



Deen Valley
Community Primary

PE FUNDING REPORT

Amount of Grant Received:	<u>£17,800</u>	Amount of Grant Spent:	<u>£17,800</u>	Date Agreed:	July 2024	Date to be Reviewed:	July 2025
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Principles for use of PE and Sports Premium Funding:

We use the funding we receive to focus on the five key indicators as outlined by the Government and provide additional opportunities for our children to enable them to achieve well in these focus areas:

- 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

Intended Plans 2024 / 25(Against each key indicator)				
	Intent What are your plans?	Implementation How are you going to action and achieve them?	Impact What impact / expected impact / sustainability are you expecting?	Expected Evidence How will you know? What evidence do you have or expect to have?
1	• Ensure all pupils access regular physical activity to support physical and mental wellbeing.	- Maintain at least 2 timetabled PE sessions per week for every class. - Continue Friday (Forest School). - Embed regular movement breaks, Daily Mile, skipping, Personal Best challenges, school gymnasium. - Train PE ambassadors up to support lunch time engagement of pupils. -Develop use of Cross Curricular Orienteering opportunities. -Freddie Fit to spread the message and importance of sport for well being termly.	Greater engagement in learning due to increased alertness and regulation. Pupils are more physically active and motivated at break and lunch. Increased confidence and ability.	- Timetables - Pupil voice on enjoyment and activity. - Activity heat maps showing increased engagement, especially for key pupils. - Photos/videos of playground activity. - Club lunchtime registers and personal best records
2	Use sport and PE to build resilience, engagement and a positive, inclusive school culture.	-Continually embrace our key house values of Destiny, Respect, Equality and Humanity through intra house competitions. - Link sport to wellbeing: promote exercise as part of mental health.	PE and sport become a motivational driver for personal development and attendance. Children display stronger resilience, teamwork and perseverance.	- Assembly themes and newsletters. - Pupil interviews and case studies.



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	Raise the improvement of spelling and grammar through cross curricular orienteering approach.	- Celebrate sporting effort in assemblies/newsletters.	More children, particularly pupils with SEND, meet the expected standard in PE.	- Behaviour / effort logs noting improvements of personal bests. -Number of SEND pupils achieving the expected standard improves.
3	Develop confident, skilled staff who can deliver high-quality PE sustainably	. – Introduce Complete PE to guide planning and progression. - Provide training via Complete PE resources each term prior to their PE unit and SGO specialist when required. - Support PE lead through specialist coaching and regular opportunities to build knowledge of new approaches to PE and School sport with PE networking meetings.	Staff have greater confidence and competence. Curriculum coverage improves. Sustainability increases as staff rely less on external coaches.	- CPD logs. - Lesson observations. -Governor visits. - Staff surveys on confidence. - Quality assurance from PE lead. -Pupil voice .
4	Ensure all children, including SEND and DAP, experience a diverse and engaging PE curriculum.	- Continue Forest School of wider active offer. - Introduce termly enrichment sports experiences (Quidditch, Freddie Fit, Judo, Yoga) - Attend a wide range of Macclesfield School Sport Games events. - Track participation across key groups (SEND, girls, boys, disadvantaged). -Provide training opportunities for girls to take up sports such as football and rugby to increase participation. -Embed use of adaptive teaching cards for all staff to use within PE lessons, ensuring the needs of all children are met.	Greater enjoyment and wider skill development. Increased participation in non-traditional activities (yoga, judo, quidditch). Inclusive opportunities for all pupils through the School Games festival and events package.	- Participation data tracked by group. - Pupil voice -Sonar data and engagement logs. - Photos and write-ups of special events completed by media team and sent via interactive newsletter. - Timetables. -Curriculum Path. Health check questionnaire and action plan.
5	Increase opportunities for pupils to experience competition at all levels	- Attend Macclesfield School Games events across all tiers (Celebrate, Inspire, aspire etc). -Attend Macclesfield Football Club Community Cup Tournaments for both girls and boys at all age levels from year 2- 6. - Plan and deliver 4 intra-school competitions termly / annually. - Use coaches to develop children's awareness of festival theme / activity prior to competition	Raised aspiration, confidence and pride through competition. Improved skills in teamwork, leadership and resilience. Staff develop capacity to lead events. Higher engagement of targeted groups.	- Calendar of events and participation records. - Photos and newsletter write ups. - Staff feedback. - Platinum award maintained from Sainsburys School Games.



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		so they feel safe and secure to participate and engage. -Ask middays to observe the coaches to develop CPD for sustainability. - Fund transport to external events using Sports Premium. -Attend Manchester City festivals and tournaments regularly across the year.		
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Evaluation

Review 2024 / 25 (Against each key indicator)				
	What went well? What impact and sustainability have you seen?	How do you know? What evidence do you have?	What didn't go well?	How do you know?
1	Forest school allows children extra opportunities to be active outside every other Friday. Children are all aware of how physical activity can improve their overall fitness and well being and enjoy their PE lessons.	Observations and pupil voice. Pupil Voice and Freddie Fit session children's responses.	- Embed regular movement breaks, Daily Mile, skipping, Personal Best challenges, school gymnasium. -Participation in Daily mile needs to be addressed with the embedded use of cross curricular orienteering opportunities. -Lunch time personal bests / adult support	Observations and Pupil Voice. Observations and pupil / teacher voice / staff meeting feedback. Leader feedback. Needs to be more structured through the terms.
2	Behaviour house awards are all linked to the key messages and behaviour across school has improved. Sporting opportunities are seen as having a positive impact on children through their time at Dean Valley	Behaviour has improved significantly since the development of the houses linked to the commonwealth values and the team approach. Parental feedback and pupil voice. Newsletter. Achievements. Assemblies.	Intra house competitions need to be more organised and increase lunchtime participation in extra curricular activities as well as boost moral / team work and resilience through the hosues.	School diary. Lunchtime observations. Leadership ambassador feedback.
3	Staff are now confident, and deliver high-quality PE following the guidance from complete PE.	Governor visits. Lesson observations. Pupil voice.	PE lesson scheduling across a busy timetable.	Staff meetings / discussions. Pupil voice.
4	School Games Organisation timetabled activities for all groups of children evenly at appropriate times of the year and allowed them to experience varied games and activities.	Calendar. Staff feedback. Network meeting discussions. Class registers.	Equipment- some has been lost or broken and an adut must be done in September with the knowledge of upcoming topics being taught from complete PE.	PE cupboard organisation. Staff meeting feedback. Observations.
5	We participated in many SGO competitions and tournaments across the year with great results. All pupils felt proud of themselves when returning to school.	Newsletters. Assemblies. Results. Pupil Voice. School Diary.	Some children still feel unsure about what the game / activity will look like and those with SEND needs require more time to process what the day / event will look like.	Feedback from parents and pupils. Pupil communication.



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Meeting National Curriculum and Water Safety Requirements (Year 6 2024 – 25)		
1	What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of the academic year?	100%
2	What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of the academic year?	100%
3	What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the academic year?	100%
4	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