



Friezland Primary School

Primary PE and Sport Premium Strategy 2023-2024

(Financial Year: April-March)

A FAMILY COMMITTED TO MAKING A DIFFERENCE

Vision

We will develop well-rounded, resilient individuals who demonstrate mutual respect and tolerance and who have a positive impact on their community and the wider world.



By:

- Achieving excellence through collaboration and exploration;
- Providing a diverse and inclusive learning community where uniqueness is celebrated and through which children, families, staff and Governors work in partnership to nurture, grow and unlock every child's potential;
- Knowing each child well to make sure that they feel valued, encouraging their self-esteem and confidence to grow;
- Educating to the highest standards and developing skills for life through ensuring exciting, challenging and stimulating experiences within and beyond the classroom, to maximise achievement and success;
- Developing curiosity and the courage to think critically and ambitiously;
- Exploring and Investigating Independently and Interdependently;
- Encouraging a life-long love of learning which is exemplified by children who enjoy challenge and are motivated to take risks;
- Facilitating a programme of enrichment to build confidence and promote new interests, teamwork, leadership skills, friendships and fun.



friezlandschool.co.uk

Background to the Primary PE and Sport Premium Funding

The **PE and Sport Premium Funding** is given to Primary Schools to fund **additional and sustainable improvements** to the provision of **PE and School Sport** and to encourage the development of **healthy, active lifestyles** for the benefit of **all pupils**.

Schools receive their funding each financial year (April – March) and this is spent accordingly each term.

Provision at Friezland School

Participation in Physical Education has significant benefits for children. Research shows that high quality PE and sport also has an impact in improving educational standards. As well as helping children become more active and healthier, it also helps to develop children's self-esteem, confidence and helps to increase social and team-working skills. At our school we are committed to delivering two hours of high-quality PE each week for every pupil by:

- ensuring all pupils are included
- timetabling space fairly
- deploying and developing staff (including sports coaches) effectively
- delivering carefully planned progressive lessons which build on pupils' prior knowledge and skills.
- providing opportunities for challenge and competition.
- monitoring and evaluating pupils' progress and outcomes.
- rewarding and celebrating pupils' achievements.

At Friezland, the use of the PE and Sports Premium Funding will be used to fund additional and sustainable improvements to the following areas:

- further improve the quality and breadth of PE and sport provision across the school
- increase pupil participation in PE and sport and introduce children to a wide variety of sports e.g. fencing, basketball, handball, athletics, swimming
- encourage all pupils to enjoy sport, develop healthy lifestyles and reach their true potential
- inspire pupils to participate in competitive sport
- work in partnership with external providers such as Sport Development and Primary Stars, other schools and sports clubs
- further increase staff confidence to deliver high quality PE lessons through professional development

Current Barriers to PE and School Sport

These decisions will be tailored around the individual needs of our pupils. Our current barriers to successful provision and education faced by our pupils include:

- A potentially small skillset due to low staffing numbers.
- Lack of parental engagement due to work demands and commitments.
- Limited extra-curricular provision, again due to low staffing numbers.
- Limited space to host PE lessons and extra-curricular provision.
- Capacity to organise/run/arrange transport for competitions.

Impact Measures

The impact and success of the Primary PE and Sport Premium is regularly monitored by the Senior Leadership Team and the Governing Body in a variety of ways, including:

- Pupil attainment (using National Curriculum statements, Early Years Framework, Friezland school assessment 'I can' statements and / or PIVATS)
- Pupil participation in class and in extra-curricular activities (group / whole class contributions)
- Pre and post checklist of skills following an initiative. i.e. What could they do before? What can they do now?
- Pupil evaluations and discussions.
- Parent evaluations and discussions.
- Class Teacher / Support Staff observations.
- Subject Leader presentations to Governing board.

Allocation of Funding 2023-24:

The Primary PE and Sport Premium funding allocated to the school for the year, 2023-2024 is **£16,870**. We are planning to use this funding in line with guidance from the DfE and Ofsted, to make **additional and sustainable improvements** to the provision of **PE and School Sport** and to encourage the development of **healthy, active lifestyles** for the benefit of **all pupils**.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Year 5 pupils were trained as Sports Leaders and as they moved into Year 6, facilitated games with younger pupils at playtimes and helping to run DLP competitions, e.g. gymnastics: each competing school had a Friezland Sports Leader running their group and demonstrating and helping.</p> <p>Following pupil voice feedback, the PE Lead ran an additional after-school football club for Year 5 & 6 and organised matches with local schools throughout Autumn term.</p> <p>Year 6 in Summer term 2023 again being given the opportunity to play at half time in front of 8,000 OAFC fans was a fantastic memory and experience for our Year 6 children. This was attended by staff on a Saturday.</p> <p>Good attendance at extra-curricular sports clubs: monitoring of group data.</p> <p>We have worked alongside Primary Stars to provide our teachers with ongoing training for teaching Gymnastics, Dance and Games and are using their coaches to deliver a range of extra-curricular provision. Health messages are also being delivered and reinforced through PE lessons.</p> <p>Following on from subject monitoring: Pupil voice feedback rates PE very highly and is very positive, evidencing the impact PE has within the school.</p> <p>We employ Midday Supervisors to work specifically with the children at lunchtimes to encourage engagement and enjoyment in various sports and activities.</p> <p>All classes received a Freddy-Fit training session in Spring with a focus on mental health and wellbeing.</p> <p>Sports Day included a carousel of different activities for the children to try in the mornings then races in the afternoon. A special guest, 'Chaddy the Owl' attended and got the children excited. The owl demonstrated each race and took part in a few.</p> <p>Pupils in Years 4 – 6 complete the Bikeability course Levels 1 and 2 before leaving for secondary education.</p> <p>DLP Sporting competitions have given the children opportunities and experiences for events at different venues, e.g Tennis at Saddleworth Tennis Club.</p>	<p>What else can we offer within our capacity? Could we offer further after-school events with DLP partners who have their after-school sports clubs on different days?</p> <p>Action plan for future competitions and leagues for next year.</p> <p>Continue to analyse and maximise participation in extra-curricular activities of specific groups.</p> <p>Consider using the Wellbeing Champions and Sports Leaders to gather pupil voice around sport.</p>

Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	100%
What percentage of your current Year 6 cohort use a range of strokes effectively for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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

Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • Deployment of coaches to upskill Teachers and Learning Support Assistants (LSAs) • Lancashire cricket coaching the whole school over a 6 week period. Upskilling teachers and giving the children extra opportunities to take part in sports that they may not have tried. • Purchase of specialist equipment • Involvement of specialist clubs in coaching to inspire and engage children in dance. • Employment of Midday supervisors to deliver and lead lunch time activities. • ‘Friezland Mile’ is now well established across both Key Stages. • MUGA Maintenance. 	<ul style="list-style-type: none"> • Following on from a successful year of competitions. Create an action plan for future competitions and leagues. Ensure there is a spread across the school year (sports/key stages/children) and a mix of DLP competitions and Level 2 School Games Qualifiers (opportunities for Level 3 competition). • Ensure that different groups of children have access to the MUGA. So create a timetable so for example children interested in netball/basketball can use the MUGA one day, children wanting to play football can use the MUGA the next. Not just football all the time. • Ensure the Friezland mile is completed regularly and children are engaging with it. Potentially set up reward for ‘star of the run’ and pick children for qualities such as determination, improvement. 	<p>£6,700</p> <p>See Sport Premium Funding Report for breakdown. Some item costs covered within other Key Indicators.</p>	<ul style="list-style-type: none"> • Extra sports that children have not been taught before. Archery/New ‘lacrosse’ balls purchased for KS2. Sport specialist volunteering time in school, to teach children how to play and basic skills, upskilling teachers in this area too. • Pupils making progress within the PE objectives. • Staff up-skilled in specific areas of the PE curriculum. • Improved teaching and learning including assessment process-I can statements, staff now clear in what is Achieving and Working Towards. • Equipment purchased for the delivery of quality PE and higher equipment to pupil ratio. • Specialist coaches to advise on a whole school approach and strategies. • Active Maths lessons to engage, motivate and raise attainment in Mathematics whilst encouraging active and healthy lifestyles. • Encouraging pupils to engage in, participate in and commit to extra-curricular activity in and out of school and to work towards a goal. • Providing pupils with a safe, all-weather surface for active lunch times, curricular and extra-curricular PE and School Sport. • Staff sharing good practice and expertise. Building capacity for regular competitive and non-competitive festivals and competition across a range of different sports. 	<ul style="list-style-type: none"> • Teachers and LSAs are confident to teach PE lessons. • Plans are in place for future lessons. • Assessment and teaching processes are embedded. • Maths of the Day lessons continue to be embedded into planning and teaching.

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

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • Extra-curricular sport clubs, including making full use of the school day, for example during lunch times. • A parent at the school has set up a competition for the children to design a school team kit, and this will be made for Friezland pupils next year. This has engaged lots of children, and they will hopefully all want to play for the school and wear the kit at sporting events. • Sending out sports club information within the local area such as holiday camps and weekly clubs, helping children stay fit and active over the holidays. • Transport to venues/competitions • Purchase of medals and trophies • Entry fees to leagues and competitions • ‘Healthy Me’ week - all pupils engage in class learning across a week. • Santa Dash – the whole school took part. • Sports day – the whole school took part in this competitive event. • PE policy and subject monitoring reviewed. The overview is established now with the Primary Stars staff helping to review the document termly and tweaking where necessary and improvements can be made. The children now receive progressive lessons in sports like Handball, hockey and Archery, which engages different children each half term. • Gymnastics equipment has been updated, so there are more Agility Tables and extra equipment for the children to use. Feedback has been very positive about these sets of lessons. • Pupil premium children have been given the opportunity to take part in Sports Clubs free of charge. Where we have been able to manage this, clubs have been moved around to engaged children in extracurricular activities due to parental transport issues. 	<ul style="list-style-type: none"> • Sports Leaders setting up their own Lunch time clubs on the days where there is no official ‘sports club’. • Action plan for future competitions and leagues once restrictions are lifted. Ensure there is a spread across the school year (sports/key stages) and a mix of DLP competitions and Level 2 School Games Qualifiers (opportunities for Level 3 competition). • Ensure the success of a ‘Healthy Me Week’ Summer term 22 to be incorporated into National School Sports Week Holistic health – mind and body. To also include DAAT, Sex Ed, Sport, Internet Safety. 	<p>£6,700 See Sport Premium Funding Report for breakdown. Some item costs covered within other Key Indicators.</p>	<ul style="list-style-type: none"> • The 2 lunchtime clubs (Monday and Thursday), are a huge success and lots of children engage with the clubs. • Sporting leaflets emailed out to parents along with noting it in the newsletter. Encouraging sports activity over the holiday period keeping children active and healthy. • Opportunity to develop a new skill and try something different. • Opportunity to compete in a wider range of sports with increased frequently. • Increased confidence- adopting an “I can...” attitude. • Opportunity for less ‘academic’ pupils to shine. • Improved self-esteem. • Improved team work skills. • Active lunches opportunities for all pupils by Midday Supervisors and Sports Coaches. • Encouraging pupils to compete in Level 2 competition, adopt ‘team’ morale, compete with pride and represent their school at a high level....Boundary park! • Lancashire cricket - More classes taught by specialised coaches, upskilling staff and engaging more children • Sports Day. This was not just an event where children raced each other. The morning was aimed at engaging children in different sports! From circuit training, hula hooping, to lacrosse which was taught by a volunteer who is a sport specialist. For those children who aren’t naturally competitive this was a brilliant addition to sports day. Feedback from the children showed they really enjoyed this. 	<ul style="list-style-type: none"> • Which extra-curricular clubs can we continue within our school capacity? • How can we embed Level 2 and 3 competitions into our school sport ethos so it’s almost an expectation without discouraging? (Amongst staff, pupils and parents.) • Primary Stars (O AFC)- have a new business model, Friezland to look at upping their time so that more activities like ‘move to mark’ and ‘SPLAY’ can be carried out with Early Years and KS1 children improving motor skills.

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

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • 6 Weeks of Dance CPD for all teachers, where they had the opportunity to observe dance being taught by a specialist. Then sperate Dance CPD during staff meetings. Following this, staff were given time to try out these activities and feedback to the dance trainer. • Extra-curricular sport clubs, including making full use of the school day, including during lunch times. • See point in 'Key Indicator 2' regarding Primary Stars and OAFC staff training. • Health and Wellbeing of children following lockdowns and COVID-19 pandemic, staff taken part in ZIP training. • PE policy and subject monitoring review completed. • Wellbeing Scheme ZIP rolled out throughout school. 	<ul style="list-style-type: none"> • Purchase dance sticks and ribbons for dance lesson, and large elastic bands. • Develop lunchtime clubs. • Ensure Freddy-Fit activities are used with pupils at intervals during the Summer Term to continue work completed in training. • Ensuring School Dancing CPD has been implemented successfully. 	<p>£800</p> <p>See Sport Premium Funding Report for breakdown. Some item costs covered within other Key Indicators.</p>	<ul style="list-style-type: none"> • Feedback from dance CPD was good, teachers feel more confident to teach it. Follow this up Autumn term. • LSA supporting targeted pupils to be included in the training and facilitating the future development of the program in preparation for whole school activities. • Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. • Now the school overview is well established, and lessons are taught in the same half term, progression is clear and this ensures resources are all kept in order and are up to date and in good condition. 	<p>LSAs to use the skills and knowledge gained in the first academic year again by rolling out the program in following years.</p>

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

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> Lancashire cricket coaching for 6 week block, giving children a different sport and opportunity to be coached by ‘an expert’. Dance has been pushed throughout the school, teachers have been upskilled and children have enjoyed these additional lessons. Lunchtime clubs based around health and wellbeing for pupils with specific social and emotional needs. Parents coaching and assisting with extra-curricular sport. Level 2 competitions Level 3 competitions Primary Stars competitions have given children special experiences. Playing at Boundary Park at half time and taking part in tournaments there. DLP competitions have widened children’s skills and enabled children to take part in competitions that they would not have usually experienced (archery, gymnastics, golf). Due to our relationship with OAFC, free tickets are often offered to parents and children at the school, so they can go to watch professionals play sport and become inspired. 	<ul style="list-style-type: none"> PE lead to develop the sports leader training within the school. Source training for them and then ensure that they are given extra responsibilities within the school such as running stations/activities for part of a lunch time every week. Ensure dance training has been implemented across the school. Gather evidence of activities taken place and impact recorded (action plans, photographs of events, pupil surveys and interviews). 	<p>£1,500</p> <p>See Sport Premium Funding Report for breakdown. Some item costs covered within other Key Indicators.</p>	<ul style="list-style-type: none"> Following on from the cricket coaching, lots of families subsequently signed up to the ‘All Stars’ Cricket program with the local club! LSA supporting targeted pupils in the training and facilitating the future development of the program in preparation for whole school activities. Providing pupils with the opportunities to be active and develop leadership and teambuilding skills and support their social, emotional, health and wellbeing. Hosting and attending half termly DLP PE meetings with other primary schools to discuss and address current issues and organize local intra and inter school competitions. Key Stage 1 and 2 teams continue to compete at Level 2 competitions, across a wide range of sports over the school year. Some of the sports over the last 12 months include: archery, gymnastics, golf and football. 	<p>LSAs to reuse the skills and knowledge gained in the first academic year by rolling out the program in following years.</p> <p>Develop role of DLP (Dovestone Learning Partnership) to facilitate competitions/communication between schools.</p>

Key indicator 5: Increased participation in competitive sport.

School focus:	Next steps:	Funding allocated:	Evidence and impact:	Sustainability:
<ul style="list-style-type: none"> • Sport Participation across Key Stage 1 and 2 • Setting up DLP sports network for different sports and competitions. • New sports coaches who are very active in the community, offering different experiences that the children will have the opportunity to take part in once restrictions are lifted. • All children took part in Sports Day. We had a carousel of different activities for the children to try, then races in the afternoon. A special guest, 'Chaddy the Owl' attended and got the children excited. The owl demonstrated each race and took part in a few. All children took part competitively and awards and place positions were handed out. 	<ul style="list-style-type: none"> • Identify children who do not usually partake in extra-curricular sport within school. Gain an understanding of why? Is it because they use external clubs? Or parents work, so book into after school care instead? Is there a barrier that can be removed? See Sports Lead's School list for competitions and clubs. • Organising of intra school competitions, such as the Santa Dash and Sports Week, could there be a Spring activity week? • Ensure staff all take turns to supervise children at the competitive events. Due to such low staffing numbers, this can be a problem. In some instances, parents have helped. Introduce a rota for adults to supervise at one event. 	<p>£1500</p> <p>See Sport Premium Funding Report for breakdown. Some item costs covered within other Key Indicators.</p>	<ul style="list-style-type: none"> • We have successfully maintained a high percentage of participation in school PE and sport. Percentages of children in Key Stage 1 and 2 participating in extra-curricular activity averaged out at approximately 75% over the last year. • Children have been chosen to take part in competitions where they excel. For example, cricket competitions, we are taking a mix of Year 4 boys as they currently play up age groups outside of school. 	<ul style="list-style-type: none"> • Continue to make school sport a priority on the SDP and overview. • Continue to embed it throughout curricular, cross-curricular, and extra-curricular provision. • Continue to draw on parent contributions to increase capacity (skills and resources)