

# Primary PE/Sports Premium - Target Setting/Impact Report

2023-2024

Cottingham C of E Primary School



[www.cottinghamprimary.co.uk](http://www.cottinghamprimary.co.uk)



Cottingham CofE Primary School is dedicated to offering all children weekly Physical Education opportunities, including two hours of PE in KS2. As well as curriculum time PE, the children will have regular opportunities to participate in intra-school and inter-school competitions and activity. PE and sporting opportunities at Cottingham CofE are inclusive and will always offer opportunity to ALL pupils regardless of ability or

## Review of last year's spend and key achievements (2022/2023)

We recommend you start by reflecting on the impact of current provision and reviewing your previous spend.

Activity/Action	Impact	Comments
<p><b>Real Legacy support to continue for 2022/23. Support through Legacy to include embedding of Real Dance and Real Gym across all age groups.</b></p> <p><b>Consistent use of 'Real wheels' assessment to begin to assess pupils as baseline and end of unit.</b></p> <p><b>Use in lesson of formative assessment including of end of lessons self-assessment questions, review questions and the colour wheels.</b></p> <p><b>Continue to ensure that high expectations for PE/Sport are shown by all including pupil/staff uniform.</b></p> <p><b>Assessment of quality of PE through pupil voice. As a result, intervention to be planned and delivered in the form of catch-up sessions by PE support during PE admin time.</b></p> <p><b>Develop Sports Crew leaders to take responsibility for encouraging lunchtime activities and taking the lead for setting up and scoring inter-house sporting competitions.</b></p> <p><b>The use of Real Cogs supports the school vision/mission/values. These Cogs are also to be used to align with mainstream sport taught alongside REAL PE.</b></p> <p><b>Continue to offer Yoga to a selected group of children based on need.</b></p> <p><b>Increase the visibility and activity of Magnificent Minds team via use of tabards and lunch time tasks.</b></p> <p><b>Increase participation in untried sports to include fencing, which is to be offered to a class on a trial basis.</b></p>	<p>All children across the school cover all elements of the National Curriculum, allowing for opportunities of physical development, self-appraisal, and challenge.</p> <p>Teachers can tailor interventions/ lesson progression based on accurate information both on an individual basis and as a class cohort.</p> <p>Timely feedback from the teacher allows for the child's progression during lesson. Self-assessment by children promotes independence in learning and character building by recognizing strengths and weaknesses and promoting perseverance.</p> <p>Sense of school identity and belonging experienced by children when competing for the school. Children wearing PE kit on designated days ensured children are taking responsibility and are in appropriate clothing and footwear for activities.</p> <p>Ensured t all children understand the curriculum and importance of PE within it. Children felt listened to and involved in the delivery of PE.</p> <p>Sports Crew developed young leader skills such as responsibility and organisation. They have promoted learning behaviours such as honesty and fair play. They have been able resolve conflict and ensure inclusivity for all. This has developed their individual resilience as well as ensuring the smooth running of lunchtime sports for all pupils on the playground.</p>	<p>First full year of implementation of REAL Dance and REAL Gym across KS1 and KS2 to complement teaching of REAL PE and ensure full, curriculum coverage.</p> <p>End of unit assessments becoming embedded. Baselines to be completed in wk1 of 2023-24.</p> <p>Formative assessment consistently used by all members of staff to differentiate during lessons.</p> <p>Review questions and colour wheels used consistently during all REAL PE lessons. REAL cogs referred to at the start of every REAL PE lesson. Skills and cogs also referred to as success criteria for mainstream sports lessons.</p> <p>Staff and pupils consistently wear the correct PE kit on PE days and when participating in external events.</p> <p>Pupil voice recorded at the end of each major term. Any areas where ARE not being achieved addressed during lessons where possible.</p> <p>Sports Crew have been responsible for running and scoring all values days, helping with sports day and directing and officiating lunchtime sporting activities for KS1 and KS2. Training in how to manage activities, preparation of activities and leadership was provided to all members of Sports Crew.</p> <p>REAL cogs referred to at the start of every REAL PE lesson. Skills and cogs are also referred to as success criteria for mainstream sports lessons.</p>

<p><b>Maintain 100 % of pupils competing in level 2 competitions.</b></p> <p><b>Further develop partnerships with local schools including Brighthelm, Weldon etc.</b></p> <p><b>Timely planning to link to school-school sporting competition.</b></p> <p><b>Discreet selection to ensure that competitions are tailored towards pupil abilities whilst maintaining inclusion.</b></p> <p><b>Continue to provide extra-curricular opportunities that are aimed at groups of children including least active, gifted &amp; talented, girls/boys, and vulnerable groups.</b></p> <p><b>Provide experience days for all children to encourage out of school sports/physical exercise.</b></p> <p><b>Ensure that active travel to school is promoted regularly within school.</b></p> <p><b>Introduce Forest School learning for new school starters and to KS1.</b></p>	<p>School's values lie at the heart of everything. These are often referred to in PE lessons due to the nature of the subject (honesty, perseverance, trust etc). The learning behaviours which are assessed as part of PE align strongly with our school values, so the children are constantly having reinforced expectations.</p> <p>Yoga impact report shows the benefits achieved by those children participating in yoga. These range from mobility improvement; improvement in concentration and breathing strategies to promote self-control and coping strategies.</p> <p>The presence of Magnificent Minds on the playground has promoted a sense of community within the school. Children are never alone on the playground and can participate in organized activities other than sports.</p> <p>Termly sports experience days have been well received by the pupils. They enjoyed learning new skills and broadened their experience of different activities. In addition, following a cricket experience day 7 pupils in KS2 joined local cricket clubs, with 5 children taking part in competitive matches for their clubs. These included children who do not participate in any other mainstream sporting activities outside of school.</p> <p>Participation in different levels of external competitions (broadening participation, inclusive sports, competitive intent) ensured that all pupils in the school were given the opportunity to represent the school at an external event (travelled via bus). All the children experienced the sense of being part of the team, representing their school whilst competing at an appropriate level for their ability.</p> <p>Partnerships with other schools provided children with different experiences of other schools. Training matches allowed for competitions preparation and broadening participation of pupils involved.</p> <p>Competition events were organized at the beginning of the year allowing after school clubs to be tailored to competition calendar. Following regular in school and after school team coaching, pupils achieved significant sporting success for</p>	<p>Yoga has been offered to targeted children in both KS1 and KS2 and has taken place on a weekly basis (see separate impact report).</p> <p>Magnificent Minds continued to be prominent during lunch times. Magnificent Minds have organised activities for KS1 and KS2 children during lunch times after a review of activities at the end of T2.</p> <p>Experience days have offered new sports that have previously been untried. The fencing experience day was enjoyed by all children. Participation of "new sports" has been noted by children in both key stages following experience days in cricket.</p> <p>All children (including EYFS) have participated in level 2 competitions and have travelled to a sporting competition outside of school.</p> <p>Development of local school's partnerships has seen friendly fixtures against St Brendans, Brighthelm, Maidwell Hall and Maplefields SEN provision.</p> <p>After school clubs have been tailored and aligned to upcoming sporting competitions to ensure children are prepared to the best of their ability.</p> <p>Broadening participation events completed to ensure all children achieved their level in inter school competition.</p> <p>Funding continued to target groups of children for after-school clubs. These included gifted and talented, least active, girls and pupil premium children.</p> <p>Children enjoyed experiencing sports, such as fencing, which they have never tried before. It broadened their knowledge that there are other activities aside from the traditional mainstream sports. Experiences were inclusive and all children, irrespective of ability, started on a level playing field.</p>
--	--	---

	<p>higher ability athletes including representing area in county netball finals, winning yr5/6 cricket competition; runner up in Yr3/4 football tournament and multiple 1<sup>st</sup> place and runner up placings in Pacesetters games.</p> <p>Broadening participation and inclusive events ensure that all children achieved at an appropriate level, providing them with a sense of success and involvement. According to pupils' voice, this improved their self esteem and attitude towards sport.</p> <p>Tailored after-school clubs ensured that selected groups of children were given opportunities to improve levels activity and encouraged to take part in different sports. Levels of activity improved temporarily for all children participating. Vulnerable groups were given opportunities that they otherwise would not have had.</p> <p>Children's knowledge of different activities and sports available to them was widened. Pupil voice confirmed high levels of enjoyment from all pupils which is helping to foster a love of sport amongst the school.</p> <p>80% of Yr5 children completed Bikeability successfully, ensuring they are aware of how to ride safely on the road. Consistent use of bike/scooter shelter by select group of children. Walk to school and active travel weeks were well supported, encourage children and parents to arrange meeting points for collection away from the school gates for older children.</p> <p>All YrR and Y1 children completed a weekly forest school session. Children showed understanding of risk taking by using dangerous tools and lighting fires safely. Children built self-awareness and resilience along with teamworking skills.</p>	<p>Cycle and walk to school weeks were well supported. Consistent use of the bike and scooter shelter. Increased participation in Bike-ability ensured children are safe when cycling to and from school.</p> <p>Training completed and accreditation achieved by RN as a qualified Forest School leader. Yr1 and Yr R children benefit from weekly Forest School session.</p>
--	--	--

## Key priorities and Planning (2023/2024)

Action – what are you planning to do	Who does this action impact?	Key indicator to meet	Impacts and how sustainability will be achieved?	Cost linked to the action
<b><i>Full implementation for Year B sports in KS2 alongside REAL PE, using assessment criteria from REAL wheels ensuring all pupils receive 2x scheduled PE lessons per week.</i></b>	Teachers/ PE lead/ HLTAs will be delivering and assessing PE lessons, curriculum directed by PE lead.	Key Indicator1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	An inclusive, challenging, and engaging PE curriculum ensures all children can access it and achieve success.  Formative and summative assessments ensure teaching is effective and children are reaching ARE.	£1000 Curriculum resources  £700 Real PE Subscription
<b><i>Use initial baseline assessment for all year groups to ensure ARE are being met for fundamental movement skills and learning behaviours.</i></b>	PE lead support to complete baseline assessments to ensure consistency. PE lead to oversee.	Key Indicator 2: Engagement of all pupils in regular physical activity	Individual baseline assessments will allow gaps in skills to be targeted. Cohort strengths and weakness can be addressed and progress will be measured on a termly basis.	
<b><i>The use of REAL cogs supports the school's mission, vision, values. These cogs are also to be used to align mainstream sport taught alongside REAL PE.</i></b>	All staff and pupils	Key Indicator 2: Engagement of all pupils in regular physical activity	Assessing mainstream sports against the REAL PE learning cogs promotes clarity for the children ensuring the skills and learning behaviours are consistent irrespective of the sport. Teaching of mainstream sports allows children to put into practice skills learnt in REAL PE into sporting scenarios. It promotes opportunity to learn sports with the aim of children	

			continuing these both outside of school and into secondary education.	
<b><i>Continue to ensure that high expectations are shown by all pupils and staff.</i></b>	All staff and pupils	Key Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.	Inappropriate Behaviour in PE will be dealt with in accordance to school policy ensuring that high expectations are met. High expectations improve the quality of lessons and ensures children are maximizing their potential.  Use of school values within PE lessons promotes consistency and improved behaviour.	£200 Pe Kit for new starters
<b><i>Ensure Magnificent Mind presence during lunchtime is targeted and includes inclusive activities. 2x Magnificent Minds to be visible every lunch time (tabards).</i></b>	Specific Groups/All pupils/Magnificent Minds lead.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.		£200 Resources
<b><i>Use allocated Subject Leadership time to ensure that termly lesson observations are completed; pupil voice is collected, and assessment data is compiled.</i></b>	PE Lead/All staff/All pupils.	Key Indicator1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Allocated subject leadership time ensures administrative documentation is reviewed in a timely manner to enable planning of actions. Regular lesson observations of teaching staff enable gaps in knowledge to be identified and CPD offered where required.	£300 Cover
<b><i>Continue to offer Yoga to a selected group of children based on need.</i></b>	PE Lead, Yoga teacher, selected pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	The provision of Yoga for selected pupils gives them tailored benefits. For certain pupils, yoga is used to develop core muscle strength and	£200 venue hire £570 Staffing

			<p>balance. In other groups, Yoga is used as a tool for understanding self-control and reducing anxiety. These skills are necessary for our gifted and talented children as well as those that show levels of anxiety.</p> <p>The close link between physical activity and mental health improvements is promoted throughout the school.</p>	
<b><i>Explicitly promote benefits of activity within Mental Health awareness week.</i></b>	All staff and pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	<p>Magnificent minds play a role in providing less physical and more strategic activities in the playground to support those pupils who may feel isolated or want to participate in different activities,</p> <p>The close link between physical activity and mental health improvements is promoted throughout the school. We aim to ensure our pupils recognize this and take it with them as they progress through secondary school and into adulthood.</p>	
<b><i>Termly experience days to include previously untried activities alongside mainstream sports.</i></b>	PE lead/PE support/ Sports Crew	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Experience days give children the opportunity to experience previously untried sports. This broadens their knowledge and enhances the likelihood of	<p>£1000 Provider cost</p> <p>£600 Coaching costs</p>



			taking up clubs outside of school.	£300 Travel
<b><i>Experience days to be followed up with promotion of local sporting clubs.</i></b>	PE staff; selected pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Mainstream sport experiences promote local club signposting and experience days have shown pupils have been encouraged to take up activities out of school	
<b><i>Provide summer term tennis coaching for KS1 and experience/competition day.</i></b>	Y1/2 Pupils, visiting tennis coach.	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.		
<b><i>PE support offering training to Sports Crew on a termly basis, looking at the key areas of responsibility, organisation, and diplomacy</i></b>	PE lead/PE support/ Sports Crew/ Lunchtime supervisors	Key Indicator 2: Engagement of all pupils in regular physical activity	Sports Crew young leaders manage and lead lunchtime sporting activities and termly inter-team sports competitions. Children are trained with vital leadership skills like organization, preparation, and diplomacy. Sports Crew provide a visible promotion of sport within the school and children aspire to be part of sports crew when they reach Yr6.	£500 Outdoor resources/maintenance  £2850 Lunchtime staffing
<b><i>Continue with the provision of forest school activities for YrR and Yr1 children.</i></b>	Forest School Supervisor/ KS1 staff/ Yr1/R pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Forest school provision for all Yr1 and Yr R pupils allows for physical development and progression of skills such as resilience, risk management and perseverance. Children encouraged to take part in outdoor activities and learning to promote activity and interest in doing things outdoors when then are not in school.	£300 resources



<b><i>Termly friendly fixtures with local schools to develop partnership and broaden participation across pupils.</i></b>	PE Lead/ selected pupils	Key Indicator 5: Increased participation in competitive sport	Building partnerships with local schools allows for development of competitive links and partnerships.	£2950 Travel  £650 Sports Partnerships
<b><i>Timely sports competition planning/ aligning with after school club provision</i></b>	PE Lead/After School Club Contact	Key Indicator 5: Increased participation in competitive sport	Termly afterschool clubs coinciding with competitions allows for team practice and development of gifted and talented children.	
<b><i>Funded after-school clubs offered to selected groups of children e.g. least active.</i></b>	PE Lead/ selected pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Use of PE premium to ensure that selected groups of children have access to additional sporting opportunities to promote activity (least active) or to enhance participation (girls) or to provide opportunity (Pupil premium). This ensures our pupils have access to sporting provision which they might otherwise not be able to participate in.	£1800 Funded extra-curricular places
<b><i>Promote the participation of girl's football.</i></b>	PE Lead/ selected pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Encourage girls to participate in a sport which is dominated by boys. The provision of girls only football ensures girls are not to shy to participate in an area where boys are typically more able.	
<b><i>Discreet selection to ensure that competitions are tailored towards pupil abilities whilst maintaining inclusion.</i></b>	PE Lead/ selected pupils	Key Indicator 5: Increased participation in competitive sport	Discreet selection ensures that all children are able to represent the school in a external sporting competition at an appropriate level for their ability.	

<b><i>Termly (x6) house sports events managed and lead by sports crew. Each event to comprise of a different sporting activity.</i></b>	PE Lead/ PE support/ Sports Crew/All pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	All children participate in a variety of internal sporting competitions, promoting a sense of team amongst the pupils. Sports crew officiate and organize providing opportunity to develop young leadership skills.	
<b><i>Continue to ensure school provides 60 active minutes daily (Mile/break/lunch).</i></b>	All members of the school community	Key Indicator 2: Engagement of all pupils in regular physical activity	Significant contributor towards ensuring children are having 60 minutes a day of physical activity and movement.	£800 Staffing
<b><i>Provide CPD for new staff members on REAL PE/Dance/Gym.</i></b>	PE lead/ New Staff/ Scheme provider	Key Indicator1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.	Ensure all staff are equipped to deliver high quality PE lessons in accordance with scheme of work and PE curriculum	£300 CPD Cover
<b><i>Provide Learn to ride opportunities for Yr1 and Yr2 children who cannot ride a bike to ensure participation in Bike ability in KS2.</i></b>	KS1 pupils	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Provide KS1 pupils with the opportunity to learn to ride a bike, which is a key developmental skill. This ensures children are encouraged to be more active and learn how to safely travel on a bike.	£665 Bike-a-bility  £300 travel event resources/prizes
<b><i>Bikeability provided for children in Yr3,4 and 5.</i></b>	Pupils in Yr3/4/5	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Encourage children to be active outside of school, whilst learning to key skills to be able to ride a bike safely on the road.	
<b><i>Termly active travel events - walk to school week, mental health awareness week and ride/scoot to school week.</i></b>	All members of the school community	Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.	Encourage increased levels of activity amongst pupils; ensure children understand the explicit link between mental health and physical activity; build children'	

			competence in riding a bike/ scooter	
--	--	--	---	--

## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments

--	--	--

# Swimming Data (2023-2024)

Meeting National Curriculum requirements for swimming and water safety

Question	Stats:	Further context Relative to local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	%	Use this text box to give further context behind the percentage.  e.g., 30% - we are struggling to get pool space due to our local pool closing so we have had to use a much smaller local school pool. We have had to limit the number of pupils attending swimming lessons during one term which means some pupils have attended fewer swimming lessons than others.
What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	%	Use this text box to give further context behind the percentage.  e.g., 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 2024
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	%	Use this text box to give further context behind the percentage.
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No	
Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	Yes/No	

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study*

Signed off by:

Head Teacher:	<i>Ashley Scott</i>
Subject Leader or the individual responsible for the Primary PE and sport premium:	<i>Kate Lloyd</i>
Chair of Governors:	<i>David Sharman</i>
Date:	Sept 23

