMPACT** |  | |
| **Long Term Objective (towards sustainability)** | **Actions to be taken this year** | **Intended Outcomes /Sustainable Improvements** | | **Sustainability and suggested next steps** |
| Continue to offer a range of competitive opportunities for all pupils | To continue to review School Games Mark and continue with the competitive opportunities on offer in achieving appropriate award for the school- continue to maintain Gold award status.  To adapt calendar of sporting events put together throughout the year.  Maintain links with Crompton House and Shaw schools cluster  Release SL to attend networks and plan competitive sports  Release appropriate staff to accompany pupils to competitive sports events | * Pupils developing and applying key life skills through their participation in PE and sport including trust, respect, teamwork and communication. * Increased number of pupils participating in competitive opportunities and reporting increased enjoyment in these. * School to maintain Gold School Games Award   **Evidence:**  competition calendar and results. Staff feedback, pupils voice from school council.  **Sustainability:**   * Calendar of events will be used in future years to help continue to provide opportunities for pupils. * Areas improved through working towards School Games Mark will be sustained and built upon further in future years. * Raised profile of health and wellbeing apparent to pupils and families will ensure a year on year involvement of pupils and encourage more pupils to join teams. | | Achieved well in competitive events:  1st in athletics  Mixture of 1st and 3rd in Cross Country  2nd in Handball  3rd in Dodgeball  3rd in Netball  3rd in Tag Rugby  Also successfully took part in a Rowing competition. |