

# PE and sports premium strategy statement

This statement details Rydon Primary School use of the PE and Sports Premium funding for 2023 to 2025 to help improve pupil engagement in PE, sport and physical activity

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of the premium had within our school.

## School overview

| Detail  | Data  |
|---|---|
| School name:  | Rydon Primary School  |
| Number of pupils in school:   | 407   |
| Proportion (%) of pupil at year 6 meeting the NCPE requirements for swimming and water safety | Percentage of year 6 pupils who:<br><br>Can swim competently, confidently and proficiently over 25 meters or more = 45/60 – 75%<br><br>Can use a range of strokes effectively = 45/60 75% |
| Academic year/years that our current sports premium strategy plan covers                      | 2022 -25  |
| Date this statement was published   | 1 <sup>st</sup> September 2023  |
| Previously reviewed   | 1 <sup>st</sup> September 2024  |
| Date on which it will be reviewed   | Yearly (1 <sup>st</sup> September 2025)   |
| Statement authorised by   | Catherine Willcocks (headteacher)   |
| PE and Sports Premium lead  | Tom Drake (PE Lead)   |
| Link Governor   | Susan Cooper  |

## PE and Sports Premium Funding overview

| Detail  | Amount  |
|---|---------|
| Sports premium funding allocation this academic year  | £20,270 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £ 0     |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £20,270 |

# PE and Sports Premium Funding strategy plan

## Statement of intent

To achieve our PE and Sports Premium Plan, we build from the key aims of the PE curriculum, which are:

- developing competence and confidence to excel in a broad range of team and individual physical activities
- being physically active for sustained periods of time
- engaging in competitive sports and activities
- leading healthy, active lives both physically and mentally

At the heart of our PE and Sports Premium Plan is to develop: competence and confidence in physical activity, sustaining longer periods of being physically active, engaging in competitive opportunities, and participating in healthy lifestyles. Our pillars of navigation for physical education (motor control; rules, tactics, and strategy; and engaging in healthy participation) are immersed in ESW's Head, Heart, Hands PE framework. Head, Heart, Hands enables a bridge to be created between primary and secondary learning, providing continuity and recall of prior knowledge, and allowing children to be truly physically educated.

The Head, Heart Hands framework is:

- **Head:** Knowledge, Understanding, Feedback, Responsibility, Analysis, Rules
- **Heart:** Effort, Communication, Respect, Leadership, Resilience, Confidence
- **Hands:** Fitness, Physical ability, Technique, Competition, Problem-solving

In addition to the aims and Head, Heart, Hand framework, we have developed our plan around the local community, drawing upon physical activity and sports that children can realistically access, and is related to their local landscape and environment, but does not exclude the wider national and global physical education context.

**In the Early years** we are improving children's movement to ensure it is fluent, controlled and graceful, developing overall body strength, coordination, balance and agility, and ensure that they know how to participate in PE and sports activities safely.

**In key stage 1** the children will start to encounter high quality sports specific activities, such as invasion games, dance, gymnastics and striking and fielding.

**In Key stage 2** children will think like a sports performer and be physically competent, confident; engaging in healthy participation and ensuring that they understand and can perform the key concepts of: motor competence, rules, strategies & tactics, healthy participation and the evaluation of self and others. They also engage in swimming and water safety.

Crucially children will be able to make informed positive choices about healthy participation, both now and for the future.

These aims will be achieved through a high quality the PE curriculum, increased participation in sports festivals and competitions, extra-curricular opportunities, teacher/staff CPD and through specialist teaching.

## Challenges

This details the key challenges to achievement that we have identified among our pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | The engagement of all pupils in regular physical activity (Chief medical officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school). |
| 2                | An increased profile of PE across the school with intra-sport links to 'school houses'.  |
| 3                | An increased confidence, knowledge and skills of all staff in teaching PE and sport in the PE curriculum.  |
| 4                | A broad experience of a range of sports and activities offered to all pupils.  |
| 5                | Increased participation in competitive sport and the off of clubs to support the development of the required skills to engage in these opportunities.  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan** and how we will measure whether they have been achieved.

| Intended outcome   | Success criteria   |
|--|--|
| All children within the school (unless otherwise specified by SEND or medical need) are participating in PE lessons and have the opportunity to access regular extra-curricular sport/physical activity. | <ul style="list-style-type: none"><li>• End of summer 2024 and 2025 'data' will show that all children will have met this targeted outcome, through on-going PE curriculum assessment and pupil voice forums.</li><li>• Registers of attendance at extra-curricular sports clubs, competitions and festivals will also support this.</li></ul> |
| To ensure PE and sport are embedded in the school culture at Rydon and are seen as an important drive for child development and school improvement.  | <ul style="list-style-type: none"><li>• Rydon Primary School is ensuring daily physical activity is part of their typical routine.</li><li>• Promoting active breaktimes and celebrating sporting success through</li></ul>  |

|   |  |
|---|--|
|   | <p>communication, assemblies, and whole school events is evident.</p> <ul style="list-style-type: none"> <li>• The promotion and enjoyment of house teams names and colours through termly intra-school competitions including key stage sports days.</li> </ul>   |
| <p>Teachers and support staff have confidence, skills and knowledge to competently teach high quality PE and extra-curricular sports/physical activity.</p> | <ul style="list-style-type: none"> <li>• All teachers and PE support staff are inducted onto the PE planning programme through non-pupil days/ staff meetings.</li> <li>• CDL and PE leads meet ½ termly to identify gaps, strengths and development areas related to teacher/staff knowledge and skills and provide effective and relevant CPD opportunities</li> <li>• Teachers/staff can access PE Planning leads for advice on lessons and assessment</li> <li>• Pupil and staff voice used to identify gaps in knowledge and CPD.</li> </ul>  |
| <p>All children are offered access to a broad range of sports and physical activity opportunities each school year.</p>                                     | <ul style="list-style-type: none"> <li>• Children from both key stages are accessing the DSSP sports festivals at opportune moments during their time at Rydon Primary School.</li> <li>• Children with SEND/EHCPs or PP have opportunities to access sports clubs/physical activity sessions with pathways to progress.</li> <li>• Children are aware of how to access local community sports clubs to progress their sporting talents or to improve their health.</li> <li>• Children access swimming lessons in key year group(s).</li> <li>• Sports days offer both participatory and competitive opportunities and are culturally nourishing and rewarding for all children.</li> </ul> |

## Activity in this academic year

This details how we intend to spend our premium **this academic year** to address the challenges listed above.

### Objective 1. Increasing participation in PE, sport and physical activity both in and outside of school (for example, improved PE curriculum, a range of extra-curricular activities)

Budgeted cost: £ 9046

|    | Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|----|---|---|-------------------------------|
| A. | CDL/PE lead will induct all teachers and teaching assistants on how to use the PE overview and PE planning teaching and assessment resources, during non-pupil days/team meetings   | <a href="https://peplanning.org.uk/">https://peplanning.org.uk/</a><br><br><a href="https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education">https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</a>  | 1/4                           |
| B. | Each school will have a regular lunch or after school sports club which focuses on both key stages, target groups and promotes their talents during the school year   | <a href="https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education">https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</a><br>Articles 12, Article 29<br><a href="https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/coronavirus-resources/articles-in-action/">https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/about-the-rrsa/coronavirus-resources/articles-in-action/</a> | 1/4                           |
| C. | All teachers and staff promote fair play and sporting behaviour in PE lessons, after school sports clubs and breaktime sports through the Rights Respecting School framework (shaking hands, rewards for good sporting behaviour) | <a href="https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/">https://www.unicef.org.uk/rights-respecting-schools/the-rrsa/what-is-a-rights-respecting-school/</a>   | 1/2/3/4/5                     |
| D. | Dartmoor schools sports partnership subscription – Sports festivals, Competition, Termly focus group of children supported by extra-curricular activity, CPD etc.   | <a href="http://About%20Us%20-%20Dartmoor%20SSP%20-%20Arena%20Schools%20(arena-schools.co.uk)">About Us - Dartmoor SSP - Arena Schools (arena-schools.co.uk)</a>  | 1/2/3/4/5                     |
| E. | Swimming lessons (including qualified swimming teacher) for targeted year groups.   | <a href="https://Kingsteigntonswimmingpool.org.uk">https://Kingsteigntonswimmingpool.org.uk</a>   | 1/2/4                         |

|    |  |  |           |
|----|--|--|-----------|
| F. | Use of the minibus for transport to events as part of the wider PE curriculum – including fuel costs, service and driving assessment and driver.                                     |  | 4/5       |
| G. | Purchase new or replace old PE equipment to aid the delivery of the PE curriculum and extra PE curriculum  |  | 1/2/4/5   |
| H. | Supply cover for teachers to attend CPD, Sports festivals, tournaments and fixtures. Also cover for TA to support the events and assist with travel for extra-curricular activities. |  | 1/2/3/4/5 |
| I. | First aid courses for Teaching staff and MTAs.   |  | 1/3       |
| J. | MTA – Play leaders course.   |  | 1/3/4     |

**Objective 2. Raise the profile of PE, sport and physical activity across the school to promote whole school improvement (for example, intra-sports competitions , celebrating sporting success in school)**

Budgeted cost: £ 2,780

|    | <b>Activity</b>   | <b>Evidence that supports this approach</b>  | <b>Challenge number(s) addressed</b> |
|----|---|--|--------------------------------------|
| A. | Breaktimes have structure to them to promote active play, through the promotion of play leaders, and play activities  | <a href="https://www.yourschoolgames.com/active-recovery/10-tips-for-improving-active-play-at-your-school/">https://www.yourschoolgames.com/active-recovery/10-tips-for-improving-active-play-at-your-school/</a>  | 1/2/3                                |
| B. | Sporting achievements, both in and out of school, are shared and celebrated in assemblies, classrooms and newsletters   | <a href="https://www.yourschoolgames.com">https://www.yourschoolgames.com</a><br><a href="https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education">https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</a> | 1/2/3                                |
| C. | All teachers and staff promote fair play and sporting behaviour in PE lessons, after school sports clubs and breaktime sports through the Rights Respecting School framework (shaking hands, rewards for good sporting behaviour) | <a href="https://www.unicef.org.uk/rights-respecting-schools/the-rsa/what-is-a-rights-respecting-school/">https://www.unicef.org.uk/rights-respecting-schools/the-rsa/what-is-a-rights-respecting-school/</a>  | 1/2/3/4/5                            |
| D. | Termly intra-school competitions linked and promoting the school houses.  | <a href="https://www.rydonprimary.org.uk/">https://www.rydonprimary.org.uk/</a>  | 1/2/5                                |
|    | See also:<br>Objective 1 – Activity D, G and H  |  |                                      |

### Objective 3. Increase the teaching of high-quality PE and sports across all school staff (Specialist Teaching/Curriculum Design)

Budgeted cost: £ 3,290

|    | Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|----|--|--|-------------------------------|
| A. | CDL delivers twice yearly inductions to the PE curriculum and PE Planning resource for all staff   | <a href="https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education">https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</a><br><br><a href="https://peplanning.org.uk/the-staffroom/">https://peplanning.org.uk/the-staffroom/</a> | 3                             |
| B. | CDL/PE leaders meet through ½ termly subject/year group meetings to identify strengths and improvements, in teacher/staff subject knowledge and pedagogy. Appropriate CPD remedies are then applied. | <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a>  | 3                             |
| C. | PE lead ensures teachers/staff have ownership of PE planning and can access PE Planning leads for advice on lessons and assessment   | <a href="https://peplanning.org.uk/the-latest/">https://peplanning.org.uk/the-latest/</a>  | 3                             |
| D. | Support staff to aid the delivery of PE  |  | 3                             |
| E. | Termly, School sports coordinator (part of Dartmoor Schools Sports Partnership) to give CPD and impact days for staff through teaching input.  | <a href="http://arena-schools.co.uk">About Us - Dartmoor SSP - Arena Schools (arena-schools.co.uk)</a>   | 3                             |
| F. | See also: Objective 1 – Activity D, E and H  |  | 3                             |



## Objective 4. Develop a broader range of sports and activities for children to experience (for example, PE specialist teachers, ESW Sports competitions)

Budgeted cost: £ 2,100

|          | Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|----------|---|---|-------------------------------|
| A.<br>B. | CDL and PE leads ensure the ESW sports competitions programme includes multi skills and fundamentals festivals for KS1, 2 and SEND children   | <a href="https://www.yourschoolgames.co.uk/how-it-works/">https://www.yourschoolgames.co.uk/how-it-works/</a>   | 1/4                           |
| C.       | To engage in bespoke sports festivals for SEND/EHCP children - DSSP   | <a href="https://www.youthsporttrust.org/resources/inclusion/send-resources">https://www.youthsporttrust.org/resources/inclusion/send-resources</a><br><a href="http://www.arena-schools.co.uk/About-Us-Dartmoor-SSP-Arena-Schools">About Us - Dartmoor SSP - Arena Schools (arena-schools.co.uk)</a> |                               |
| D.       | PE leads promote local sports club posters/information that is shared with all children on noticeboards, assemblies and through newsletters   | <a href="https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education">https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</a>   | 1/4/5                         |
| E.       | PE lead ensure sports days have 2 parts: a multi skills/sports carousel based on participation; and a competitive race section which are culturally nourishing and rewarding for all children. All successes will be rewarded | <a href="https://www.youthsporttrust.org/join-us/national-school-sports-week">https://www.youthsporttrust.org/join-us/national-school-sports-week</a><br><a href="https://peplanning.org.uk/pe-resources/">https://peplanning.org.uk/pe-resources/</a>  | 1/2/4/5                       |
| F        | Use of Dartmoor Schools Sports Partnership for resources to aid outdoor learning – Wild tribe.  | <a href="http://www.arena-schools.co.uk/Wild-Tribe-Wild-Tribe-Arena-Schools">Wild Tribe - Wild Tribe - Arena Schools (arena-schools.co.uk)</a>  | 3/4                           |
| G.       | See also: Objective 1. – Activity D and H<br>And<br>Objective 2. – Activity D<br>And<br>Objective 3. – Activity C   |   | 1/2/3/4                       |

**Objective 5. To increase competitive sporting opportunities for all children (for example, the promotion of the ESW sports competition programme)**

Budgeted cost: £ 3,054

|    | <b>Activity</b>  | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|----|--|---|--------------------------------------|
| A. | PE leads ensure each year group/target group attend at least 2 sports competitions each school year to play against other ESW schools                  | <a href="https://www.yourschoolgames.com">https://www.yourschoolgames.com</a>   | 5                                    |
| B. | During specific sports competitions, the local club details are shared with children/parents/carers  | <a href="https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education">https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</a> | 5                                    |
| C. | Enter into Local schools sports leagues and cups (Netball, Football Doel cup etc.)   |   | 5                                    |
| D. | Enter and take part in a variety of sporting tournaments with the Dartmoor Schools Sports Partnership – including counties finals if children qualify. |   | 4/5                                  |
| E. | Travel expenses and minibus expenses for MOT/Service and driving assessments.  |   | 4/5                                  |
| H. | See also: Objective 1. – Activity H  |   |                                      |

**Total budgeted cost: £ 20, 270**

## PE and Sports Premium Funding strategy outcomes

| Increasing participation in PE, sport and physical activity both in and outside of school  |   |  |   |
|--|---|--|---|
| Desired outcome  | Chosen action/approach  | Impact:  | Lessons learned   |
| <p>All teachers to start using PE planning for lessons and assessment</p> <p>To promote both lunchtime and after school sports clubs</p> <p>Children to attend at least 1 sports fixture per 1/ 2 term</p> | <p>Purchase membership to PE planning package</p> <p>Induct teachers through Non-Pupil days</p> | <p>More teachers are teaching higher Quality PE lessons through the use of PE Planning</p>   | <p>Teaching assistants need to be inducted to promote high quality PE and sport</p>   |
|  | <p>Ask pupils what sports they would like to participate in and create clubs</p>                | <p>Most teachers inducted on how to use PE planning during the Autumn 2022 non pupil day/Team meetings</p>   | <p>All teachers need to be inducted on how to use PE planning and regular updates given throughout the school year- CDL to lead this. Further CPD on assessment.</p>  |
|  | <p>Arrange friendly sports fixtures with other ESW schools/DSSP/Local schools</p>               | <p>Sports clubs taking place at every half term, initially in multi sports then progressing to sports specific, such as tag rugby, gymnastics, cricket/rounders and athletics</p> <p>6 football fixtures and 1 football tournament took place throughout the school year. The school played against other ESW schools</p> <p>Children also participated in 2 netball fixtures during the Spring term</p> | <p>Sports clubs need to focused from a balance of pupil voice and relevance for upcoming festivals and tournaments locally/through the sports partnership.</p> <p>Create a range of sports fixtures and tournaments for children to access. Target SEND/PP, EHCP children</p> |

| Raise the profile of PE, sport and physical activity across the school for whole school   |   |   |   |
|---|---|---|---|
| Desired outcome   | Chosen action/approach  | impact:   | Lessons learned   |
| Provide regular updates on PE, ensuring cognitive science is at the core of this learning   | Attend school team meetings either via remote or in person to ensure curriculum sequencing is understood and being used | Teachers had the opportunity to discuss any gaps in their knowledge and for the CDL/PE lead to clarify any misconceptions                     | PE needs to feature in more team meetings. More focus is needed on how to use PE planning (assessment, medium term planners, support resources)               |
| To begin intra-school competition to raise the profile of PE and promote whole school improvement.                                  | Use of a termly tournament that will be scored and linked to the 'school houses' and promote togetherness.              | Children are becoming more familiar with the name of their house. They are taking pride and being more inclusive to others in the same house. | Need to make the events week long and have side events to have greater impact and legacy.   |
|   |   |   |   |
| Increase the teaching of high-quality PE and sports across all school staff   |   |   |   |
| Desired outcome   | Chosen action/approach  | Estimated impact:   | Lessons learned   |
| Teachers are fully trained in how to use PE planning resources through staff training sessions                                      | Attend team meetings to trouble-shoot any gaps in knowledge from the Autumn training session                            | Teacher's knowledge gaps are identified early and addressed, hence high-quality PE be taught to every child                                   | More regular PE CPD is needed to give teachers and TAs full confidence to use the PE Planning resources   |
| Provide daily/weekly advice and PE news updates, via the PE Teams tile to all staff to include in their teaching                    | Teachers access the PE Teams Tile for CPD updates   | Teachers are updated on PE developments, latest research and how to use it effectively in their lessons                                       | Promotion of the Teams tile is needed to guide teachers towards it for CPD support  |
| Broader range of sports and activities for children to experience   |   |   |   |
| Desired outcome   | Chosen action/approach  | impact:   | Lessons learned   |
| Provide lunchtime or after school running clubs to support children's health and physical development and promote a love of running | Identify staff volunteers to organise a running club for targeted children (SEND/EHCP/PP/Girls)                         | PE lead delivered taster sessions- low uptake from children   | More focus on the joy of running is needed within PE lessons, such as running in sports, fun running games to remove barriers to misconceptions about running |

|   |  |  |   |
|---|--|--|---|
| Provide after school sports clubs which link to the local sporting infrastructure to promote children progressing from school sport to club                                   | Select sports through pupil voice and junior sports clubs in the local area and have accessibility for children  | After school sports clubs were established with pupil voice deciding the initial ½ term programme and staff linking further clubs to the local sporting infrastructure | Provide a wider focus on sports, moving beyond football, netball and rugby  |
| <b>To increase competitive sporting opportunities for all children</b>  |  |  |   |
| <b>Desired outcome</b>  | <b>Chosen action/approach</b>  | <b>Impact:</b>   | <b>Lessons learned</b>  |
| Develop school sports/activities tournament at lunchtimes, through school councils, children will organise sporting tournaments each term based around teamwork               | Short House-type competitions take place regularly throughout the school year and feed into house points/rewards | Children will have experience of a range of sports/activities and a sense of identity with their House and learn to work for the benefit of the team                   | Playground timings caused barriers to House events taking place. Additional space or sports/activity that suit small spaces will be planned for the next cycle  |
| Working with the School Sports Partnership/ Teign School to develop a competitions calendar to allow children to compete in sports based around local sporting infrastructure | Events will be organised via the secondary school, in partnership with primary colleagues                        | Children are taking part in regular termly sports competitions, either virtually or physically   | More staffing resource is needed to create a full sports competition calendar. An ESW wide group will be established to share the tasks and implement a high-quality sports competition programme in the next cycle |

## Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

| <b>Programme</b>                   | <b>Provider</b>                 |
|------------------------------------|---------------------------------|
| PE Planning                        | PE Planning Primary PE          |
| School Games                       | Sport England/Youth Sport Trust |
| Dartmoor School Sports Partnership | Arena sports                    |