

## Shield Row Primary School Sports Premium Strategy 2024/25

Since 2013, the government has provided schools with Sports Premium funding with the understanding that this money is to be used to improve and then maintain the high-quality sports teaching that should be going on in schools. Overtime, the outcomes desired by the government have been adapted and others added as research has demonstrated the real power of sport and PE.

The obvious and more traditional advantages of Sport and PE are the physical movement skills that develop through learning different sports and the improvement in our health and fitness if we take part in sport regularly. From more recent research, sport has been found to be beneficial in many other ways than initially thought. Sport has been recognised as a significant factor in improving mental health and wellbeing of a person while also developing their hidden and less measurable skills such as leadership and teamwork.

In turn, this funding should be used to ensure children leaving primary education are physically and mentally fit for the next part of their lives and have developed their physical skills and/or nurtured talents they already had. Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

The PE and sport premium is used to:

- build capacity and capability in the school and make sure that improvements made to the quality of PE, sport and physical activity provision now are sustainable and will benefit pupils joining the school in future
- develop or add to the PE, sport and physical activity that the school provides

**Our school has been allocated £17, 310**

**Swimming Data End of 2025 - for 2024 see 2023/24 strategy**

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 atleast 25 metres?	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstrokeand breaststroke]?	71%
<b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>	71%

## Action Plan and Budget Tracking

Intent	Implementation	Impact
<p><b>High Quality PE teaching and coaching</b>  <b>Skill development and application</b></p> <p><b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<ul style="list-style-type: none"> <li>Audit of staff skills, knowledge and confidence levels alongside long term plan to highlight areas of PE which require further CPD</li> <li>Non-contact time for PE champion to monitor PE sessions providing feedback and support for continuous development to strengthen quality of teaching</li> <li>Non-contact time for PE champion to devise training for staff based on outcomes of audit and monitoring and deliver bespoke CPD</li> <li>Durham and Chester-le-Street SLA – 12 hours of coaching support designed to upskill staff in games; 18 hours support to upskill staff with dance</li> <li>CPD to launch assessment tool for tracking of pupil progress against curriculum objectives</li> </ul>	<p><b>£5550</b></p> <p>Durham and Chester-le-Street SSP Bronze package, PE lead non-contact time, specialist coaching sessions</p> <p>This year, the PE lead collaborated with staff and the curriculum lead to overhaul the PE curriculum, ensuring clear progression and skill development across year groups. Targeted CPD, arranged with the School Sports Partnership, addressed specific staff development needs, boosting confidence and school teaching resources. Staff went to these CPD days at a variety of different schools, looking at the teaching of UKS2 invasion games, KS1 games, KS2 dance and gymnastics and physical activity in EYFS. Dedicated non-contact time allowed the PE lead to engage in CPD and observe best practices in other schools, which informed improvements for teaching and resourcing PE lessons. This strengthened the PE lead's confidence in monitoring provision in the future and planning tailored in-house training. Focused meetings with staff encouraged valuable discussions on curriculum improvements and the use of outdoor adventurous activities through orienteering. As a result, staff felt more confident delivering active, engaging lessons that make better use of the outdoor environment and orienteering. Specialist coaches delivered sport-specific sessions in dance, rugby, and basketball, supporting children's skill development and increasing staff confidence through practical games and coaching techniques. Finally, the Get Set 4 PE assessment tool was successfully implemented, allowing detailed tracking of pupil progress and lesson-level outcomes. This data provides valuable insight to inform future planning and targeted support.</p>
Intent	Implementation	Impact

<p><b>Health and wellbeing.</b> <b>Development and application of skills</b></p> <p><b>Key indicator 2:</b> Engagement of all pupils in regular physical exercise</p>	<ul style="list-style-type: none"> <li>• PE lead to re-launch play leaders with a clear schedule of supported/ led activity</li> <li>• PE lead/ play leaders - Raise pupil awareness of the importance of physical activity through a series of assemblies to motivate higher levels of activity. Ensure children understand what physical activity is and what benefits it has.</li> <li>• Guided by pupil voice continue to invest in outdoor equipment to encourage children to be as active as possible during unstructured times</li> <li>• Continue to implement Skip2bfit sessions x 3 weekly with a focus on skill development and stamina. Increase to 2 x 2 minute sets.</li> </ul>	<p><b>£1500</b></p> <p>Play leader training, resources, PE lead non-contact time</p>	<p>This year's play leader training day has raised the profile of play leaders, leading to more active and positive break and lunch times. Play leaders now take on key roles, running three weekly skipping sessions for all classes, organising play in the sandpit, leading active exercises on the yard, and coordinating games with younger children. With lots of new outdoor equipment introduced- ranging from balls for invasion games, net and wall games, to loose parts and sandpit resources- children are more engaged in meeting their active 60 minutes daily. This equipment, combined with the higher visibility and leadership of play leaders, has boosted outdoor adventurous play and increased physical activity during breaks. From observing outside play, the children are enjoying using the resources and equipment and are more active.</p>
Intent	Implementation		Impact
<p><b>High quality PE teaching</b> <b>Skill development and application</b></p> <p><b>Key indicator 3:</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> <li>• PE champion to train/ support new lead to take over and drive sport/ PE improvements</li> <li>• Monitor PE lessons with a focus on the teaching of games and dance - linked to coaching support</li> <li>• Run intra-competitions/ trials, sporting charity events and Sports Day</li> <li>• Monitor active playtimes</li> <li>• Achieve bronze games award</li> <li>• PE coach funded to work with UKS2 to prepare children for competitive sport</li> </ul>	<p><b>£3590</b></p> <p>Non contact time, games award accreditation, specialist coaching</p>	<p>This year, our school re-entered the local competitive football leagues through the Derwentside School Sports Partnership, supported by an experienced coach. This provided many children with the opportunity to experience structured competition, some for the first time. The coach has also played a key role in supporting the PE lead to deliver training to prepare for competitive sports such as football, rugby, and netball. This has enabled our school to broaden its sporting offer and enter a wider range of competitions across the year. An experienced curriculum leader has worked alongside the new PE lead to support a smooth transition and ensure continued momentum in driving PE and sport improvements. Dedicated time has been allocated for the new lead to develop the subject, implement fresh ideas, and begin shaping long-term plans. Our athletics-focused Sports Day featured a carousel of events, using</p>

			new equipment such as long jump mats to enhance the children's engagement and experience. The PE lead also attended networking meetings with other schools within our sports partnership to discuss the School Games Mark application, helping to identify key priorities for improving competitive sport and overall provision.
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<p><b>High Quality PE teaching and coaching</b></p> <p><b>Skill development and application</b></p> <p><b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils.</p> <p><b>Key indicator 5:</b> Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> <li>• Pupil voice to feed into extra curricular offer</li> <li>• KS1 and KS2 - sports coach led after school multi-skills session to encourage more children to participate in sport and physical activity after school</li> <li>• PE lead to track engagement with after school activities - ensure gender balance</li> <li>• Specialist coach to deliver block of yoga sessions for EYFS and KS1 children</li> <li>• Durham and Chester-le-Street SSP - 6 hours extra curricular coaching based on pupil voice</li> <li>• Durham and Chester-le-Street SSP - access to wide range of KS2 competitions including football, cross country, basketball, cricket, netball, athletics and tag rugby</li> <li>• Durham and Chester-le-Street SSP - access to range of non-competitive festivals for all children from YR to Y6. All children to have the experience of a festival.</li> <li>• PE coach funded to work with UKS2 to prepare children for competitive sport</li> </ul>	<p><b>£6240</b></p> <p>Competition/festival SLA Specialist coaching sessions Transport to festivals and competitions</p>	<p>This year, we offered a wide range of opportunities to increase pupil participation in sport and physical activity across all key stages. A sports coach led after-school multi-skills sessions for both KS1 and KS2, which welcomed and encouraged broader participation and ensured a gender balance. A specialist coach also delivered a block of yoga sessions for EYFS and KS1, introducing younger children to mindful movement and body awareness. Throughout the year, a number of children took part in a variety of clubs, including netball, tag rugby, mixed and girls' football, and multi-sports. Through the Durham and Chester-le-Street School Sports Partnership, KS2 pupils accessed a wide range of competitive events such as football, cross country, basketball, cricket, netball, athletics, and tag rugby. There was notable success in the football leagues, with the girls' team finishing 3<sup>rd</sup> in the league. Two KS2 pupils proudly qualified for and represented Derwentside at the county athletics finals, which was a high level of competition. Alongside this, every child from Reception to Year 6 took part in at least one non-competitive sports festival through the School Sports Partnership. These inclusive events offered all children the chance to enjoy a variety of</p>

			activities--such as invasion games, striking and fielding, tennis, problem-solving, rugby, and cricket--promoting teamwork, and a positive attitude towards physical activity.
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