

Primary School Sports Premium 2023-24

Our Sports Premium allowance for the academic year 2022-23 is **£17300**. We had an overspend of £360 from 2022-23 giving a total of **£16940**. The premium will be used to fund additional and sustainable improvements to the provision of PE and sport to encourage the development of healthy, active lifestyles. The Department for Education's vision for the Primary PE and Sports Premium is that ALL pupils leaving primary school should be physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. We endeavour to see an improvement against the following 5 key indicators:

KEY INDICATORS				
Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Indicator 2: Engagement of all pupils in regular physical activity	Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement	Indicator 4: Broader experience of a range of sports and activities offered to all pupils	Indicator 5: Increased participation in competitive sport

Programme or Initiative	KEY INDICATORS					Cost	Impact and Sustainability
	Indicator 1	Indicator 2	Indicator 3	Indicator 4	Indicator 5		
Service Level Agreement with the Durham and Chester-le-Street School Sports Partnership Staff CPD <ul style="list-style-type: none"> Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport. 	Y	Y	Y	Y	Y	£4200 Bronze 10 points	
Inter-school competitions and festivals <ul style="list-style-type: none"> A wide variety of competitions and festivals encouraging participation and excellence in sport. 		Y	Y	Y	Y	Included	Term 1a <u>Year 3 Tri Golf</u> This event was well organised, the children were directed in what to do by older pupils - this was mainly clear and the activities were engaging. The children enjoyed the session, particularly those activities where they were given points for achievable goals i.e. hitting the golf ball into a large target. The children developed their skills at using a golf club, all of them making improvements in their hold and their ability to make contact with the ball. Some of them were able to increase in their ability to control the ball and hit it a good length and in the direction intended. They were supported in this by the leaders. For my own CPD, I noted that the most successful activities were those where children were able to move quickly through the task and repeat it more frequently (less waiting). Also, that the children needed clear instruction about how to hold the club and that, for children unfamiliar with golf, the level of challenge needed to be small since the skill of holding the club and making contact with the ball initially proved a significant learning curve for most children.

						<p><u>Year 4 Gymnastics</u> This was a highly positive and engaging experience providing children with the opportunity to explore a range of gymnastics equipment, including trampolines, tumbling mats, and beams. The festival was well organised and the presence of Durham City gymnasts added an extra layer of support, as they actively assisted children at various stations. Their guidance contributed significantly to the overall positive experience for the children. While the majority of gymnasts demonstrated commendable enthusiasm and dedication to engaging with the children, there were instances where some participants fell short in connecting with the children. The event has a positive impact on my CPD as the use of range of gymnastics equipment, along with the well-organised and engaging activities, enriched my understanding of the subject. While the festival enhanced my skills and appreciation for the sport, further professional development focused on safety and risk management would be beneficial to bolster my confidence in this area.</p> <p><u>Year 1 Gymnastics</u> This event was very well organised and we were clearly directed throughout the morning. All staff leading each activity were clear in their explanations of what it entailed and they all related well to the children and shared and responded to their enthusiasm throughout. All the children thoroughly enjoyed their session and enjoyed the opportunity to try out all the different equipment. It was lovely to see their confidence grow as they went through each activity. Some children, although a little hesitant with some activities, were encouraged to have a go and it was great to see how proud they were when they did and couldn't then wait to have their next turn! Some of the activities could easily be adapted to use in a class PE lesson to develop their balancing and co-ordination skills further.</p> <p><u>Year 2 Multiskills</u> This event was great for developing children's physical skills as it included a range of activities including agility activities, throwing and catching skills as well as team building. The children also had the opportunity to take part in a small dance session. Children enjoyed participating in the activities. Children had previously been working on their throwing and catching skills within our PE lessons so all of the children could access and take part in all activities and they were proud that they could apply their skills from school at this event. The event was well organised and children had enough time at each station to take part in the activity. For my own CPD, it was very good to see a range of different activities focusing on specific skills which could easily be replicated within our own PE lessons.</p> <p>Term 1b <u>Year 5 and Year 6 Athletics Competition</u> All children were able to participate in at least 2 events and were able to compete against children from other schools. They were required to work as part of a team as a collective total was gathered and this allowed children to demonstrate a number of sporting values which was nice to see. Due to the large number of children in attendance and the events taking place, there was a lot of waiting around but the children were very active when taking part in their events. It was well organised and ran very smoothly. SSP staff demonstrated the events and modelled the correct techniques needed to be successful in each event. Overall, this was an effective event and we would be keen to participate again.</p> <p>Term 2a <u>Year 4 Problem Solving</u> Each activity was designed to be hands-on and interactive, which kept the children engaged and excited to participate. The festival offered an excellent opportunity for the children to develop and enhance their problem-solving skills. The tasks encouraged critical thinking, creativity, and collaboration. The range of activities catered to different learning styles and interests. From puzzles and logic</p>
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games to practical hands-on tasks, there was something for everyone. The activities were appropriately challenging for Year 4, providing just the right level of difficulty to keep them motivated without causing frustration.

Year 3 Multisport

Year 3 really enjoyed the Multi-sports Festival at Maiden Castle. Everyone joined in at all times and there were plenty of games which made learning new skills fun. They particularly enjoyed the basketball hoops challenge. As a teacher, I appreciated the fact that our school group was able to remain together as one and rotated round the activities independently to other schools. This made it easier for safe guarding purposes. The staff were very friendly and explained everything very well throughout the session.

Term 2b

Year 6 rugby

The event was well organised with a wide range of activities to develop the breadth of skills. Children really enjoyed the experience. The session was well-pitched to the age and range of abilities / familiarity with the game however it finished very early and was much shorter than the usual festivals we attend which the children found disappointing.

Year 1 Invasion Games

The Invasion Games Festival at NCD well organised and the children had a lot of fun developing their invasion games skills as well as learning to co-operate and work as part of a team. The games all kept the children's interest and kept them active and moving throughout each activity. The students leading the games explained the tasks well although it was hard to hear at times with so many children in one big hall and maybe a demonstration of the game would have helped the children understand it a little more at times given their age and experience. All the games the children were asked to take part in used minimal resources and these are all things that are available in school if I were to replicate these games in a PE lesson. These games could easily be used as a warm up to a longer lesson or developed to give more or less challenge as part of a main lesson.

Year 2 Invasion Games

The session was well organised and the children had lots of fun. There were lots of activities to take part in and they were active throughout. The activities were explained verbally but demonstration would have been useful as some were not easy for the children to understand initially.

Reception Bearhunt Festival

The event was well organised and resourced, with plenty of staff to help out and support children. They were caring and encouraging and spoke in an appropriate manner. The activities were suitable for the age of the children and were engaging, they were just long enough to maintain the children's interest. We particularly enjoyed the team games when the children had to complete an obstacle course to collect objects. There were no issues and we had a very enjoyable morning.

Term 3a

Year 3 Tennis

The event was well organised with a wide range of activities to develop the breadth of skills. Children really enjoyed the experience.

Year 4 Tennis Festival

The children were deeply engaged in the activities throughout the festival. Their enthusiasm for participating in various tennis drills and games was evident from start to finish. The festival was an excellent platform for the children to learn and enhance their tennis skills, something they have not covered in PE yet in school. The drills were designed to improve hand-eye coordination, agility, and overall

						<p>fitness. Coaches provided clear instructions and demonstrations, which helped the children grasp the techniques quickly and effectively.</p> <p><u>Year 1 Disney Festival</u> The Festival was thoroughly enjoyed by all the children. The staff leading the event were all dressed as Toy Story characters which excited the children from the moment they arrived. The students from Framwellgate School were all excellent in engaging the children in each activity, explaining clearly what they needed to do and also demonstrating which really helped their understanding of each activity – this is important for Y1. The activities all clearly linked with the Disney theme and kept the children interested and motivated throughout. It was well organised and gave the children chances to work as a team and develop cooperation skills.</p> <p><u>Year 2 Striking and Fielding Festival</u> The festival was great for children's physical skills as it included a range of activities including agility activities, throwing and catching skills as well as teamwork building. The children enjoyed participating in the activities and liked having the activities on a carousel so that they could enjoy playing different PE games within the same session. The children had previously been working on their throwing and catching skills within our PE lessons so all of the children could access and take part in all activities which was good for their confidence. The event was well organised and children had enough time at each station to take part in the activity. For my own CPD, it was very good to see a range of different activities focusing on specific skills which could easily be replicated within our own PE lessons.</p> <p>Term 3b <u>Year 5 Quidditch Festival</u> The Quidditch festival was very well organised which helped the morning to run smoothly. Children transitioned quickly between the skill preparation games which then led well onto playing the games of Quidditch. The rules were a bit complicated to begin with but the children understood the explanations and really enjoyed feeling as though they were in a Harry Potter style game.</p> <p><u>Reception Superheroes Festival</u> This was really well organised. There were 8 stations with activities which all followed on from each other, so transitions were very smooth. Groups were kept small and split into 2 for each activity so the children did not have to wait long for their turn and possibly become restless. The activities were very engaging and enjoyable, each lasting 7-8 minutes which was appropriate to the age group. None of the children asked to go to the toilet during the session reflecting their engagement and many expressed positive feelings about the event. The whole session lasted about 90 minutes which we felt was just right.</p> <p><u>Year 6 Leavers' Festival</u> This was cancelled by the SSP due to the weather forecast.</p>
<p>Strategic support for HT and PE Subject Leader</p> <ul style="list-style-type: none"> working with a PE Specialist to strategically plan and ensure that PE, sport and physical activity is high quality and meets the needs of the pupils in the school. 	Y		Y			<p>Included</p> <p>Due to timetable issues, the PE coordinator has been unable to attend any of the PE coordinator days this year however support has been available from SSP staff via email if needed.</p> <p>No strategic support has been needed in school this year as the PE coordinator has been in role now for many years and is confident to lead this subject. Teaching staff have continued to access support through the PE offered to each class.</p>
<p>Gifted & talented support</p> <ul style="list-style-type: none"> Opportunities for Year 6 to develop their sporting potential. 		Y		Y		<p>Included</p> <p>We were unable to participate in this project this year with our current Y6 cohort</p>
<p>Sports Leaders support</p>		Y	Y	Y		<p>Included</p> <p>Term 1a Year 5 Multisports Festival with Year 2 pupils</p>

<ul style="list-style-type: none"> Opportunities for Year 5 and Year 6 Sports Leaders to lead sporting events within school and with pupils from others schools 						<p>The Year 5 Sports Leaders had a lovely afternoon at Maiden Castle. They were given training by SSP staff which enabled them to then explain and demonstrate their allocated activity to the Year 2 children from different schools. They had to learn the activity very quickly and pass on to the different groups how the activity worked which meant they had to use their sports values effectively. Although there was not much physical activity involved (some games more than others), the children were on their feet for the whole session and there was the opportunity to gain confidence in their ability to communicate with different groups of younger children and adults who they did not know. There was also an element of Health and Safety awareness needed by the children for some of the activities, which they had to pass on to the younger children. The afternoon itself took some of the children out of their comfort zone and encouraged their own social and emotional development, which they might not have had in the classroom, and gave them an opportunity to participate in an activity within the wider community. Overall the children had fun and enjoyed the session. They took responsibility and delivered their activities very well increasing their personal development out of the school environment.</p>
<p>Online PE and sport resources</p> <ul style="list-style-type: none"> Teaching and coaching resources to enhance the delivery of PE and school sport. 	Y		Y			<p>Included</p> <p>These have been accessed as part of PE lessons and as brain breaks during lessons. The termly online PE lessons with LK have been well-received.</p>
<p>Access to Active Bursts videos for the full academic year (minimum of 15 routines) to be accessed through the SSP website.</p> <ul style="list-style-type: none"> Access to fun physical activity sessions than can be done in classrooms/hall to encourage students to be physically active. 		Y	Y			<p>Included</p> <p>These have been accessed as part of PE lessons and as brain breaks during lessons. The termly online PE lessons with LK have been well-received.</p> <p><u>Christmas Live Lesson</u> All KS1 and KS2 classes participated in the live lesson and positive feedback was received from all classes. "It was fun and we had to watch what she was doing on the screen then copy her." "I got really out of breath and it was lots of fun."</p> <p>Due to PD days, we were unable to participate at Easter.</p>
<p>Intra-School Competitions and Personal Best Challenges</p> <ul style="list-style-type: none"> An online resource which provides competitive opportunities within school and for individuals. 		Y	Y	Y		<p>Included</p> <p>We have accessed some of these resources this year but competition and personal challenge will be further enhanced next year as we plan to review our current team system and will link this with one of the options on next year's SLA.</p>
<p>36 hours of High-Quality curriculum staff mentoring by a Dance coach</p> <ul style="list-style-type: none"> Development of staff expertise and knowledge to enable them to deliver high quality PE lessons and school sport 	Y	Y	Y	Y		<p>9 points</p> <p><u>Term 1a</u> <u>Year 4</u> Gemma created a positive and motivating learning atmosphere for the children during each session. Noteworthy is Gemma's significant contribution to instilling independence within the children. Under her guidance and support, the children have gained confidence in executing individual dance movements and routines and her emphasis on collaborative work has also enhanced their teamwork and cooperation skills. Setting high expectations, she motivated children to strive for excellence in their dances. Gemma's choice of language is another powerful tool in improving the students' comprehension and expression of dance concepts and she encourages the children to use this vocabulary in their own discussions and reflections. The pace of each session supports cardiovascular health, flexibility, and muscular strength. Gemma's emphasis on individual movements and routines not only promotes coordination and balance but also supports the development of motor skills. The sessions have had a positive impact on my CPD and has boosted my confidence in this area of PE and has equipped me with new insights and</p>

methodologies that I am now able to confidently incorporate into my own teaching.

Year 5

The sequence of lessons that Y5 took part in with Gemma was excellent. The children really enjoyed the sessions and the progress they made over the course of the unit was clear. The lessons and skills built on each other sequentially and you could see the children grow in confidence each week. They were active for most of every lesson and there was very little sitting around and waiting. By the end of the unit, they had practised and refined a whole class routine using 'canons', developed their own group routines, and had a chance to present to the whole group. All were eager to take part with this.

As an area I wasn't 100% confident with delivering, being part of this unit of work has helped me see how a dance unit can be built sequentially in the same way that any other skills would be taught. I am more confident now that I could deliver a similar dance unit and end up with good outcomes from the children.

Term 1b

Year 2

All children were engaged within their dance lessons this half term. They have all participated in independent dancing, paired work as well as whole class dance which has really benefited their team building skills. This block has also benefited their physical skills as they have learnt about different body parts and how we can use them to create different movements within dance as well as, keeping them active and engaged from the beginning to the end of every lesson. The opportunity to perform their dance to Year 6 was a lovely end to the block.

Having the PE coach has really helped my own personal CPD. As an ECT, I have not had much prior experience teaching PE therefore, it has been extremely beneficial to see the structure and layout of lessons through the PE coach and to understand how she is building up their skills across the lessons. I feel that I will now be able to use these skills in my own PE lessons so that children are able to learn from prior skills and build these up over time.

Year 3

The children loved these dance lessons. They always look forward to PE and often practise the dance moves outside on the yard at playtime. The key skills being taught have improved the children's balance and gross motor coordination. Gemma always explains the techniques she is looking for and demonstrates the correct posture and style to encourage the best from the children. She gives positive feedback throughout the lesson and the children engage with her very well. She builds on previous skills as the sequence of lessons progress and ends with a whole class performance which the children are very proud of.

In terms of my own CPD, I have learnt how to deliver a sequence of dance lessons, I now understand better how to start with simple key skills and build these into a solid routine over a number of weeks. I have seen key words displayed as reminders for the children and this is something I would take forward myself if teaching these lessons and I feel more confident if given the key vocabulary that she used to support the lessons.

Term 2b

Year 1

Our Dance sessions were based on the Circus theme. The unit was divided into 4 lessons and provided Year 1 children with varied dance experiences. During the unit, they worked individually, in pairs, in groups and as a whole class. Year 1 children developed their understanding of dance terminology such as mirroring, improvisation, rhythm, tempo and choreography. They also developed their skills of balance, turn, travel and jump. There were many opportunities for children to evaluate their own work and provide feedback to others.

							<p><u>Year 6</u> Some children were reluctant to take part in the dance topic initially as they felt it "wasn't proper PE" however, Gemma challenged them and they all engaged well from lesson 1. High expectations and engaging content were in place from the start and all children achieved success. Individual, paired and group work was included in each lesson and all sessions had good pace. One child commented, "I didn't want to do dance but that was actually really good and I'm pleased I got to take part." In terms of my CPD, it was really useful to see how to sequence a unit, how this then applies in lessons and how this can be adapted in response to individual children. As always, Gemma was fantastic.</p>
<p>A half day intra-school sport event to be delivered in your school by SSP staff.</p> <ul style="list-style-type: none"> Development of leadership skills and opportunities for students to take part in friendly, competitive sporting events. 		Y	Y	Y		1 point	<p>End Zone <u>Year 3</u> The session was well organised and expectations were high. The children knew what was expected of them and their skills developed accordingly throughout the session. The class enjoyed working in teams to compete against each other and after one round of seeing the game played, they quickly picked up the rules and could move on to honing their skills. The children explored how best to play the game, began to use the space given to them more effectively and defend with more success as the games progressed. The game was well pitched and I will use it in my future practise: children were in groups of four or five and aimed to get their team to score by catching a ball behind a line on one side of the area of play. Alongside throwing and catching skills, the children were learning about the space available and how best to use hits to create effective plays. <u>Year 4</u> The session was positive and there was a high level of physical engagement required from all children throughout. The skills were taught then applied through the competitive game which the children enjoyed. The session was well organised and children of all abilities were fully included and could achieve success. The coach had high expectations for all children and developed a supportive and encouraging atmosphere. <u>Year 5</u> All children enjoyed the game and were engaged throughout the session. To be successful, they were required to work together and encourage each other which developed a sense of teamwork while also being competitive. The children regularly ask to play the game in PE lessons following this session with the coach. <u>Year 6</u> The session was engaging for all children and the coach had a positive manner. There was lots of involvement throughout the session and everyone had a role to play in the competition even if their team weren't actually playing the round as the observers had tasks to complete too which meant they had a clear purpose throughout. The session was active and I developed ideas which I can use in my own PE lessons.</p>
<p>1 full day of Hoopstarz to be delivered in school by specialist coaches</p> <ul style="list-style-type: none"> Staff CPD <ul style="list-style-type: none"> 1 hour session for each class Engaging sessions to motivate children, including those who do not usually participate in physical activities Development of staff expertise and knowledge to enable them to support high quality physical activity at playtime and lunchtime. 	Y	Y	Y	Y		£320	<p><u>Reception</u> Clear, concise instructions were given throughout the session which all children could follow. Expectations for behaviour were good so no time was wasted. Activities were pitched at an appropriate level for Reception, enabling all children to succeed and extension activities were included for more able children. Lively music was used and this was changed frequently to keep children's interest. Overall, this was a great session! <u>Year 1</u> The Hoopstarz session was enjoyed by all the children and they were enthusiastic and motivated throughout the whole session. The session was very well structured and well-matched to the age of the children so that all children were taught the basic skill of hula hooping and then then gradually new skills were introduced. The children had lots of fun and it was lovely to see so many children</p>

						<p>being successful. The session was very well led, with clear instructions and high expectations for behaviour.</p> <p><u>Year 2</u> The children listened carefully and all participated in the activities. Several children commented on how much they enjoyed the session and asked to undertake more challenging activities as the session went on. They were engaged and motivated throughout.</p> <p><u>Year 3</u> The children successfully completed their Hoopstarz session and thoroughly enjoyed it. They mastered the art of Hula Hooping and had fun with tricks, games, battles and challenges.</p> <p><u>Year 4</u> During our Hoopstarz session with Tracey, the Year 4 children experienced the joy and benefits of hula-hooping firsthand. Tracey's expert guidance and energetic approach made the session both educational and entertaining. The children improved their coordination, balance and motor skills as they learned various hula-hooping tricks and techniques. Beyond physical benefits, the session promoted teamwork and perseverance, as the children supported each other in mastering new challenges. The Hoopstarz session was a wonderful opportunity for the Year 4 children to engage in active, enjoyable exercise while building confidence in their abilities.</p> <p><u>Year 5</u> As always, the Hoopstarz session was enjoyed by all who took part. The children are always amazed when they watch the coach demonstrate the skills and instantly want to try out all of the things that they are shown – she captivates the children and keeps their interest throughout. They were engaged for the full session and then wanted more hula hoops on the playground as a result which shows the impact of this spending.</p> <p><u>Year 6</u> Year 6 were motivated and engaged throughout the session and all children were keen to participate and develop their skills. Listening was good because instructions were clear and expectations were high from the start. The children demonstrated excellent skills and were able to build on skills from previous years which was good to see as this investment has clearly had an impact. Overall, this was an excellent session and I would highly recommend working with Tracey.</p>
Skip into Spring	Y	Y	Y	Y		<p>Event free, coach £165</p> <p>£165</p> <p>Year 5 I attended this event last year and thought it was great and it was equally good this year with the current Y5 cohort. The hosts promote such a positivity around skipping that even those who normally don't enjoy it throw themselves into the session and have a great time. The children all enjoyed it and were even more inspired to skip on the playground afterwards.</p>
Y3/4 Skipping festival	Y	Y	Y	Y		<p>Event free, coach £165</p> <p>£165</p> <p>The Skipping School Skipping event for Year 3 and Year 4 children was a resounding success, designed to introduce various styles of skipping while promoting teamwork, coordination and physical activity. The children participated with great enthusiasm and engagement throughout the session. The event featured diverse skipping styles, ranging from basic techniques to more advanced moves providing each child with an exciting and challenging experience. This variety kept the children motivated and allowed them to discover new skills and preferences even though we work with Skipping School each year already. Emphasising collaboration, the event had children working in pairs and larger teams. This not only enhanced their skipping abilities but also strengthened peer relationships. Clear, step-by-step instructions were provided by the instructors, ensuring all children understood the activities. The consistent positive reinforcement and</p>

						encouragement significantly boosted the children's confidence and enthusiasm. From start to finish, the children were highly engaged, their faces lighting up with joy as they mastered new techniques and supported one another. The vibrant and positive atmosphere was filled with laughter and excitement, making the event memorable for everyone involved.
1 full Skipping School day to be delivered in school by specialist coaches <ul style="list-style-type: none"> - 1 hour session for each class - Engaging sessions to motivate children, including those who do not usually participate in physical activities - Development of staff expertise and knowledge to enable them to support high quality physical activity at playtime and lunchtime. 	Y	Y	Y	Y	£360	<u>Reception</u> This was a really well organised session. Gail spoke to me (class teacher) beforehand to ask what I thought the children were capable of so that she could gear it appropriately. Resources were well prepared and instructions were short and simple, appropriate to the age of the children. When 2 children became upset because they were finding it difficult to skip with an individual rope, she ensured that these children were given priority when skipping with the big rope. All children were praised for their achievements and finished the session with big smiles. <u>Year 1</u> The session combined fitness with fun and the instructor created a positive, encouraging and motivational experience for all children. The activities included individual and partner skills and a long rope game to end. The atmosphere was one of fun to enthuse all children and they were all encouraged to 'have-a-go'. The desire to continue skipping was strongly emphasised. All children in Year 1 were super skippers! <u>Year 2</u> The children were very engaged in the lesson and clear instructions were given as to what they were expected to do. The level of challenge increased as the children went on throughout the session to engage all children. All children had the opportunity to take part in individual activities and also group activities to apply and develop their skills. The children were very positive and praised other children's achievements during the session and were encouraging each other to do well which was lovely to see. <u>Year 3</u> Gail showed professionalism and enthusiasm throughout the session. She engaged the children and they continued with their skipping development, building on skills they acquired last year. All children exceeded their own expectations and could do at least one of the tricks by the end of the session. <u>Year 4</u> Gail's skipping session with Year 4 was a great success. She made sure the activities were suitable for all abilities by breaking down the skipping steps and she gave very clear instructions throughout the session. Every child could join in and improve and Gail celebrated their progress with lots of encouragement. The children learned new skills and felt proud of their achievements. The session was fun, supportive and made everyone feel valued. <u>Year 5</u> The skipping session with Gail this year was excellent as always. She kept the children so engaged with her delivery and also was very encouraging which made sure all children were keen to keep going. They enjoyed the challenge some of the skills posed and have been inspired to use the big skipping rope on the yard since the session. <u>Year 6</u> The children in Year 6 loved the skipping session with Gail. They were all fully engaged throughout and they were given challenges to develop and extend their skills as they were so good. Gail had them all completing individual activities, partner work and they worked as a team as well. Overall this was an excellent session and I would highly recommend working with Gail.
1 half day Dance Workshop for KS2 with Tin Arts <ul style="list-style-type: none"> - 1 hour session for each class 	Y	Y	Y	Y	Free	<u>Year 3</u> Year 3 had a lovely time during this session and enjoyed learning the moves they were shown. Some LAP and SEN children struggled to do the entire routine to music as there were a lot of moves to take on board in a short space of time, but

<ul style="list-style-type: none"> - Engaging sessions to motivate children, including those who do not usually participate in physical activities - Development of staff expertise and knowledge to enable them to support high quality physical activity at playtime and lunchtime. 						<p>they had a good go at joining in. The coach was lovely and demonstrated the moves well and the children responded well to her.</p> <p><u>Year 4</u> Y4 have already participated in dance PE sessions with a professional PE coach this term so the Tin Arts session enhanced the skills they had already learnt. The coach was very professional, knowledgeable and taught the children age appropriate dances. The main activity as based on movement from poems which matched what the children had been learning in class. Due to their prior understanding following their sessions with Gemma from Durham SSP, they knew exactly what was expected of them and they greatly enjoyed the experience.</p> <p><u>Year 5</u> Children were fully engaged with the session from the start to the end and enjoyed taking part. Everything covered in the session was appropriate for Y5 and involved enough challenge to keep them interested throughout. They particularly enjoyed the group dance that was done together and led by the coach – they were very focused during this and keen to be synchronised. They liked being given the opportunity to make some of their own routines in small group and they always love presenting their routines to the whole group. In terms of CPD, it is always useful to see how others deliver dance sessions. The way the group routine was built up step by step was particularly useful to watch.</p> <p><u>Year 6</u> The session included a variety of activities and some of the movements within the dance routine offered a good level of challenge for Year 6. There was a nice mix of adult – led / teamwork activities throughout the session and most children enjoyed the sense of achievement from the session. The poem was nice and it was interesting to see how other art forms can be used to inspire dance. The coach presenting was very pleasant, knowledgeable and active and it was a lovely session.</p>
<p>1 full week of Bikeability Training to be delivered to children in Y4 and Y5 by specialists</p> <p>Sessions help develop the skill of riding a bike safely on the roads</p>		Y	Y	Y		<p>free</p> <p><u>Level 1</u> Uptake from Y4 was low however we managed to organise bike sharing so additional children who do not have their own bike could take part. Feedback from the children was really positive. F – “I liked when we practiced going round in circles. This helped me to turn my bike better”. A - “I liked when we went back and forth in lines so I was more confident on my bike.” L – “I liked when we had to follow the pattern of cones.” H – “I liked when we had to go slowly through the cones. This helped me to turn when I needed to.” J – “I liked everything that we did for bikeability. I really like riding my bike. It was something that I really enjoyed”. The Level 2 course will be promoted among this class ready for next year.</p> <p><u>Level 2</u> All children who took part in the Bikeability training said that they had really enjoyed doing it. They understood the importance of safety when cycling on and near roads and were able to explain exactly how they would help keep themselves safe when they are out on their bikes. The majority of children in Year 5 have now completed both levels of this training.</p>
<p>Street Games Day</p>	Y	Y	Y	Y		<p>£210</p> <p><u>Year 1</u> The children enjoyed taking part in the Street Games session. They played a variety of indoor games including hit the target, dodgeball and follow the leader. They were required to work with partners and work collaboratively as a group to complete the tasks.</p> <p><u>Year 2</u> The children enjoyed working together as a team and were able to play the group activities such as dodgeball successfully. All instructions were clearly given and</p>

						<p>all children understood the rules of each game. Children had previously learnt the key skills needed to play the games therefore, everyone was able to participate. For my own CPD, I was able to see how smaller activities could then lead to playing a group game at the end and how the skills were built up over the lesson.</p> <p><u>Year 3</u> The children were really motivated throughout and enjoyed the session despite being indoors. The coach was high quality and delivered a fast-paced, appropriately-pitched session which everyone participated in.</p> <p><u>Year 4</u> The children were highly engaged and enthusiastic throughout the session. Aaron's energetic and approachable coaching style captivated their attention and made learning fun. The use of various games and activities kept the children motivated and eager to participate, ensuring they were actively involved in the session. Aaron's expertise and effective coaching methods significantly improved the children's throwing and catching skills overall by the end of the session. His ability to break down techniques into manageable steps helped the children grasp the fundamentals quickly.</p> <p><u>Year 5</u> Despite bad weather keeping us inside, the Street Games session was excellent and kept all children thoroughly engaged throughout. The games that we played kept all children up and moving at all times which meant nobody was bored or left out. The children would happily have had another whole session.</p> <p><u>Year 6</u> The children were initially frustrated that the session was indoors however they actually commented that they actually preferred it as they got to do games they wouldn't have been able to play outside. All children were active throughout the session and were able to apply skills from previous sessions and from our PE lessons which gave them a sense of achievement. Teamwork and listening skills were a focus of the session and clear instructions along with high expectations were in place from the outset. Another really positive session which I would highly recommend.</p>
Autumn and Spring Term ASC		Y	Y	Y		<p>free</p> <p>The club has been delivered by school staff and numbers ranges from 14 – 20 each week. Children spoke positively about the sessions. Year 6 leaders took opportunities to lead sessions throughout the Spring Term to develop their leadership skills and this was really effective.</p>
Summer Term ASC with AE Coaching		Y	Y	Y		<p>£546</p> <p>24 children have consistently attended this club this term, including several Y6 children who have not attended any other PE clubs this academic year. All children spoke positively about the sessions and they enjoyed playing a range of games. All sessions were active and children have been playing several of the games at lunchtimes which is good to see.</p>
<p>Funding to cover the cost of transport to and from festivals and competitions</p> <p>Transport will allow more pupils to participate in inter-school competitions</p>				Y	Y	<p>£3550</p> <p>AUTUMN TERM = £625</p> <p>SPRING TERM = 510</p> <p>SUMMER TERM = 2415</p>
Contribution to Y6 Residential			Y	Y		<p>£355</p> <p>15 children attended the residential in total and all had the opportunity to participate in a wide range of outdoor activities that would otherwise not be possible to deliver. Feedback from the children was incredibly positive and all spoke positively about what they had been able to do and how they felt. Lots of positive comments were made about challenging themselves and achieving things they didn't think they'd have been able to do. Positive comments from parents about the contribution made by school to reduce the overall cost.</p>

Y6 leavers' treat				Y	Y	£153	Y6 bowling All children thoroughly enjoyed bowling and they were active throughout. The trip involved walking to and from Durham to boost fitness levels. Children enjoyed the competitive element of the session and it was a positive experience.
Forest School Sessions delivered by OASES	Y	Y				£1690	Y6 Summer Term Treat The children thoroughly enjoyed the session with Oases and participated in a wide range of activities. They were physically active throughout the morning and spoke positively about all of the activities involved We have booked 2x Forest School sessions for each class but these will now be delivered during the Autumn Term
Den Building resources	Y	Y				£468	Den building offers children a hands-on, experiential learning opportunity that aligns with the curriculum and enhances outdoor education. It fosters creativity, problem-solving, and critical thinking as children plan and construct their dens. Den building requires children to work together, improving their communication and cooperation skills. The activity involves physical tasks such as lifting, carrying, and assembling materials, promoting fine and gross motor skills. Children learn to overcome challenges and setbacks during the building process, fostering resilience and a growth mindset. Training outdoor ambassadors using den building resources equips them with practical skills and leadership qualities. These ambassadors can then lead and mentor their peers, creating a sustainable model of peer-led outdoor learning and activities. Positive feedback has been received by the Outdoor Ambassadors but also by the KS2 children who have attended sessions and the resources purchased for this club have been well received and have supported physical skills across KS2.
Funding to cover the cost of Supply Cover to release the PE lead from class Supply will release the PE co-ordinator to ensure their class continues to receive high quality teaching in the absence of their regular class teacher			Y	Y		£0	The PE lead is also DHT so these actions take place during management time when class cover is already in place.
Funding to purchase resources to develop PE provision across school		Y		Y		£95	High levels of spending in previous years mean that we have a good bank of resources already in place so minimal spending was needed this year. A full audit was completed but gaps were not found. The amount listed was spent on gymnastics resources following the latest safety audit where some existing mats were found to have ripped/damaged corners.
Funding to purchase resources to increase physical activity at playtimes and lunchtimes		Y		Y		£495	Positive feedback has been received from the children and they are enjoying using the new equipment. Training needs to continue as several pieces of equipment have been broken and/or used inappropriately however the Play Leaders support with this on KS1 and lunchtimes are active as these KS2 children deliver games to support KS1 children with physical activity. Further support will be offered in using the equipment to develop a wider range of games and activities.
						£12772	£4168 carry forward

Bus Size	Sole use	2 schools sharing	3 schools sharing
24 – 34 Seater	£150	£80 each	
39 – 57 Seater	£165	£85 each	£65 each
57 + Seater	£240	£125 each	£90 each

Year 6 Swimming Data 2023-2024

<p>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</p>	50%
<p>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</p>	50%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	50%
<p>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?</p>	No

Year 6 Swimming Data 2022-2023

<p>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</p>	63%
<p>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</p>	56%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	54%
<p>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?</p>	No