



Honeybourne Primary Academy Sports Premium Strategy Statement

School Overview

Sports premium allocation this academic year	£17,630
Academic year or years covered by statement	2023/24
Date created	31st July 2023
Review date	22nd July 2024
Statement authorised by	Rachel Evans-Cook
Sports premium lead	Sophie Fisher
Trustees lead	Karl Thorpe

Key achievements to date (23/24):	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none">➤ Resources have been purchased to support the introduction of new sporting activities and providing high quality structured lunch time physical activities.	<ul style="list-style-type: none">• Continue to support the government's plan in reducing the rate of childhood obesity by staying active.



This has enabled children to engage in a wide variety of sports and activities, promoting all children to be physically active for sustained periods of time. This included a 'Mini Olympics' event which all children participated in and eagerly looked forward to it.

- Pupil voice (including play leaders) has been collected on the impact of this with positive responses from all children surveyed. Assemblies have been conducted to promote the quality of playtimes regarding physical education.
- Adaptations for pupils with SEND are in place and assessment data shows that pupils are making good progress from their individual starting points.
- Staff audits show that they feel more confident delivering a range of sporting activities.
- Y3/4 children took part in weekly swimming lessons for two terms and Y6 pupils accessed swimming weekly for one term which all pupils gained confidence in their swimming abilities. KS2 selected children took part in the cluster swimming gala and thoroughly enjoyed taking part.
- Sports day and the Colour Run was a huge success with all children involved in a range of sporting activities related to the different areas of the P.E. curriculum.
- Y5 and Y6 children attended a residential at Condover Hall in the summer term for three days

- Continue to support the number of Y6 children who can confidently swim 25m to at least 75%.
- Continue to support the range of sporting activity on offer to children, including additional lunch clubs and access to more tournaments.
- Increase the confidence of staff in teaching a range of sporting activities, especially sports with technical rules and strategies.
- Continue to promote physical activities at playtimes – lunch and break times.
- Continue to develop CPD and increase confidence and competence of staff teaching PE
- Engage parents in physical activity participation
- Continue to increase number of SEND children attending clubs / festivals/competitions
- Offer more children the opportunity to represent school in festivals and competitions
- Make contact with Youth Sport Trust Lead Inclusion School to broaden understanding of inclusion in PE.
- Collate pupil voice perceptions of the PE curriculum
- Develop inclusive pathways for SEND in local community, actively signpost children to these activities and support parents with transition to community settings.
- Develop a simple to use yet robust assessment system to ensure progress for all



which was an outstanding success. The children took part in a wide range of activities which developed their self-esteem and confidence.

- Continuing to meet National guidelines for 2 hours of PE a week.
- KS2 children took part in the cluster football tournament and reached the final.
- Continuing the development of swimming curriculum.
- Continued development with external links Evesham swimming Club, Bikeability, Honeybourne Harriers.
- Continuing to provide a range of Physical Activity at play and lunch times.
- Continuing to develop young leaders as Play Leaders for lunchtime.
- Y5/6 took part in bikeability.

Meeting the national curriculum requirements for swimming and water safety

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	89%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%



<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>14%</p>
<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>	<p>Our core swimming offer is focused on Y3, with weekly swimming lessons provided in the Autumn term. To further enhance our offer, we also provide additional swimming lessons for pupils in Y4.</p>

Key Indicator 1: The engagement of all pupils in regular physical activity

Key Indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils

Key Indicator 5: Increased participation in competitive sport

KI	Intent	Implementation	Funding allocated	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
1 & 3	To improve the uniformity of	Purchase Get Set 4 PE to provide a	£550	Evidence and Impact <ul style="list-style-type: none"> Lesson visits 	Get Set 4 P.E. has been used



	<p>teaching P.E. across the school so that lessons can be delivered confidently.</p> <p>Children access great teaching in PE, enjoy lessons and make good progress from individual starting points.</p>	<p>progression framework for PE, with clear unit and lesson plans available for teachers to use to inform lessons.</p> <p>Teachers</p> <p>Teachers will plan for development of knowledge of benefits of physical activity on physical and mental health. To be discussed in lessons with Q&A during warm ups and cool downs</p> <p>Skills will be taught to enable children to be physically active, participate in, and lead, safe warm ups and cool downs.</p> <p>Teachers use a variety of</p>		<ul style="list-style-type: none"> • Pupil voice • Staff voice • Lesson observations and learning walks. • Children will develop good knowledge of: how to be physically active, the benefits of physical fitness and the mental health benefits of physical activity. • Teachers are conducting two one hour P.E. lessons a week using Get Set 4 P.E. • As a result, lesson visits evidence that the pitch of learning is accurate, adaptations for pupils with SEND are in place and assessment data shows that pupils are making good progress from their individual starting points. • Staff voice shows that they feel more confident delivering a range of sporting activities. 	<p>throughout the year with staff becoming more familiar with the different sports and activities on offer. New staff (ECT's) have been trained on how to use the planning documents and resources too and will work alongside the Empower staff for personal development. We will continue to work with our partner schools in Black Pear Trust to further develop our planning to enhance subject knowledge and provide greater precision about essential key knowledge that</p>
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		<p>teaching and learning strategies to ensure all pupils achieve the learning outcomes. CPD (Empower) to support teachers in the planning, assessing and delivery of high quality PE lessons. P.E. subject leader to attend trust development days and feedback to teachers and CSP's.</p>		<p><i>"I was not confident in teaching gymnastics however after being coached weekly on rolls and basic shapes, for example, I now feel I can confidently deliver a unit of gymnastics."</i></p> <p>Majority of pupils are willingly engaging in variety of physical activities during breaks and lunches.</p> <p><i>A range of equipment is now available for pupils to access. Monitoring evidence that pupils are engaged.</i></p>	<p>pupils need to secure in each unit.</p>
2 & 4	<p>To increase the available opportunities for children to engage in extra-curricular sporting activity.</p>	<p>Provide a range of sporting activities including bell-boating, cycling and OAA during residential trips.</p> <p>Additional after school clubs provided by</p>	£2150	<p>Evidence</p> <ul style="list-style-type: none"> • Lesson visits • Pupil voice • Staff voice • Registers <p>Greater opportunity for children to be active for 30/60 mins per day. Children are also</p>	<p>These types of opportunities will result in children having a greater passion for sport and exercise. These and similar activities and experiences are likely to be offered to the same</p>



		specialist sports teachers through our wraparound care.		<p>experiencing/learning new activities/sports that they may take part in and outside of school</p> <p>Y5 and Y6 attended Condoover Hall for a residential (3 days) and take part in a range of physical activities – positive pupil voice. Children have had the opportunity to gain confidence in skills such as tunnelling, kayaking, climbing, orienteering, etc.</p> <ul style="list-style-type: none">• Y5 attended bell-boating which is a great opportunity for the children to learn a new skill and teach water safety.• Empower staff provided a range of sports clubs at lunch time clubs, including multi-skills, football, netball, rounders, mini Olympics and archery. <p>Attendance for these</p>	<p>year groups next year.</p> <p>Continue to work with Empower to promote and improve engagement with lunch time school clubs and activities. Identify opportunities for local sports clubs, etc, to provide curriculum enhancement or extra-curricular activities across the year.</p>
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				<p>improved across the year.</p> <ul style="list-style-type: none"> • All attended the schools sports day and took part in a range of inter house activities. They also took part in a colour run. • Y5/6 took part in bikeability week. 	
3	To improve teacher confidence and skill in delivering high quality PE lessons.	Specialist sports teachers will work alongside school staff to up-level their skills and confidence in teaching P.E. CSP's and play leaders Play Leaders trained with Empower and timetabled. PL/CSP's and Empower organise and lead	£13,980	<p>Evidence</p> <ul style="list-style-type: none"> • Lesson visits • Pupil voice • Staff voice • Feedback from sports teachers • Empower staff continue to model the use of Get Set 4 P.E. program and playtime support with staff (primarily focused on newly appointed staff or those who requested additional support). Y5 children trained to be playleaders and to take responsibility and 	Continue to employ Empower staff to support teachers new to the school (2 x ECTs in 24/25 and continued support for second year ECT's). Redeploy additional focus on supporting structured play at lunchtime, alongside supporting the newly trained play leaders.



		<p>games at lunchtime. Increased opportunities for their leadership development at attending trust planning and cpd session with BPT. Teachers use a variety of teaching and learning strategies to ensure all pupils achieve the learning outcomes. CPD to support teachers in the planning, assessing and delivery of high quality PE lessons.</p>		<p>leadership in their physical education and promoting P.E. to others.</p> <ul style="list-style-type: none">• Lunchtime supervisors trained to set up, run and supervise sporting activities leading in more children accessing physical activity and engagement. Increased engagement and behaviour has rapidly improved.• Play Leaders have developed the skills to lead others, and have lots of ideas for engaging other children in physical activity at and break times. This allows them to independence to develop as leaders but also developing skills, physical activity and engagement during unstructured times.	<p>Explore options for bringing in a range of coaches, e.g. specialist rugby and cricket coaches from local clubs.</p> <p>Y5 Playleaders have 10 Year 4 buddies who work at lunch and break times. This will allow them to continue to develop as leaders but also develop y4 as playleaders too with empower coach.</p>
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				<ul style="list-style-type: none">• Staff voice shows that they feel more confident delivering a range of sporting activities. <i>"I was really apprehensive about delivering sporting activities at playtimes however now I feel really confident and can see the impact this has on the children's health and wellbeing – it's great."</i>• Pupil voice: <i>"The structured play times and the range of activities are so much better and we all are so much more engaged. As a play leader, I love teaching others new skills and games."</i> <p>Parent voice: <i>"My son used to particularly find lunch times really difficult and was dysregulated a lot of the time. Since the introduction of structured playtimes, he has been a different boy. He really</i></p>	
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				<i>likes the team games and this helps him in social situations."</i>	
5	Increase opportunities for children to take part in competitive sport.	<p>Football fixtures with local schools – fund transport.</p> <p>Swimming Gala etc. All children will engage in intra-competitions in House Teams at the end of each unit.</p> <p>End of year whole school Sports Day.</p> <p>In House Teams competing as part of a team as well as to improve their speed and agility.</p>	£1000	<p>Evidence</p> <ul style="list-style-type: none"> • Pupil voice • Staff voice • Feedback from event leaders <p>To engage in more local events this year. Children in KS2 to take part in the swimming gala.</p> <p>To continue to promote the provision for physical activity at lunchtime, with additional staff employed and resources purchased.</p> <p>Pupils have gained experience of competitive situations, as well as developing resilience and to manage feelings in different social contexts.</p> <p>Children experience competition lessons at the end</p>	<p>Engage in more LA competitions next year including swimming gala and football tournaments and cluster and BPT events.</p> <p>PE Lead to continue to work with BPT PE Leads to identify additional opportunities for competitive sport including CPD in this area.</p> <p>Continue to provide opportunities for as many children as possible to experience competitive situations at the appropriate level. Children attending</p>



				<p>of each unit and put into practise the skills, tactics and rules learnt in a pressured/team situation.</p> <p>As well as the physical health benefits, school outdoor learning trips have been proven to have a positive effect on children's self esteem and confidence levels, thereby improving their emotional health and well being.</p> <p><i>Y5/6 pupils attended the residential trip. Pupil voice evidences new skills and experiences.</i></p> <p><i>Pupils attended Dodgeball tournament at Upper Arley in Jan 24. Pupil voice evidenced that they enjoyed taking part in trust wide events and this will be extended next year.</i></p>	<p>competitions and festivals develops confidence and social skills to experience different adults, other children and new environments. Continue to establish more links to enhance our experiences. More BPT events to be scheduled for 24/25.</p>
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				<p><i>Sports coach and Play leaders led a range of activities for pupils at break/lunch times each week. Monday introduced activity, Tuesday/Wednesday practise and the Thursday compete. Strong evidence of improved performance for example in number of controlled passes of the basketball to each other.</i></p>	
1	<p>Improve opportunities for children to engage in physical activity during break and lunch times.</p>	<p>Purchase equipment for children to use outside of lessons.</p> <p>Provide improved playground markings for children to use for physical activity.</p> <p>Train pupil play leaders and CSP's to lead physical</p>	£4000	<p>Evidence</p> <ul style="list-style-type: none"> • Pupil voice • Staff voice • Observations of play and lunch times. <p>Continue to see improvement in behaviour at play and lunchtimes.</p> <p>Continue to see greater participation in sporting activity at play times, noticeably team sports such as</p>	<p>Empower staff to continue to up-level staff and children, continuing with the play leader format. New subject leader of PE Lead to work with BPT PE Leads to identify additional opportunities for enhancing provision, competitive sport</p>



		activity at break and lunch times.		<p>football, netball and basketball. Play leaders continue to gain confidence in leading activities. Majority pupils willingly engaging in variety of physical activities during breaks and lunches.</p> <p><i>A range of equipment is now available for pupils to access. Monitoring evidences that pupils are engaged.</i></p> <p><i>Play Leaders have been trained and deployed to support with less structured activities, supporting with peer mediation and encouraging safe play. This has been effective and has reduced behaviour incidents at lunch/break. Training now needs to be provided to support them in leading more structured activities such as</i></p>	<p>including CPD and support in this area. Continue to provide opportunities for as many children as possible to experience competitive situations at the appropriate level and a range of sporting activities. The structured approach in place with a range of activities available for pupils to access continues to be willingly engaged.. They continue to be supported to access these activities, with adults and play leaders modelling and assisting. This approach, including</p>
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				<i>team games and competitions.</i>	playground zones, will continue to be part of the new academic year induction process for all cohorts.
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