

Glen Hills Primary School Impact sports funding 2023-24

<u>Initiative</u>	<u>Cost Allocations</u>
Football and Fitness sports coaches working with staff for PE INSET tuition	£8510
Sports Apprentice working with staff for PE sessions and leading clubs for pupils throughout the school day.	£8500
Membership into the South Leicestershire School Sport & Physical Activity Model 2020-2021	£2,700
Sports ambassadors (inc release time to train)	From release money below
Additional coaches for tournament training	£200
Maintenance of resources and equipment	£100
Release time for coordinators to attend training/meetings/organise tournaments and sports days (less than previous due to sports apprentice involvement – release money not needed for them).	£500
Updating Sports Kit (fundraise)	(£100)
Swimming Coaches and first aid training (PSA support)	(£300)
National school sports week	£200
Happy Lunchtimes continual training and resources	£200
Total costs (£20, 410)	£20, 410

The purpose of the Sports Premium initiative is to ensure that ‘all pupils leave primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity.’

Glen Hills Primary School wholeheartedly supports this vision.

The funding allocation, as outlined below, is designed to ensure a self-sustaining improvement in the quality of PE and sport across the whole school.

Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£ 0
Total amount allocated for 2022/23	£ 20,410
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0
Total amount allocated for 2023/24	£20, 410
Total amount of funding for 2023/24 spent and reported on by 31st July 2024.	£21,500

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024. Please see note above	82%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	82%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	76 %
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

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24	Total fund allocated: £20, 410	Date Updated: July 2024		
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport				55% of total allocation
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>Sports coaches working with staff for PE CPD</p> <p>Using Sports Coaches with expertise in teaching.</p> <p>Teachers/Cover Supervisors will be required to work alongside these coaches to plan and deliver high quality PE lessons.</p>	<p>Teachers and TA's working closely with F&F coaches to deliver high quality PE lessons – increased confidence of Teachers and TA's receiving 'on the job' training is improving. Staff keep knowledge and skills up to date.</p>	<p>£8510</p> <p>Actual spend £10,100</p>	<p>Improved outcomes for pupils with high quality P.E being delivered to year groups.</p> <p>F&F coaches leading the teaching of P.E in Years 1, 2, 4 and 5.</p> <p>High levels of finish in school competitions.</p> <p>Teachers' knowledge of the PE curriculum has improved</p> <p>Pupil voice interviews</p>	<p>All teachers and T.As to use their new and improved knowledge of different sports to continue their own 5-6 week extra-curricular club.</p> <p>Year 2 teachers to teach outdoor P.E next year without coaches.</p> <p>Year 4 teach PE without coaches (after Swimming finishes).</p>
<p>Membership into the South Leicestershire School Sport & Physical Group.</p> <p>Promote a whole school approach to PE and School Sport -providing all 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 your school</p>	<p>Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings.</p> <p>The PE co-ordinator took part in the Leicestershire and Rutland PE Conference, taking part in a variety of</p>	<p>£2700 (South Leicestershire SSP Membership)</p> <p>SLSSP Membership</p>	<p>Our P.E lead used the meetings to help organise school sport throughout the year.</p> <p>Helped the school realise the importance of Pe in school and the role of the school in developing</p>	<p>SLT will continue to champion the PE co-ordinator role.</p> <p>The PE co-ordinator will talk to staff during staff meetings about whole school approach to physical activity.</p> <p>The PE Co-ordinator will also survey staff to highlight areas of PE where further CPD is needed.</p>

	workshops including a “Developing a Whole School Approach to physical activity?” workshop. The PE Co-ordinator shared the learning points with all staff.		Physical literate pupils.	All staff to be involved with extra-curricular activities next year once again.
Key indicator 2: Engagement of all pupils in regular physical activity				Percentage of total allocation: 39%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Sports coach working with staff for PE sessions and leading clubs for pupils throughout the school day.	The school employed a sports coach to help +4, year 3, year 6 staff to teach PE. As well help them run school clubs, support taking pupils to competitions, and encourage more participation in sports and exercise during the day. Sports coach supported staff with the Sports leaders group.	£8,000 Actual spend £8,200	A more diverse selection of pupils, have taken part in a variety of competitions during the year. More pupils were active during their break and lunch times. Especially when the Sports apprentice brought out the music player.	Teachers and T.As to continue clubs next year and encourage pupils to be active and break and lunch time. Less sports coaches used next year. Only for specialist training and clubs.
Membership into the South Leicestershire School Sport & Physical Group. Providing targeted activities or support to involve and encourage the least active.	The school delivered the Aspiration Active project, 5 weeks of activity for less active pupils in year 5/6. The activity was chosen by the participants. This included (dodgeball). The participants also took part in an Aspiration Active celebration event at	SLSSP Membership	The event was great and all places were taken up by girls this year. Many pupils commented on wanting to continue playing some of the sports they had experienced at the event. Information was passed onto these	We provide staff to supervise all of the targeted physical activity projects delivered by SLSSP. As a result, the staff feel confident and competent in delivering the programmes, therefore the projects can be embedded in

<p>Membership into the South Leicestershire School Sport & Physical Group.</p>	<p>the local leisure centre. The pupils took part in a range of activities including (wheel-chair basketball, quidditch, archery and martial arts). The aim of the event was to signpost the participants to local community exit routes.</p> <p>The school took part in the SLSSP Big Moves project designed for KS1 pupils who lack fundamental movement skills/physical literacy. A coach from SLSSP deliver 6 sessions to 15 targeted pupils, the pupils undergo a fundamental movement assessment on week 1 and 6 to evaluate the impact of the intervention. A member of staff supervised the sessions and attended a Big Moves training course.</p> <p>The school participated in the Energise Club. The 10 weeks of sessions delivered by SLSSP staff with inactive/less confident Year 3 pupils. The sessions included fun physical games and mindfulness</p> <p>The school took part in an Inclusive Sport Club targeting SEND pupils. A coach from SLSSP delivered a 6 week club alongside a member of staff. The coach delivered activities linked to the school games Sportsability competition.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>children.</p> <p>Big Moves 100% of children made an improvement of movements by week 6, with an average increased on 3.5 moves compared to week 1.</p> <table border="1" data-bbox="1294 454 1713 1300"> <thead> <tr> <th>Names</th> <th>Movement Assessment Week 1 Score (out of 12)</th> <th>Movement Assessment Week 6 Score (out of 12)</th> <th>Difference</th> </tr> </thead> <tbody> <tr><td>K</td><td>6</td><td>11</td><td>5</td></tr> <tr><td>L</td><td>4</td><td>7</td><td>3</td></tr> <tr><td>R</td><td>6</td><td>8</td><td>2</td></tr> <tr><td>F</td><td>3</td><td>5</td><td>2</td></tr> <tr><td>F</td><td>3</td><td>5</td><td>2</td></tr> <tr><td>V</td><td>7</td><td>12</td><td>7</td></tr> <tr><td>G</td><td>7</td><td>9</td><td>2</td></tr> <tr><td>A</td><td>8</td><td>12</td><td>4</td></tr> <tr><td>I</td><td>5</td><td>Abs</td><td>n/a</td></tr> <tr><td>J</td><td>3</td><td>9</td><td>6</td></tr> <tr><td>N</td><td>4</td><td>7</td><td>3</td></tr> <tr><td>N</td><td>4</td><td>9</td><td>5</td></tr> <tr><td>V</td><td>8</td><td>10</td><td>2</td></tr> <tr><td>C</td><td>3</td><td>5</td><td>2</td></tr> <tr><td>A</td><td>4</td><td>8</td><td>4</td></tr> </tbody> </table> <p>The inclusive sports team enjoyed their sessions</p>	Names	Movement Assessment Week 1 Score (out of 12)	Movement Assessment Week 6 Score (out of 12)	Difference	K	6	11	5	L	4	7	3	R	6	8	2	F	3	5	2	F	3	5	2	V	7	12	7	G	7	9	2	A	8	12	4	I	5	Abs	n/a	J	3	9	6	N	4	7	3	N	4	9	5	V	8	10	2	C	3	5	2	A	4	8	4	<p>school and are sustained throughout the year.</p> <p>The children participating in Big Moves would benefit from continuing the project at school. A daily 15-20 minute Big Moves session could see substantial improvements in their development over time.</p> <p>Big moves to be continued next year.</p> <p>Inclusive club will be continued next year and a teacher has already been running extra sessions for a variety of year groups. She will continue next year.</p>
Names	Movement Assessment Week 1 Score (out of 12)	Movement Assessment Week 6 Score (out of 12)	Difference																																																																	
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<p>Inspire ALL students to get involved in 30 minutes of physical activity during school time and take part in physical activity outside of school.</p>	<p>We promoted SLSSP holiday resources to all parents and students. SLSSP produced resources to inspire children to be active and healthy over the Christmas, Easter and Summer holidays</p> <p>We trained 20 student Playground Leaders in Year 5/6</p>		<p>The Playground Leaders delivered active games to students during lunch times. The Lunchtime Supervisor oversaw the sessions and delivered some active games to the KS2 pupils</p> <p>More pupils meeting the physical activity guidelines. Children are more active at lunch times. KS1 children regularly attended the sports leaders activities. The lunchtime supervisors played physical games with around 20 KS2 children each lunch time most days.</p> <p>The lunchtime supervisors have created zones for Happy lunchtimes to ensure a variety of activities can take place during lunch times. The school is committed to training Playground Leaders next year.</p>	<p>Continue playground leaders next year.</p>
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Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				2.4%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Release time for P.E co-ordinator to support staff for training, meeting and tournaments.	<p>Release time for P.E co-ordinator to attend training, for meetings and for tournaments. Teacher able to raise his CPD and share expertise across the Trust.</p> <p>Our PE co-ordinator has taken part in local PE Subject Leader meetings. The PE Co-ordinator shared the learnings with all colleagues during staff meetings</p>	£500	<p>Time allowed PE Lead to:</p> <p>attend events during school time like the Inspire Active and The Fox Academy event which meant more pupils attended.</p> <p>undertake P.E scrutiny and observations.</p> <p>undertake Pupil Voice interviews.</p> <p>attend the conference and gain knowledge which was passed to the school.</p> <p>Plan and lead Sports Days and other sporting events</p>	<p>The PE coordinator will action any recommendations from the PE scrutinies/observations/pupil voice interviews</p> <p>The PE coordinators will work with the Sports Apprentice this year to support sport and well-being across the school.</p>
Happy Lunchtimes continual training and resources	Lunch time staff receive continuous training and have meetings with their lead throughout the year. Resources bought e.g outdoor speakers.	£0	<p>Pupils are enjoying lunchtimes more from recent pupil voice interviews.</p> <p>More activities are happening during the day helping pupils reach the daily 30 minutes of exercise during the school day.</p>	Continue next year.
Sports Ambassadors	The school trained 4 students to become Sports Ambassadors to promote physical activity. The ambassadors formed a school sport organising crew and devised action plan to promote PE and physical activity in school.	SLSSP Membership	<p>Sports leaders/Ambassadors leading, coaching and promoting sport across the school.</p> <p>Each week Sports leaders had a focus group per session.</p> <p>For example: Target Year 5 girls</p> <p>The ambassadors promoted healthy lifestyles from a pupil's view.</p> <p>More pupils engaged in sports at</p>	<p>The school continues to train and give opportunities to the Sports Ambassadors. Sports Ambassadors will be trained next year to ensure student voice in represented in the school's physical activity offer.</p> <p>Sports leaders club to be ran by the sports lead each term.</p>

<p>Membership into the South Leicestershire School Sport & Physical Group.</p> <p>Embedding Physical Activity and Well-being into the school day.</p>	<p>Sporting achievements were celebrated sport in assemblies. The school newsletter to contain information about physical activity, sports clubs and fixtures.</p> <p>4 students were trained to become Well-being Ambassadors to support mental health and internet safety in school. The Well-being Ambassadors have been supporting the Sports Ambassadors.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>break and lunchtimes than before.</p> <p>Pupils were recognised for their achievements. Hundreds of pupils and parents attended our Rice Bowl Final which has create a 'buzz' for the competition next year.</p> <p>The ambassadors have awarded wellbeing postcards each week to show appreciation to those who have shown kindness and who have provided wellbeing support to others around school.</p> <p>They have supported peers with worries which have been placed in the confidential box. In pairs, ambassadors will work with their peers to find suitable solutions, helping them peers to overcome their worries and have a healthy wellbeing.</p> <p>Wellbeing Ambassadors have planned two mental health weeks where they have promoted positive ways to support mental health. These weeks have allowed all children to gain a vast amount of information regarding mental health, varying from what mental health means, the resources available etc.</p> <p>Wellbeing Ambassadors have presented assemblies to KS1 and KS2 where they have talked about how mental health can be impacted by different things including feeling safe, having someone to talk to, knowing where to ask for help etc.</p> <p>Each month, the ambassadors send wellbeing newsletters to parents and carers to ensure they are equipped with the tools and resources to support their child.</p>	<p>More wellbeing leaders to be trained next year and work to continue.</p>
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	<p>Student playground leaders and lunch time supervisor trained to make lunch times more active. A member of staff from SLSSP delivered a Playground Leader workshop to 20 Year 6 students and lunchtime supervisors.</p> <p>Pupils then joined an after school playground leaders club to help them plan and organise the lunch time activities.</p>		<p>The lunch time supervisors are trained to put on a range of activities/games. The lunchtime supervisors have created zones to ensure a variety of activities can take place during lunch times. The Playground Leaders will continue to put on a lunch time clubs for KS1 children.</p>	<p>Playtimes are continuing to improve at Glen Hills. More planned activities are happening and lunch time teachers are more involved as well as the sports leaders.</p>
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation: 0%</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Maintenance of resources and equipment</p>	<p>N/A</p>	<p>£0</p>	<p>Equipment up to date.</p>	<p>Continue next year.</p>

<p>Additional achievements:</p> <p>Provide all pupils with a broad and balanced PE curriculum and school sport offer, which includes alternatives to traditional sport.</p>	<p>A range of activities was offered to targeted groups through SLSSP membership (as outlined in Key Indicator 1).</p> <p>All pupils took part in a multi-skills sports day designed to develop physical literacy and a range of fundamental movement skills.</p> <p>The school set up 60 after-school clubs that ranged from dodgeball to musical theatre, to sports leaders club to dance and balloon volleyball.</p>	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Pupils understand that we have a wide range of sports on offer at our school.</p> <p>Many take the opportunity to participate in extracurricular activities.</p> <p>All pupils in the school gained experience of fair competition during our sports days and had the chance to compete in front of others.</p> <p>Pupils gained confidence in the sports that they take part in.</p> <p>Parents and carers followed their children's sporting journeys on our social media channels.</p> <p>More pupils than ever participated in extra-curricular activities this year with 87% of the pupil premium pupils from Year 3 upwards participated in at least one after school club. Many did two or more.</p>	<p>The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The school is committed to taking part in the local competitions.</p> <p>Sporting achievements will also continue to be celebrated in assemblies.</p> <p>The school newsletter will continue to contain information about physical activity, sports clubs and fixtures.</p> <p>Twitter GH account shares our participation and achievements to parents</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Additional coaches for tournament training:	Basketball Training provided by Leicester Rider for year 3/4 and Year 5/6 pupils throughout the year.	£0 – used Sports Apprentice	Pupils in year 5/6 won the area competition meaning they represented Oadby and Wigston in the grand finals held at the Leicester Riders basketball arena.	Invite the Leicestershire hockey club and Leicester Riders continue next year.
Extra-curricular Sport Provision	Club	Attendance 2022/23	Attendance 2023/24	Give all teaching and support staff 6 hours of time to help with running of clubs and introducing new clubs. Introduce clubs in assemblies before sending out letters. More clubs to run at lunchtimes with sports ambassadors. Some clubs to be run during the school day so more children can attend.
	F & F Football(Yrs 1 – 6)	50+	50+	
	F&F Multi – Skills (Yrs 1 – 6)	40+	40+	
	Sports Leaders (Yrs 5-6)	0	20	
	Girls Football (Yrs 5 & 6)	16	16	
	Boys Football Teams (Yrs 5-6)	50+	50+	
	X Country Club (Yrs 3-6)	0	30	
	Basketball (Year 3,4,5,6)	60	60	
	Quicksticks Hockey (Year (3/4,5/6)	45	45	
	Target Club (reception,	0	12	
	Target Club (Y2)	0	12	
	Boccia/ Kurling club (y1)	0	12	
	Rounders (y5/6)	20	15	
	Dodgeball (Year 3)	12	16	
	Dodgeball year 1/2	0	16	
	Dodgeball Year 5	0	15	
	Sportsability	10	10	
Dance	0	12		
Reception games club	0	13		
Year 4 football	0	19		
Year 2/3 Football	0	20		

<p>Membership into the South Leicestershire School Sport & Physical Group.</p> <p>Increasing and actively encouraging pupils' participation in the school competition. Ensuring competition is for all and not just 'sporty' children.</p>	<p>Subscription to SL SSP provides opportunities for high ability, lower ability, SEND, less active and Pupil Premium pupils. We participated in sports festivals to aid transition to secondary schools.</p> <p>Pupils took part in INSPIRE festivals which are designed to engage targeted pupil and inspire them to be involved in physical activity.</p> <p>Pupils also took part in DEVELOP festivals and competitions, which are designed to develop physical literacy and sport specific skills: Dodgeball, Football</p> <p>Pupils took part in EXCEL competitions which are designed for our most able pupils and are based on performance.</p> <p>Rice bowl competition, Leicester riders basketball finals</p> <ul style="list-style-type: none"> • Mixed Football League x 2 and came 1st with both in their leagues. • Boys Cup x2 used for less able footballers • Boys Rice Bowl x1 and got to the semi finals. • Girls Football League x1- They won the league and became finalist of Oadby and Wigston Cup. • Boys came second in the league. • Friendly football matches for any Year 6 pupils that have not played in a league match. • Leicester Riders Basketball 5/6 Oadby and Wigston Champions 	<p>SLSSP Membership</p> <p>SLSSP Membership</p> <p>SLSSP Membership</p>	<p>Every year 6 pupil (who wanted to) represented the school in at least 1 competitive match in a sport this year.</p> <p>Many teams have won competitions and represented the local area.</p> <p>School sports is still a huge part of our school's ethos.</p>	<p>The school will continue to take part in competitions next academic year. SLSSP will promote a blended approach next year, both virtual and face to face competitions will take place. The SLSSP's will develop a calendar of competitions/festivals designed to INSPIRE pupils, DEVELOP physical literacy and sports skill and enable students to EXCEL. The school is committed to taking part in the local competitions.</p>
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	<ul style="list-style-type: none"> • Saffron Lane Athletics Yr3-6, won many medals across the competition • As a school won the entire athletics event. • NFL Flag Football Yr6 • Aspirational Festival Yr6 • Table Tennis Yr 6 winners of the Spirit of the Games Award for fair play. • Year 4 Dodgeball. • Invited to Year 3 and 4 and 5/6 QuadKids Finals • As well as inter school competition we held intra-school competitions throughout the year focussing on participation. 			
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Signed off by	
Head Teacher:	Mrs R. Wesley
Date:	5 th July 2024
Subject Leader:	Mr D. Bolsover
Date:	2 nd July 2024
Governor:	Rory James
Date:	18 th September 2024