



## WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

### Overview

Academic years covered	2023-24	Number of children eligible for sports premium	N/A	Date of most recent review	October 2023
Number of pupils on roll	680	Total pupil premium grant	£21,000	Date of next review	January 2024

‘Physically educated persons are those who have learned to arrange their lives in such a way that the habitual physical activities they freely engage in make a distinctive contribution to their wider flourishing.’

James MacAllister

### **SPORTS PREMIUM STATEMENT**

Our aim is to enrich children with the opportunities to thrive and enjoy physical activities and broaden their sporting horizons. We believe that this can be achieved through multiple avenues with staff and students working in collaboration to produce pathways for children to excel. In doing so we hope to encourage pupils to incorporate sports, hobbies and fitness into their healthy lifestyles.

Our priorities for the use of Sports Premium will be to:

- Offer effective CPD training for staff with the intention for that to be transferred into both supportive and knowledgeable teaching to aid a child’s development throughout their time within the school.
- Provide children with the equipment for breaks and lunchtimes to encourage more active choices during a child’s independent time.
- Offer unique and diverse opportunities for children to become more engaged with a variety of sports-related activities.
- Offer and deliver a range of after-school club s which help expand the children’s knowledge of various sports.
- Engage all children in any form of physical activity or exercise that they find enjoyable and beneficial to their physical and mental health.



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It is our belief that a child who does not “like sport” is not in fact a child who is completely against all forms of exercise but instead has not yet found the physical activity that best suits them. It is our role as a school and a community to aid a child in discovering this through the demonstration of our own enthusiasm and the implementation of exposing a child to the possibilities within a healthy, active lifestyle.

### What does the research say about effective use of the sports premium?

#### The Impact of Physical Inactivity

- Global estimates display that approximately 25% of adults aged 18 or over are insufficiently active worldwide and consequently means physical inactivity is responsible for 9% of early deaths making it one of the leading risk factors for global premature mortality. This then creates a priority for our children to have provisions put in place which encourages routinely occurring physical activity with the hope that it will continue throughout their adolescent years and adulthood. (Lahart *et al*, 2019)
- One third of children are overweight or obese by the time they leave primary school. Data from Sport England’s Active Lives Children and Young People Survey shows that only 17.5% of children meet the Chief Medical Officers’ guidance for how much activity children should be doing – at least 60 minutes every day. Links below evidence the research regarding this.
- Many schools are not fully engaging in a coherent curriculum and have very little dance or opportunities for pupils with SEND. We aim to reach our vulnerable pupils and offer a range of activities such as dance with our curriculum and as extracurricular sessions.
- <https://www.sportengland.org/research/active-lives-survey/active-lives-children-and-young-people/>
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/213739/dh\\_128144.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/213739/dh_128144.pdf)
- <https://commonslibrary.parliament.uk/research-briefings/sn06836/>
- <https://www.gov.uk/government/publications/research-review-series-pe/research-review-series-pe#the-curriculum-learning-is-domain-specific>

#### What is the role of the practitioner?

- The Department for Education (DfE) is reviewing the content of Initial Teacher Training (ITT). This will include looking at how it links to the Early Career Framework to ensure that teachers have the right training and development to deliver high quality PE lessons.
- The DfE will also work with schools, teaching unions and the Association for Physical Education to explore how further to support PE teachers and schools to deliver high quality PE lessons. This will include sharing examples of best practice from schools who have successfully engaged pupils by offering modern, engaging and fun PE and sport lessons.



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- Educators will need foster positive attitudes to physical education among pupils and staff, especially the most vulnerable.
- Educators to teach different elements of physical education with excellent knowledge and passion, for example dance and gym.
- Competition is a key element of sport. Working alongside the Slough School Sports Network, there must be a desire to participate in as many events as possible to ensure that the children have the opportunity to participate in scenarios most similar to that of a natural sports environment. This requires dedication and organisation from staff members.
- Educators need to know their community and find ways to engage pupils in activities they enjoy.

### Empowering Young People

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- To reach the least active groups of pupils, we must first understand the barriers they face to taking part in sport and physical activity. This will come from the child survey where they will be asked questions related to this topic regarding their levels of participation.
- Enabling children to become young sports ambassadors to allow them the freedom to create their own ways to exercise and play competitively. This will coincide with a mentoring scheme where the children will learn how to become sports leaders which will also allow us to greater understand a range of activities that appeal to the different age groups.

### Raising Awareness

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- Research has found that the majority of UK adults (including teachers) are unaware of the amount of physical activity that children and young people should be doing every day. <https://www.youthsporttrust.org/news/thousands-schools-mark-yst-national-school-sport-week-2019>
- Parents often over-estimate the amount of exercise a child receives at school and therefore underestimates the need for it within their own daily routine outside of the setting.
- It is important that parents and staff are educated in the necessity of not only levels of exercise but also dietary requirements to ensure a child leads a healthy, active lifestyle.
- This will work in correlation with our 'Healthy Eating' policy within the school's provisions to enable all have the correct education into the importance of a good balance between diet and exercise which will be threaded throughout the school from the Early Years Foundation Stage to Year 6.

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### Response from the NEEDS Analysis

Our priority regarding the Sports Premium budget is to ensure that children have the ability and the access to a range of opportunities that they both need and want. The following data has been collected from surveys carried out with the children regarding their own personal situations within the world of sport, exercise and physical activity:

Child Responses (% based on average per year group)			Potential Actions to Improve (% are targeted increase)		
1	Attendance to internal sports clubs	65%	1	Broader range of internal sports clubs	+15%
2	Attendance to external sports clubs	20%	2	More links to be made with local sports clubs	+20%
3	Interest in competitive sport	90%	3	Higher activity within SSSN events (% attendance)	+40%
4	Engagement with niche sports	5%	4	Greater exposure to niche sports through specialist coaches	+45%
5	Positive effects after physical activity	85%	5	Further discussions with children	+90%
6	Negative effects after physical activity	15%	6	Further discussions with staff and CPD	+50%

### What are the intended outcomes of our Sports premium strategy?

Intended outcomes	1	2	3	4	5
	The engagement and enjoyment of all pupils in regular physical activity.	Profile of PE and sport raised across the school as a tool for whole-school improvement.	Children are able to develop socially and emotionally through sport.	Broader experience of a range of sports to offer pupils within competitive settings.	Provide inclusive opportunities for pupils with SEND.

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Measuring impact	Children's survey with a particular focus on engagement activity and lifestyles including dietary habits.	Data collection of numbers of pupils engaging in sports and attitudes towards sport.	Assessment of incident reports during playground time and progressive social skills.	Data collection of vulnerable children involvement within school-offered opportunities.
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### Sports premium allocation

Strategy and allocation	Desired outcome	Quality assurance	Evaluation / Impact
<b>Professional development of staff</b> Appropriate teacher training for relevant aspect of the PE national curriculum such as dance, gym, tennis and Tchouk ball. <b>£350</b>	2, 4	<b>Survey Feedback From</b> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul> <b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable. <b>Monitor</b> the numbers and key groups attending (vulnerable pupils). <b>Model</b> where appropriate.	
Purchase of Dance support to support dance club programme.  Resources to support dance club <b>-£400</b>	1, 2,3 ,5	<b>Survey Feedback From</b> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul>	

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		<p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable.</p> <p><b>Monitor</b> the numbers and key groups attending (vulnerable pupils).</p> <p><b>Monitor</b> if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p>	
<p>Slough School Sports Network affiliation membership to provide opportunities and support for all staff and children. This includes local professional development, competition and events and resources. <b>£4,725</b></p>	1, 2, 3, 4	<p>Records kept of attendance to external competitions and the sports they are participating in to ensure a variety is being offered.</p> <p>RO to ensure staff are accessing the purchased training sessions.</p> <p>Observe sessions and get staff feedback.</p> <p>Monitor if any of these sessions lead to pupils pursuing it further.</p> <p>Feedback to SSSN on the quality of sessions.</p>	
<p>Equipment for the playground to help making break and lunchtimes more active and sociable.</p> <p>Playtimes are a premium time to encourage physical activity.</p> <p>Replenish stock - <b>£400</b></p> <p>Purchase new reception equipment <b>£300</b></p> <p>Reception climbing frame and equipment, Lower primary climbing wall, Upper primary Climbing wall -<b>£8000 approx</b></p> <p>Upper primary basketball posts and floor markings <b>£1500</b></p>	1, 2, 3, 4	<p><b>Survey Feedback From</b></p> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul> <p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable.</p> <p><b>Monitor</b> the numbers and key groups attending (vulnerable pupils).</p> <p><b>Model</b> where appropriate.</p>	

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<p>After school clubs to provide opportunities for children to be exposed to and learn a variety of different sports which will change termly:  MMA - <b>£300</b>  Yoga - internal  Dance - internal  Fencing -<b>£846</b>  Golf - <b>£348</b>  Tchoukball- <b>£1500</b></p>	<p>1, 2, 3, 4</p>	<p><b>Survey Feedback From</b></p> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul> <p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable.  <b>Monitor</b> the numbers and key groups attending (vulnerable pupils).  <b>Model</b> where appropriate.  <b>Monitor</b> if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.  <b>Monitor</b> fitness.</p>	
<p>Yoga mats for yoga <b>£594</b></p>	<p>2</p>	<p><b>Survey Feedback From</b></p> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul> <p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable.  <b>Monitor</b> the numbers and key groups attending (vulnerable pupils).  <b>Model</b> where appropriate.  <b>Monitor</b> if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p>	

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<p>Parent and child exercise/sports clubs Work with Active Berkshire on getting parents and pupils in Early Years active</p> <p><b>£300</b> resources – soft play etc</p>	<p>1, 3, 5</p>	<p><b>Survey Feedback From</b></p> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul> <p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable. <b>Monitor</b> the numbers and key groups attending (vulnerable pupils). <b>Model</b> where appropriate. <b>Monitor if</b> pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p>	
<p>Dance teacher to lead dance lessons after school – 4motion dance X2 1 hour session for 32 weeks- <b>£1920</b></p>	<p>1,2,3,4</p>	<p><b>Survey Feedback From</b></p> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul> <p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable. <b>Monitor</b> the numbers and key groups attending (vulnerable pupils). <b>Model</b> where appropriate. <b>Monitor if</b> pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school. <b>Monitor</b> fitness.</p>	
<p>Sports clubs aimed at pupils with Sensory difficulties – (still in explore stage).</p>	<p>5</p>	<p><b>Survey Feedback From</b></p> <ul style="list-style-type: none"> <li>• Pupils after completion</li> <li>• Parents views</li> <li>• Sports leader feedback</li> </ul>	



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<p>This will need resources and adults <b>£300</b></p>		<p><b>Observations</b> of sessions to see if they are a high standard, inclusive and enjoyable.  <b>Monitor</b> the numbers and key groups attending (vulnerable pupils).  <b>Model</b> where appropriate.  <b>Monitor</b> if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.  <b>Monitor</b> fitness.</p>	
<p>Skipping workshop for whole school - <b>£419</b></p>	<p>1, 2</p>	<p><b>Monitor</b> the effectiveness of the session.  <b>Observe</b> the skipping at break times  Register of all pupils who can skip or not  Offer intervention to those who cannot  Teach more advanced skipping</p>	