



‘Love, Laugh, Learn’

# Sports Premium Grant

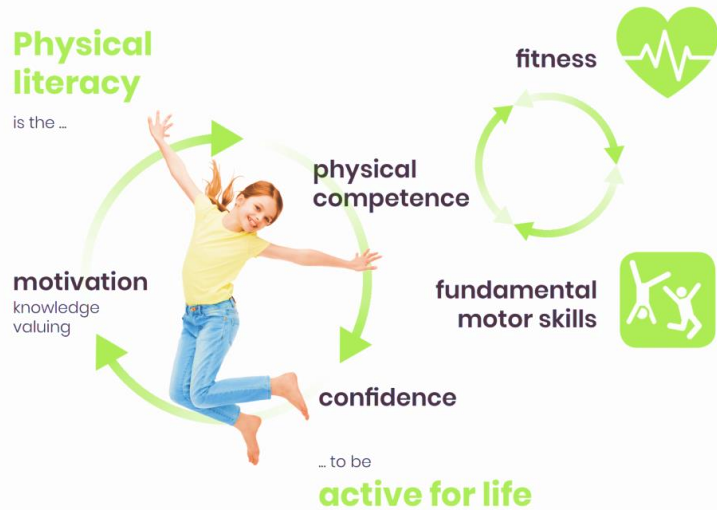
ACADEMIC YEAR 2023-2024  
ACTION PLAN AND REVIEW SUMMER 2024



# Quality Of Education

Intent,  
Implementation  
and Impact

# Curriculum Intent



We want our children to become **physically literate**, developing the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

Our high-quality physical education curriculum:

- ✓ inspires all pupils to succeed and excel in competitive sport and other physically demanding activities.
- ✓ provides opportunities for our children to become physically confident in a way which supports their health and fitness.
- ✓ provides opportunities for our children to compete in sport and other activities to build character and to help embed values such as fairness and respect.

We believe physical activity is essential to the overall development of children, not only does exercise improve a child's overall health and fitness it helps to improve their mental health and cognitive development, by doing physical exercise, children are more likely to concentrate and maintain focus when learning.

# Curriculum Implementation

Our National Curriculum planning ensures that all children are prepared well for the next stage of their education, and we use the Sport Premium to achieve self-sustaining improvement in the quality of PE and sport.

We do this through:

- ✓ High quality professional development of all staff so they gain the necessary subject knowledge to teach Physical Education to a high standard.
- ✓ Long Term and Medium-Term planning which builds in a progressive way and includes clear end points, so children gain the necessary knowledge and skills to be successful.
- ✓ Lessons with clear objectives which provide all our children with stimulating, enjoyable and appropriately challenging learning experiences.
- ✓ Promoting physical activity as an important contributor to a healthy lifestyle, thus encouraging our children to see the importance of lifelong physical activity.
- ✓ Providing a balance of individual, paired and group activities so that children have opportunities to work independently, co-operatively, collaboratively and in competitive situations.

# Curriculum Implementation

- ✓ Providing opportunities for children so they can take part in activities outside of their normal physical education lessons including sports festivals within the community.
- ✓ Ensuring all children have access to at least 2.5 hours of physical activity each week, consisting of two PE curriculum sessions and includes active playtimes and lunchtimes where fundamental movement skills are also developed.
- ✓ All PE lessons are carefully planned, the teaching objectives cover the four aspects of PE outlined in the National Curriculum:
  1. Acquiring and developing skills.
  2. Selecting and applying skills, tactics and compositional ideas.
  3. Evaluating and improving performance.
  4. Knowledge and understanding of health and fitness.

# Curriculum Impact

We use the PE and sport premium to secure improvements in the following 5 key indicators:

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

# Telford & Wrekin School Sports Partnership (T&W SSP)

The school uses its Sport Premium to achieve self-sustaining improvement in the quality of PE and sport.

The school is part of the Telford & Wrekin Sports Partnership [The Telford Langley School - Telford & Wrekin School Sports Partnership](#) as part of the Youth Sports Trust, Energize Active Partnership and community sports providers they are responsible for:

- advice to ensure we utilise our sport premium funding effectively.
- planning and delivering of an annual CPD programme.
- curriculum advice.
- sustainable school-club links to enhance the provision of after school sports clubs.
- a sustainable and inclusive annual calendar of Inter and Intra School Games competitions as part of the Government's School Games and Change 4 Life strategies across the district.

# Sports Premium Grant

[Wrockwardine Wood Infant School and Nursery \(skillsfunding.service.gov.uk\)](https://skillsfunding.service.gov.uk)

[PE and sport premium for primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

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# Sports Premium Grant

Funding

|  |   |
|--|---|
| Total amount carried over from 2022-23                                       | £0  |
| Total amount of funding for 2023-24 to be spent and reported by 31 July 2024 | £10,039 (Oct 23)<br>£7,171 (April24)<br>=£17,210. |
| How much we intend to carry over from this total fund into 2023-24           | £0  |

| Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport  |   |  | % of total allocation  |   |  |
|--|---|--|--|---|--|
|  |   |  | £8,603.66  | 50%   |  |
| Intent   | Implementation  |  | Impact   | Sustainability and suggested next steps:  |  |
| To provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across school | Subject leader to support ECT's through team teaching and planning  | £1800  | What impact has the increased confidence, knowledge and skills of staff funded by the PE and Sport Premium had on the quality of teaching?<br><b>The new subject leader has been well supported through coaching by the deputy head teacher to ensure she has the skills and knowledge to carry out this role.</b>   | What resource is needed to sustain or embed this?<br>What is in place to continue to support good and outstanding teaching beyond the premium?<br>What is in place to support the continued extra-curricular offer?<br>What is in place to sustain delivery and impact?<br><br><b>ACTION: School to purchase Get Set 4PE resource for lesson planning and assessment. This will develop our PE curriculum offer and provide new staff with excellent subject knowledge and support. This will promote physical literacy further in school and at home.</b> |  |
|  | Current subject leader to coach and support new subject leader  | £1000  |  |   |  |
|  | PE conference with deputy headteacher   | £160   |  |   |  |
|  | Subject leader to refine Physical Education planning documentation for Early Years for dance.   | £300   | Are all teachers able to confidently plan, teach and assess National Curriculum PE?<br><b>Teachers are confidently using the supporting Val Sabin documents to deliver PE lessons. These lessons have been monitored by the Subject Leader and Deputy Head teacher.</b>  |   |  |
|  | To purchase Val Sabin dance materials for nursery   | £115   | How are staff promoting the concept of physical literacy, ensuring a positive experience for pupils?<br><b>Staff are promoting physical literacy through creating environments and opportunities where individuals can develop the knowledge, skills, confidence, and motivation to engage in physical activity throughout life.</b>                                       |   |  |
|  | Subject leader to plan and deliver further CPD to embed staff knowledge of physical literacy and to ensure this is being promoted through the school's curriculum offer | £200   | What impact has this had on assessment? Has children's attainment improved?<br><b>Teachers are now able to take photographs and video clips of children in their PE lessons as evidence of children's progress. Children's individual progress can then be tracked over time as well as enabling the subject leader to evaluate the number of children working at ARE.</b> |   |  |
| Subject leader to continue to moderate pupil profiles with staff to ensure judgments are accurate ARE <i>Evidence Me</i>   | £200<br>£ 50  | How have the resources impacted on teaching and learning outcomes and breaktimes?<br><b>Children have access to high quality resources within PE lessons and whilst on the playground.</b> |  |   |  |
| PE and playground equipment audit to ensure staff and children have access to high quality resources   | £3,223  |  |  |   |  |
| Equipment Safety Checks & repairs  | £1,155.66   |  |  |   |  |

## Key Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport

% of total allocation

£1124.50 7%

| Intent   | Implementation   |  | Impact   | Sustainability and suggested next steps:   |
|--|--|--|--|--|
| <p>To provide staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils and embed physical activity across school</p> <p><a href="#">The Telford Langley School - Telford &amp; Wrekin School Sports Partnership</a></p> | <p>SSCo to provide needs based support for the PE curriculum and school sport</p>              | <p>£ 1124.50</p> <p>KS1 T&amp;WSSP</p> | <p><b>Coaching</b><br/>Is the sports coaching at school built on the principles of physical literacy to ensure a positive experience for all children?<br/><b>Outside coaches were not used this year to deliver sessions to children for sport. All school sessions with school staff have built on the principles of physical literacy and this can be seen in active engagement and enjoyment in lessons.</b></p> | <p>What resource is needed to sustain or embed this?<br/>What is in place to continue to support good and outstanding teaching beyond the premium?<br/>What is in place to support the continued extra-curricular offer?<br/>What is in place to sustain delivery and impact?</p> <p><b>ACTION: School to continue to buy into the TWSSP which will enable us to continue to access CPD provided as well as to attend local sporting competitions with other schools.<br/>School to access training for children to develop their leadership skills as a 'Playground Pal'.</b></p> |
|  | <p>PE Coordinator meetings each term to share current PE guidance, CPD and good practise</p>   |  | <p>Does sports coaching improve physical, technical, tactical and mental understanding of a range of sports?<br/><b>This year, year 2 children have taken part in cricket festivals which is a new sport for them to access.</b></p>   |  |
|  | <p>Develop sporting opportunities for children by sharing knowledge, skills and resources.</p> |  | <p>Does sports coaching in school enhance participation pathways for pupils into local community clubs?<br/><b>The Sports Ambassadors board allows children's achievements in sporting clubs outside of school to be recognised and this also signposts children to take up new sports based on recommendations.</b></p>   |  |
|  | <p>Playground Pals Leadership Training for KS1</p>   |  | <p>Does sports coaching develop wider life skills which build on from PE lessons e.g. communication, teamwork, fair play and leadership?<br/><b>All sessions with the children both within PE sessions and during breaktimes and lunchtimes allow children the opportunities to use and develop their communication and teamwork.</b></p>  |  |

## Key Indicator 2: The engagement of all pupils in regular physical activity

% of total allocation



£3,865 22%

| Intent  | Implementation  |   | Impact  | Sustainability and suggested next steps:   |
|---|---|---|---|--|
| <p>To embed physical activity into the school day through encouraging active travel to and from school, active breaktimes and holding active lessons and teaching.</p> <p><a href="https://www.activestars.co.uk/How-to-Run-a-Successful-Breakfast-Club-.html">https://www.activestars.co.uk/How-to-Run-a-Successful-Breakfast-Club-.html</a></p> | <p>Calm Brain staff CPD so it is being used consistently to support self-regulation</p> <p>Super Movers (Literacy/Maths)<br/><a href="#">Super Movers - BBC Teach</a></p> | <p>£500</p>   | <p>How does increased physical activity in the curriculum impact on children's concentration?<br/><b>All children are accessing additional movement breaks throughout the school day within their classrooms through Calm Brain or Supermovers activities. This allows them to be active for short bursts and then to refocus on further learning.</b></p>  | <p>What is in place to sustain and embed delivery/impact?<br/>What is the impact on whole school priorities?</p> <div data-bbox="2114 442 2318 628" data-label="Image"> </div> <div data-bbox="2165 671 2318 756" data-label="Image"> </div> <p><b>ACTION: Continue to purchase CalmBrain and to be included with Travel Telford initiative. To continue to embed Happy Lunchtimes so that all children are actively engaged during lunchtime break.</b></p> |
|   | <p>Children and adults sustain 'daily mile' each lunchtime. Lunchtime Supervisor training.</p>  | <p>£120</p>   | <p>How has the daily mile impacted on children's physical fitness and competitiveness?<br/><b>The Daily Mile at lunchtimes is called 'Walk to Wellbeing'. This is allowing all children to have a calm end to their lunchtime and therefore a calm start to the afternoon session. It also provides the opportunity for all children to walk for 10 minutes on a daily basis.</b></p>   |  |
|   | <p>Big Walk and Wheel (March) Walk to School Walk (June) Y2 Learn to Ride (May) (T&amp;W £200 membership includes Road Safety)</p>  | <p>£100 (50% T&amp;W Membership)<br/>£150 (Cycle Circus)<br/>£300 Scooting<br/>£450 Goodbye Stabilizers</p> | <p>How have the Travel Telford initiatives impacted on children's physical development and fitness?<br/><b>All children in school (160) are encouraged to join in with these initiatives set up by Travel Telford. 60 year 1 children took part in Pedestrian training 20 year 2 children took part in Learn to ride bike training</b></p>  |  |
|   | <p>Continue to embed the Happy Lunchtime Award principles and actions e.g. new staff training</p>   | <p>£1,200<br/>£ 195</p>   | <p>How has increased confidence of lunchtime supervisors impacted on children's physical fitness and behaviour?<br/><b>Lunchtime supervisors have a greater variety of playground games to play with children and have become champions of play when outside. They are engaging children in exciting activities which is creating a happier lunchtime for children who are actively engaged in physical activity. This has meant there are fewer accidents on the playground when it is busy too.</b></p> |  |
|   | <p>Workshops and after school clubs:<br/>African Dance<br/>Bhangra Dance<br/>Rhythmicity –Drumming workshop</p>   | <p>£400<br/>£170<br/>£280</p>   | <p>How have the after-school clubs impacting on children's motivation, confidence, physical development and fitness?<br/><b>Children were willing to take part in the workshops provided as they were fun, lively, active and engaging.</b></p>   |  |

## Key Indicator 3: The profile of PE and Sport being raised across the school as a tool for whole school improvement

% of total allocation



£1526.84 9%

| Intent  | Implementation  |                                    | Impact   | Sustainability and suggested next steps:  |
|---|---|------------------------------------|--|---|
| Align PE and sport with whole-school priorities, embedding the subject to influence culture and ethos and ensure sustainable impact | Subject leader to refine cross curricular planning links including educational visits geography, D&T RSHE, maths,   | £0.00                              | Is PE teaching good or outstanding and good practice shared across other curriculum areas?<br><b>The subject leader, supported by the deputy head teacher, has monitored PE lessons and lesson planning to ensure that school are offering good, and in some cases, outstanding practice in PE and across other subject areas.</b> | <p>What impact has the raised profile of PE and sport interventions funded by the PE and Sport Premium had on whole-school improvement? E.g. personal development (physical skills, thinking skills, social skills and personal skills). What attainment and achievement, behaviour and attendance impact have you collected evidence for? What resource is needed to sustain or embed this? What is in place to retain staff beyond the premium? What is in place to sustain delivery/impact? Is PE and school sport visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p>  <p><a href="https://www.gov.uk/government/publications/healthy-schools-rating-scheme">https://www.gov.uk/government/publications/healthy-schools-rating-scheme</a></p> <p><b>ACTION: Subject Leader to access Forest School training through Wrekin Forest School. Access Cool Kids training for a new member of staff. Continue to audit school resources for PE and School Sport.</b></p> |
| <a href="#">Course information and downloads Information - Arthog Outreach (telford.gov.uk)</a>                                     | Learning Power CPD (TA's)<br>✓ Resilience<br>✓ Team Work<br>✓ Resourceful<br>✓ Reflective   | £200                               | Does your PE teaching enable the development of life skills that are transferred to other curriculum areas, wider school and beyond?<br><b>Building learning powers in children is embedded throughout school so that this is continually used throughout every subject lesson including PE.</b>                                   |   |
| <a href="#">Healthy Movers Home Pack - Youth Sport Trust</a>  | Forest Schools and KS1 after school<br><a href="#">Wrekin Forest School</a><br><a href="#">Educational Visits and Journeys   Telford Education Services</a>   |                                    | Does your PE curriculum and enrichment offer plan for and deliver against personal development outcomes?<br><b>Our PE curriculum has personal development outcomes embedded within the offer.</b>  |   |
|    | <a href="#">Health and Wellbeing Toolkit - Telford &amp; Wrekin Council</a> to improve children's emotional health and well being   | T&W SSP                            | Do you have external recognition for PE and the impact it has on the schools priorities, values and ethos?<br><b>External recognition is an action for 2024-2025. However, the TWSSP recognise our commitment to sporting competition and providing our children with these opportunities each term.</b>                           |   |
|   | To improve children's concentration, gross and fine motor skills<br>✓ Healthy Movers resources (15 Packs)<br>✓ Dough Disco (10 packs)<br>✓ Cool Kids resources planning<br>✓ Resources for physical education sessions and playground | £337.35<br>£214.49<br>£300<br>£475 | Does your PE teaching aid fine and gross motor skill development?<br><b>Children in Nursery and reception access Dough Disco on a daily basis which is developing children's fine motor skills. The Calm Brain and supermovers activities are supporting the development of gross motor skills.</b>                                |   |

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

% of total allocation

£370 2%

| Intent   | Implementation  |                                 | Impact  | Sustainability and suggested next steps:  |
|--|---|---------------------------------|---|---|
| <p>Provide targeted activities or support to involve and encourage the least active children</p>  | <p>Signpost families to local initiatives e.g. Tennis lessons<br/>Swimming lessons</p> <p><a href="https://10by10.telford.gov.uk/">https://10by10.telford.gov.uk/</a></p> | <p>£0.00</p>                    | <p><b>PE</b><br/>Are the sports and activities within the curriculum broad and balanced e.g. individual and team activities; gymnastics, dance, swimming, athletics and games (net and wall, striking and fielding, target and invasion)?<br/><b>The current PE curriculum gives a broad and balanced offer for children to develop the key skills needed and then allows them to apply these skills to other areas such as when playing games.</b></p>   | <p>What has been the impact of ALL pupils accessing a broader range of sports? E.g. increased confidence, improved wellbeing.<br/>What resource is needed to sustain or embed this? What is in place to retain staff or opportunities beyond the premium? What is in place to sustain delivery/impact?</p>  <p><b>ACTION: Continue to update Ambassadors for Sport board regularly. Encourage children to attend appropriate sporting festivals.</b></p> |
|  | <p>Staff monitoring/CPD to ensure staff are building time into PE lessons for children to compete using new skills</p>  | <p>£250</p>                     | <p>Are children encouraged to be independent, to coach and officiate their peers?<br/><b>Lesson monitoring shows that children are encouraged to evaluate their own learning as well as sensitively supporting others through praise and suggested improvements. This is evident in all lessons seen where children are given time to build on key skills and knowledge.</b></p>  |   |
|  | <p>CPD for staff unfamiliar with new resources (Happy Lunchtimes games)</p>   |                                 | <p><b>Physical Activity</b><br/>Are pupils offered an exciting, varied and new range of activities Beyond the PE National Curriculum e.g. yoga, skipping, relay games, creative games.<br/><b>Children are offered a variety of games and activities during 'Happy Lunchtimes'. These include popping bubbles from the bubble machine, disco dancing to music, parachute games, skipping games, bouncy hopper games.</b></p>  |   |
|  | <p>T&amp;W SSP to deliver CPD to introduce new games</p> <p>Ambassadors Board to promote clubs and celebrate sporting achievements</p>                                    | <p>£T&amp;W SSP</p> <p>£120</p> | <p><b>Sport</b><br/>Are pupils participating in modified and National Governing Body recognised versions of sports that are stage and age appropriate e.g. small sided versions and adapted versions of games such as High 5 netball<br/><b>All year 2 children (60 children) have attended a competition with other local schools run by TWSSP. The Ambassadors for Sport board is promoting the local clubs which our children attend which include swimming, gymnastics, tennis, dance and football.</b></p> |   |

| Key Indicator 5: Increased participation in competitive sport   |   |      | % of total allocation   |   |
|---|---|------|---|---|
|   |   |      | £1,720  | 10%   |
| Intent  | Implementation  |      | Impact  | Sustainability and suggested next steps:  |
| Increase the opportunities for competitive sport based on the 5 principles of high quality competition<br><br><a href="#">School-Games-Principles Amended.pdf (yourschoolgames.com)</a> | Inter school sports festivals, KS1 Skipping festival, KS1 Dance festival, KS1 cricket Transport   | £500 | <b>School Games Principles</b><br>1) Are the young person’s motivation, competence and confidence at the centre of the competition?<br>2) Is the focus on the process rather than the outcome?<br>3) Are volunteers, leaders and officials appropriately trained and display behaviours reflective of the nature of the competition?<br>4) Is the environment safe and does it create opportunities to learn and maximise social development?<br>5) Do the facilities and the environments that are created for the competition reflect the motivations, competence and confidence of the young people and format of the competition?<br><br><b>TWSSP provide a variety of sporting festivals throughout the year which we have accessed. All 60 year 2 children have accessed a sporting competition with other local schools this year. Some of these have been designed to be competitive and others have been designed to inspire children to take up new sporting opportunities. Children have thoroughly enjoyed taking part and playing against other schools. Fun Sports Day engaged all children in school and nursery and this was split into two half day sessions (EYFS/ KS1). All children took part in 3 competitive races against their peers. This was well supported by parent spectators.</b> | What has been the impact of ALL pupils accessing a greater number of competitive sport opportunities? E.g increased resilience, raised confidence, higher attendance. How do you know?<br>What resource is needed to sustain or embed this? How do you know?<br>What is in place to retain opportunities to compete beyond the premium?<br>What is in place to sustain delivery/impact?<br><br><b>ACTION: Continue to attend sporting festivals for year 2 children.<br/>           Plan Fun Sports Day for June 2025 during National School Sports Week.<br/>           Plan ‘Playground Pals’ playtime leadership</b> |
|   | Competitive activity within PE lessons CPD monitoring QA activity   | £240 |   |   |
|   | Playground leaders and lunchtime supervisors encourage competitive with self beat your best time e.g. skips in one minute – playground leaders CPD monitoring QA activity | £240 |   |   |
|   | Planning and organisation, resources ‘Fun Sports Day’   | £240 |   |   |
|   | Planning and organisation Visits and visitors National Schools Sports Week  | £500 |   |   |

## Signed off by

Head Teacher: Denise Garner

Subject Leader: Nicola Maybury

Governor: Gill Stubbs

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Date: JULY 2024



## Key Indicator 1 resources

[How To Spend your PE Premium Effectively | Early Years Resources colin sports trust article.pdf \(youthsporttrust.org\)](#)  
[Top 10 tips for parents to get your kids physically active this half term - Youth Sport Trust](#)  
[My Personal Best - Youth Sport Trust yst-membership-2022-23-cpd.pdf \(youthsporttrust.org\)](#)  
[Inclusion 2024 Inclusive PE hub \(activityalliance.org.uk\)](#)  
[Complete PE | An Interactive Physical Education Resource](#)

## Key Indicator 3 resources

[yst\\_curriculum\\_blueprint\\_2022\\_05\\_001.pdf \(youthsporttrust.org\)](#)  
[My Personal Best - Youth Sport Trust](#)  
[yst-membership-2022-23-cpd.pdf \(youthsporttrust.org\)](#)

## Key Indicator 5 resources

[Your School Games - Register](#)  
[YST Positive Experiences of Competition school and teacher toolkit Feb 2021.pdf \(yourschoolgames.com\)](#)  
[Your School Games - School Games Mark](#)

## Key Indicator 2 resources

[Active Recovery Curriculum - Youth Sport](#)  
[TrustActive Recovery Hub - Youth Sport](#)  
[TrustActive School Planner](#)

## Key Indicator 4 resources

[Inclusion 2024 Inclusive PE hub \(activityalliance.org.uk\)](#)  
[Active Recovery Hub - Youth Sport Trust](#)  
<https://www.youthsporttrust.org/resources/character-and-leadership/leadership-framework>

# Sports Premium Grant

## Swimming Data

|   |                 |
|---|-----------------|
| <b>Meeting national curriculum requirements for swimming and water safety.</b>  | NA for EYFS/KS1 |
| <b>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</b>  | NA for EYFS/KS1 |
| <b>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</b>  | %               |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | %               |
| <b>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?</b> | Yes/No          |