



Mount Pleasant Primary School

**Evidencing the impact of the Primary PE and
Sports Premium 2023-24
Evaluation July 2024**

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education

Created by



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SPORT
TRUST

Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£21,500
How much (if any) do you intend to carry over from this total fund into 2023/24.	£0
Total amount of funding for 2023/24. To be spent and reported on by 31st July 2024	£21,500 Actual spend - £24,785

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 on dry 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 even if they do not fully meet the first two requirements of the NC programme of study	To be completed in July 2024
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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above	51%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	4%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
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

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.

Academic Year: 2023/24		Total fund allocated:		Date Updated: November 2023	
Key indicator 1: The engagement of <u>all</u> 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					Percentage of total allocation: £18,545 75%
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 engage least active children with focused play and lunch time activities	<p>Deploy Lunch time Sports Coach to target least active during lunch times in KS2.</p> <p>Deploy Sports Coach to work with least active for an extra PE session weekly. Teachers target least active children during PE lessons.</p> <p>Update resources for play and lunch times (based on pupil voice), so children are excited and use them.</p> <p>Deploy Sports coach from Huddersfield Town to raise motivation and promote girls and football and sports in general. One lunchtime, target UKS2 girls and an after school girls and sports club.</p> <p>Purchase Gold package which includes a number of team building active games for children. ETAs engage groups</p>	<p>£5,850</p> <p>£2,500 (part of SPIN package)</p> <p>Already costed from the school core budget</p> <p>£3,500</p> <p>£2,195 £300 online</p>	<p>Least active engaged with physical activity every lunch time.</p> <p>On average we have between 70 to 90 pupils who take part in the activities with the HTAFC foundation/ Project Sport. Also, the use of the climbing equipment and track are keeping most children active in the adventure playground at break and lunchtime. Use of the gold package games in Year 2 have increased the number of children engaging in activities that they can do physically but also need an element of problem solving.</p> <p>They are motivated with choice of resources and activities on offer.</p> <p>Yes, pupil survey/ feedback indicates that children are happy with the choice of resources and the range of activities.</p>	<p>Set up individual challenges, so children can motivate and engage themselves with physical activities.</p> <p>Least active are now active and enjoy physical activities and understand its importance.</p> <p>Girls in particular are confident in taking part in sports related activities, including football.</p> <p>Games have now been purchased but may only need replenishment, after a few years. Staff have been</p>	

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	<p>if children with activities.</p>	<p>support</p>	<p>Children know the importance of physical exercise. <i>A summary of recent PE pupil voice feedback indicated that pupils understand the importance of being active in and out of school and its impact on general health along with mental well-being.</i></p> <p><i>Quotes from pupils include:</i> <i>'When you are active your brain is using the 3 areas hippocampus, amygdala and prefrontal cortex. They work together and it releases the thing that makes us feel good'</i></p> <p><i>'My adult shows me how to have a go at things in PE and if I am not feeling confident enough to try she encourages me so do my clasmates and then I have a go and I feel proud of myself.'</i></p> <p><i>'I think PE can helps us because we get fit and healthy then we are stronger mentally and physically.</i></p> <p>Least active are engaged with resources. From monitoring we can see that the least active children are engaged with the equipment in the adventure playground particularly they race each other, play tig. Climb the pirate ship etc. Least active and girls are given opportunities to work with HTFC coach and are motivated and engaged. <i>The after-school club has been</i></p>	<p>trained in using the games with a wide range of children to make activities simpler or harder.</p>
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			<p>extremely popular and at least 20% of those girls are least active a few of them have since enquired about joining clubs locally and a few would like to join the after-school club again.</p> <p>During lunchtime they are engaged with all children in the MUGA, and the children are genuinely excited when they see them in the building.</p> <p>The targeted least active interventions are working well as we are seeing an increase in participation in actual PE lessons afterwards.</p> <p>All children have access to and engage with the new team building active play through the new games.</p> <p>All children have the games in their year groups and are encouraged to engage with them at breaktimes.</p>	
To raise attainment in swimming to meet requirements of the national curriculum.	Additional swimming session to allow for smaller numbers of children.	£4,500	<p>Children leave Year 6 able to:</p> <ul style="list-style-type: none"> 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 a safe self-rescue in different water-based situations <p>The additional swimming lesson has enabled children in swim in smaller groups with more adult focus. Teachers have reported that there is a marked difference in having smaller groups. As a result,</p>	As covid deficits decrease most children should be able to pass without additional sessions.

			there have been more children able to meet the NC requirements than last year. These results will be reported next year.	
Design and implement an exciting racetrack with challenges to promote physical fitness.	Work with external outdoor play companies to design and implement an exciting racetrack in the LKS2 Playground Area. This will include physical challenges for children to complete. The area is timetabled so all year groups have access throughout the year. External works includes trim trail, prate ship with access to climbing and a range of activities to promote physical development.	Costed through the school budget	All children from Y2-6 have access to this area at for at least 6 weeks in the year. Children increase their physical activities and enjoy the challenges The feedback has been 100% positive from the children in all year groups that have access. Quotes include: "It's so cool, now we can race our friends and play hide and seek tag" "I enjoy climbing to the top and I challenged myself to do it" "The racetrack has challenges all around it and I like doing the squats" An after school Outdoor Fitness Fun club also runs in the adventure playground making use of the track mainly and the children always find new ways to use it.	This will be a high-quality implementation with 10-year guarantee. Challenges will be changed yearly to keep motivation and excitement. All children will be able to access this area through careful timetabling of play and lunch times. As well as during the school day and as an after-school club
Ensure appropriate resources are available for the teaching of PE.	Audit resources and replenish	Costed through school budget	All planned PE sessions are fully resourced leading to greater participation and activity in lessons. Annual inventory and safety check of equipment then replenishments made when needed. Recent purchases include equipment for all in line with the new Beyond the Physical scheme. <ul style="list-style-type: none"> • Soft rugby ball 	Continued monitoring of PE resources for wear and tear and devise purchasing plan to ensure all sports offered during the day and through after school clubs are adequately resourced. Continue to widen range of resources so a wider variety of choice is available for children.

			<ul style="list-style-type: none"> • Tchoukball sets for adapted games • Small balls • Bean bags • Low bounce tennis balls etc. <p>Equipment audit by PE coordinator linked to club planning shows all activities are well resourced. The new order will ensure all clubs and lessons will be well resourced.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
£1000 4%

Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
To actively encourage pupils to take on leadership roles that support the delivery of sport and physical activity within the school.	<p>Sports leaders are recruited and trained to be Play Leaders through the Sports Coach.</p> <p>Play Leaders promote active play and are positive role models for the younger children.</p>	Part of SPIN package.	<p>Children complete Play Leaders training.</p> <p>The School Sports Organising Crew have completed 2 training sessions with Linda Stacey learning about ways to engage pupils with physical activity, manage games in the playground and be creative with the activities they organise. They have also been receiving ongoing training by Tanya Broadbent with coordinating activities.</p> <p>They are knowledgeable about how to organise small games and activities that can be used during lunchtimes, breaks and outside school hours.</p> <p>They run competition with Tanya</p>	All taught games are embedded, and children are able to set up their own games and activities and are active.

			<p>such as speed bounce.</p> <p>We have learnt how to set up and record activities for other children to join in with'</p> <p>'We have been doing activities on a Tuesday at lunch time and sometimes on a Friday, lots of people have joined us, some of them have included target games, jumping and skipping.</p> <p>Increased opportunities for children to lead their own games at playtime and lunchtime.</p> <p>On average we have between 70 to 100 pupils who take part in the activities.</p> <p>'These games help us become creative and improve our PE skills'</p> <p>'They are lots of fun and we try to challenge ourselves'</p>	
<p>Embed physical activity into the school day through encouraging active travel to and from school and active break times lunchtimes.</p>	<p>Resources purchased for play and lunch times to encourage active play.</p> <p>Children are taught about importance of physical activity.</p> <p>All staff promote active play.</p> <p>EYFS – every child has access to outdoors daily, and timetabled sessions in the Woodland to promote active play through use of climbing frame and large space.</p> <p>Encourage families to walk to school, or at least park the car further away from the school to ensure walking to and from school.</p>	Costed in above	<p>Visible range of outdoor activities to encourage active play.</p> <p>Playleaders have set up the following activities.</p> <p>Netball hoop shooting</p> <p>A range of balls for bouncing and catching.</p> <p>Skipping ropes</p> <p>Hula Hoops</p> <p>Bean bags</p> <p>Pop up nets</p> <p>Dodgeball games</p> <p>Puzzles and orienteering activities</p> <p>Mode stars and Walking to School week has encouraged more children to walk to school from a distance.</p> <p>Children understand importance of physical activities to health and</p>	As above

			<p>mental well-being.</p> <p>A summary of recent PE pupil voice feedback indicated that pupils understand the importance of activity and its impact on general health along with mental well-being.</p>	
<p>Celebrate school achievements through social media and across the school community.</p>	<p>Dedicate a school display board to PE and sports.</p> <p>Dedicate time to share sports teams' achievements at assemblies. This will encourage others to aspire to be involved.</p> <p>Raise profile through regular events and information being shared on parent Newsletter and social media.</p>	<p>Release time to update displays through cover supervisors</p>	<p>The profile of sport is raised across school.</p> <p>PE display is updated termly, and sport celebrations placed on Twitter, Class Dojo and in the school newsletters.</p> <ul style="list-style-type: none"> • Targeting groups of pupils for sports events during the school day and after school • A range of after school sports clubs • Sharing information through the newsletter, notice board and Schooling • Events during lunch time • Project Sport working with pupils at lunch • HTAFC working with children during lunch and the afternoon • PE specialist • Bikeability/ Balanceability • Bikes in school for pupils to use • PE/Sports display <p>Children are inspired to take part in new activities.</p> <p>Overall, more than 200 pupils have participated in after school tournaments this year with many of them being alternative sports.</p> <p>The children have been exposed to a wide variety of activities and are able to participate in them</p>	<p>This becomes a regular feature of school communication.</p>

			<p>confidently due to all the extra provisions in place. Participation has ranged from SEND pupils who have taken part in adapted activities tailored to their needs along with girls/boys only events.</p> <p>Increased awareness of school's sporting achievements in pupils and parents</p> <p>Every, half term parents are updated with latest sports events news and if there is anything locally relevant, we share this information with them also.</p> <p>Gold Mark Award 2022-23 achieved from School Games and still maintained.</p>	
Improve signposting of community links by regularly sharing updates with local clubs on School Ping and also regular PE updates in the newsletter.	Regularly share information and updates regarding local sports events and activities on School Ping and on the Parents' Notice board.		<p>Parental feedback indicates they are aware of local offers especially in the holidays.</p> <p>Parent voice said they receive notice via School ping, and they can access the website to find additional information, plus check the parents' noticeboard or Class dojo.</p>	As above
To further raise the profile of PE and Sport within the school and the local community, creating an improved sense of enthusiasm of participation and pride in the school amongst pupils.	<p>PSHE Week June 2022- children participate in a wide range of activities and enjoy sessions in new sports activities.</p> <p>Raise the profile of sport by engaging with coaching staff and linking to career aspirations within sport / exercise. (Aspirations Week June 2023)</p>	<p>£1000</p> <p>Admin time to organise the event.</p>	<p>Children understand the importance of healthy lifestyles and importance of mental wellbeing.</p> <p>A summary of recent PE pupil voice feedback indicated that pupils understand the importance of activity and its impact on general health along with mental well-being. Quotes from pupils include: Q. What did you gain from Aspirations Day? "The people that came in for aspirations day inspired us to stay</p>	PSHE and Aspirations Week are regular and embedded features within the school.

		<p><i>focused on our education.”</i></p> <p><i>“The school sports coach comes in and inspires us to play sports and take part in activities in school and out of school”</i></p> <p>They are able to talk about which healthy activities they enjoy taking part in and the impact of these to their health.</p> <p>Around 80% of the children from a survey/ show of hands demonstrates an understanding of the role that physical activity plays when it comes to mental wellbeing.</p> <p><i>“I like doing the 30 active minutes session in class because it gets my brain ready for the next activity I need to do”</i></p> <p><i>“When I’m feeling a bit worried, I like to do some happy breathing, close my eyes and relax”</i></p> <p>Aspirations are raised in the sports careers.</p> <p>During PE session the children are shown a variety of sports taking place e.g. gymnastics, synchronised swimming etc.</p> <p>They regularly comment on wanting to join clubs so they can become a gymnast like Simone Biles or become a strong swimmer like the team from Russia etc.</p> <p>Several girls that attended the HTAFC tournaments were inspired and enquired about local football training because they want to be a</p>	
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			Football player. Year 6 girls and boys were enquiring about opportunities in high school.	
			The tennis sessions at Longley Park led to a few parents asking about opportunities also.	

Key indicator 3: Increased confidence, knowledge, and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£4,240 17%
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 maintain and raise the standards of pupil attainment and progress in PE by increasing teacher confidence, knowledge, and skills through professional development.	<p>PE Leads to monitor the quality of PE curriculum from PE Passport, to ensure it continues being high quality, progressive.</p> <p>Staff use PE Passport to upskill their PE teaching and confidence.</p> <p>Engage PE Coach through SPIN Partnership to work with teachers across the school to develop teacher confidence and competence levels.</p> <p>ECTs are supported by the PE Coach.</p> <p>Continue to have 2x PE Leads, who receive regular training and time.</p>	<p>Costed through school core budget</p> <p>£4,240 (Part of SPIN membership)</p>	<p>Curriculum plans show clear progression and well sequenced teaching sequences.</p> <p>Our LTP focuses on fundamental movement skills and these progress for Nursery up to KS2. In KS2 they also have access to modified versions of traditional 'sports' so that all can be successful in a lesson. Beyond the Physical has LTP's for each year group on our personalised website.</p> <p>As a result of good leadership and more confident and knowledgeable staff, pupils in all year groups made good or better progress in PE.</p> <p>The additional training we have had</p>	PE Lead continue to share CPD and implement strategies from level 4 qualification and from their own training through staff meetings.

	<p>Professional development in subject leadership for PE subject leader, through termly whole day sessions with SPIN.</p> <p>PE leads seek teacher and pupil's views of PE in school.</p>	<p>X3 training sessions and release time for subject leaders.</p>	<p>including bespoke training from BtP and SPIN on the importance of repetition, fundamental skills, fundamental movement skills etc. has given staff the confidence to teach the children and have fun in the lessons so they children gain enjoyment from physical activity.</p> <p>ECTs and all staff have gained valuable knowledge from team teaching with Tanya and this has had a 'knock on' effect in their other PE lessons.</p> <p>Staff voice (feedback): The training with Linda made me realise that PE doesn't have to include rules for the game etc. but we can focus on the transferrable skill that we would use in all games instead" "The training made me feel much better about PE and I normally dread teaching it but now I don't feel bad about not getting through it all, the BTP planning has broken it down into manageable chunks, so I am going to have a go"</p>	
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<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: £0 %</p>
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Intent	Implementation	Impact	
<p>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</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>
<p>Sustainability and suggested next steps:</p>			

consolidate through practice:				
Continue to offer a range of sports and physical after school clubs to encourage more pupils to take up sport and physical activities	Enrichment Lead reintroduces after school clubs, which also promotes sports and physical activities. Purchase after school club from HTFC to target girls and football.	Enrichment coordinator release time. Cover for staff – through the school staffing budget. Costing already stated above	Good participation numbers in after-school clubs. Many after school clubs have been offered baking, woodland, outdoor fitness, football etc. Girls, football has been offered to all girls in KS1 and 2 and it has been very popular. Pupil Voice will show an increased enjoyment in after school clubs. “I love girls football club, when do we get to go again” “We played lots of fun games with a football in club” “I can show you lots of skills with a football now” “Girls can play too”	Skills, talents and achievements have been celebrated which in turn have raised children’s self-confidence and positivity towards sports and physical activity. Regularly share results from intra and inter-school competitions on the school’s Twitter page.
Offer additional physical activities, such as bicycle club.	Use Bicycles, helmets etc purchased last year to teach children how to ride a bike. This will take place on the school grounds; once children have become proficient, they will undertake outside, road bicycle proficiency course through Bikeability.	Release time for trained staff to take children in weekly lessons,	Trained staff. Children unable to ride a bicycle before can now do so, ensuring that bikeability sessions can focus more on road proficiency. Children are more active and enjoy riding bicycles. Children and parents appreciate the health benefits associated with bikes. Balance ability is introduced in Reception for a week and those session produce a report of children that can progress to pedals. The follow up sessions split the year groups into pedal session groups and those that need to revisit balancing. We are investing in more balance bikes so the children can have more access and parents can see that we are providing those opportunities then an open dialogue can take place	Staff are fully trained to continue offering this club in the future. Initial large cost of bikes will only need supplementing once bikes need replacing. Children encouraged to bring own bikes to school.

			<p>about the health benefits. Bike ability is also delivered in KS2 and that includes road safety. "I really like balancing" "I wobbled at first and it made me nervous but now I have confidence" "My instructor was very nice"</p>	
<p>Teach children about health and well-being through activities regarding diet, exercise and how to be 'mentally' healthy.</p>	<p>As part of PSHCE and PE sessions, children are taught about healthy lifestyles and the positive impact of these. PSHE week has a number of health and wellbeing activities to celebrate healthy lifestyles, including healthy cooking, scoot-fit sessions, sports interschool tournaments, and competitions.</p>	<p>PSHE and PE leads released for subject leadership time.</p>	<p>Children are able to say what they need to do to be healthy. A summary of recent PE pupil voice feedback indicated that pupils understand the importance of a healthy lifestyle and its impact on general health along with mental well-being.</p> <p>Quotes from pupils include: Q. Is your food intake important for your health? <i>Yes, because the food you eat can give you energy and that helps your health if your body is healthy then your brain will be healthy too. I like that we get fruit at breaktimes because I get energy to run around.</i> Q. Do you enjoy competitions? <i>"Yes, they are so much fun, and we get to meet people from other schools, or we can play against each other to see who wins."</i> <i>"Sometimes I would be upset or angry if we lost but now, I don't mind because I enjoyed it, and the winners did well"</i> Q. Do you have any ideas, suggestions or thoughts about PE? <i>"I think we should do PE all the time"</i> <i>"We would like more activities in the</i></p>	

			<i>classroom, I like the 30 active minutes challenges”</i>	
Continue to develop the School Garden as another element of physical activity.	Garden lead ensures all year groups have a bedding plot to grow vegetables and fruit. Throughout the year, children look after their plot, water and then harvest. Children are taught that gardening is another form of being active.	Garden resources from school budget	<p>Children report enjoyment of these sessions, mental wellbeing and healthy lifestyles developed</p> <p><i>Children enjoy exploring the outdoors and working in groups to solve problems.</i></p> <p><i>This year we have had a nature park program running where children have explored the area for how it meets biodiversity. They have looked for habitats and how our school supports habitats for creatures.</i></p> <p><i>“I like to grow plants and their smell, so they encourage the bees”</i></p> <p><i>“I like to explore what creatures are in the fruit garden”</i></p> <p><i>“You can look around and see the flowers and plants making sure you are walking around and moving”</i></p> <p><i>Year 3 teacher</i></p> <p><i>“Those children who are least active often find themselves moving around more and exploring the outdoors. They enjoy the exercise and fresh air without realising it’s helping them.”</i> <i>“Having access to fruit and vegetables that are growing supports our balanced diet teaching”</i></p>	Children enter competitions for the food they grow. Parents take an active involvement in the School Garden.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				£1000	4%
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?	
To increase the number of intra-school and inter-school opportunities for pupils.	PE leads to coordinate at least 8 intra-school tournaments through SPIN. PE leads organise inter-school tournaments between classes throughout the year.	£1000 Staffing costs	Children possess the necessary competitive skills (e.g. resilience, determination, empathy) Through taking part in competitions such as speed bounce or running races etc. the children have learned how to be determined and resilient. They understand that it is about showing up and taking part. We are teaching them how to win humbly and lose gracefully. The BTP curriculum will embed this more also we reiterate them throughout our lessons verbally in addition they are weaved throughout the School Games values e.g., determination, respect, honesty. Achieved Gold Mark 2022-2023 and we are maintaining it.	Sustainability and suggested next steps: Apply for school Games Mark in 2022 – 2023. Achieved Bronze and Silver previously. Awarded Gold award Maintain Gold Award	

Signed off by	
Head Teacher:	Naeem Nazir
Date:	November 2023
Subject Leader:	Stacie Samuels – Sohail Ali

Date:	November 2023
Governor:	Tim Archer
Date:	November 2023