



WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

Overview - Evaluated Sport Premium 2023 - 2024

Academic years covered	2023-24	Number of children eligible for sports premium	N/A	Date of most recent review	July 2024
Number of pupils on roll	534	Total pupil premium grant	£21,340	Date of next review	January 2025

‘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.



WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

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://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.



WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

- 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

- 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

- 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.

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

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.

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

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
<p>Professional development of staff Appropriate teacher training for relevant aspect of the PE national curriculum such as dance, gym and tennis. £350</p>	2, 4	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable. Monitor the numbers and key groups attending (vulnerable pupils). Model where appropriate.</p>	<p>Impact The training has empowered both the staff and the PE lead to confidently try and implement key areas of sport. Teacher CPD - Teachers are now effectively teaching dance sessions, which pupils thoroughly enjoy. They have learnt dance styles from around the world, increasing their knowledge. They have had increased opportunity to perform to parents which has made the process enjoyable. As a result, Haka Dance (90 Children) took place. Pupils with SEND were able to access the Dance routines.</p> <p>Sustainability</p> <ul style="list-style-type: none"> - Dance is now firmly a part of our PE provision and the sports clubs we run - It will continue to provide pupils with the ability to rehearse and perform,

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

			building confidence and improving their oracy Longterm.
<p>Purchase of Dance support to support dance club programme.</p> <p>Resources to support dance club -£400</p>	1, 2,3 ,5	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable.</p> <p>Monitor the numbers and key groups attending (vulnerable pupils).</p> <p>Monitor if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p>	<p>Impact 89% of pupils said they enjoyed the dance compared to 42% saying they dance beforehand.</p> <p>Sports leaders and teacher reported that they all enjoyed spending time together on the dance unit. Parents were invited to take part, and they too enjoyed their time together.</p> <p>Increase in confidence of pupils which evident in the end of year performance too.</p> <p>Teacher CPD was monitored as was the dance delivery. The performance was great, and the pupil loved the sessions.</p> <p>Vulnerable pupils are prioritised for these sessions. Dance club (22 children across years 1, 2 and 3). 32% children were vulnerable or SEND.</p> <p>Sustainability This resource will be used again as will the CPD sessions</p>
<p>Slough School Sports Network affiliation membership to provide opportunities and support for all staff and children. This includes local professional</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>Observations of sessions and get staff feedback.</p>	<p>Impact</p> <ul style="list-style-type: none"> - PE led has increased knowledge of the sports on offer around the school. - He has implemented that knowledge, changing the curriculum and after school club offer to support.

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

<p>development, competition and events and resources. £4,725</p>		<p>Monitor if any of these sessions lead to pupils pursuing it further. Feedback to SSSN on the quality of sessions.</p>	<ul style="list-style-type: none"> - Increase participation in a variety of sports clubs. - Increased variety of playground games being played. - Exposing children to more activity during break and lunch times. - Facilitated sports/team games by lunch time supervisors which has added structure to children’s playtimes and lunch times as well as enhancing relationships with lunch time supervisors. - Ambassador awarded to Year 6 to help support pupils at break. - Fencing tournament - Dance - Cricket <p>Sustainability</p> <ul style="list-style-type: none"> - Continued physical activity during break and lunch times. - Pupils have new clubs that teachers can run. They have all the equipment required
<p>Equipment for the playground to help making break and lunchtimes more active and sociable.</p>	<p>1, 2, 3, 4</p>	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable.</p>	<p>Impact</p> <p>Replenished stock - pupils are much more active on the playground and there are less incidents when they are outside as they are involved in activities. Children are learning social skills such as co-operation.</p>

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

<p>Playtimes are a premium time to encourage physical activity. Replenish stock - £400 Purchase new reception equipment £300 Climbing wall -£8000 Upper primary basketball posts and floor markings £1500</p>		<p>Monitor the numbers and key groups attending (vulnerable pupils). Model where appropriate.</p>	<p>The frame has been very beneficial to key pupils who need to use this to calm down and regulate.</p> <p>Sustainability Equipment is being used as part of playtimes and lunchtimes. The frame is used often and planned to be a apart of breakfast club moving forward.</p>
<p>Encourage children to bike or scoot to school by providing another bike rack. £5,131 Children to all learn how to bike safely by the end of year 6. Bikes provided for those who do not have their own. £1800</p>	1	<p>Monitor the number of children cycling or scooting to school.</p>	<p>Impact Children are following a healthier lifestyle. The environment around the school is cleaner, quieter and safer as the number of cars used are being reduced.</p> <p>Sustainability Children will continue to be encouraged each year to walk bike or roll to school by involvement in whole school challenges.</p>
<p>After school clubs to provide opportunities for children to be exposed to and learn a variety of different sports which will change termly: Boxing - £300 Yoga - internal Dance - internal Fencing -£846</p>	1, 2, 3, 4	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable. Monitor the numbers and key groups attending (vulnerable pupils). Model where appropriate.</p>	<p>Impact Children are more confident and motivated. They have a sense of achievement as they have been challenged to try new sports. They are Children are interested in trying new clubs out of school. 4 children have since joined Slough football Club</p>

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

<p>Basketball – internal Multi-sports – internal Dodgeball – internal Netball –internal Football – internal Hockey – internal Yoga - internal</p>		<p>Monitor if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school. Monitor fitness.</p>	<p>Sustainability Children are engaging in activities at playtime and lunchtimes. Clubs continue to be offered.</p>
<p>Yoga mats for yoga £594</p>	<p>2</p>	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable. Monitor the numbers and key groups attending (vulnerable pupils). Model where appropriate. Monitor if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p>	<p>Impact</p> <ul style="list-style-type: none"> • Pupils are having Yoga sessions in year 1 and 2. • Pupils have time to sit in peace which has really helped with our pupils with sensory needs. • Pupils' movements are strengthened as is their flexibility. <p>Sustainability The mats are now available for use in Yoga and gym.</p>

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

<p>Parent and child exercise/sports clubs Work with Active Berkshire on getting parents and pupils in Early Years active</p> <p>£300 resources – soft play</p>	<p>1, 3, 5</p>	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable. Monitor the numbers and key groups attending (vulnerable pupils). Model where appropriate. Monitor if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p>	<p>Impact</p> <p>Parents joined in dance sessions and enjoyed them. The soft play room is used by several children in Nursery and Reception.</p> <p>Sustainability</p> <p>Continued use of room</p>
<p>Dance teacher to lead dance lessons after school – 4motion dance X2 1 hour session for 32 weeks- £1920</p>	<p>1,2,3,4</p>	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable. Monitor the numbers and key groups attending (vulnerable pupils). Model where appropriate. Monitor if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school. Monitor fitness.</p>	<p>Impact</p> <p>Parent reported that they thoroughly enjoyed the performance which was at the Curve. Pupils enjoyed participating in a dance performance with other schools. Dance leaders taught the dances on the playground. Two children joined an external dance club.</p> <p>Sustainability</p> <p>The dance 4motion is a good club to be a part of as it allows the development of dance and the opportunity to perform in a big venue. We will use the to sustain the development of children who wish to join a club not are not</p>

WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

			able to. Our staff have also had training and can support with this
<p>Sports clubs aimed at pupils with Sensory difficulties – (still in explore stage).</p> <p>This will need resources and adults £300</p>	5	<p>Survey Feedback From</p> <ul style="list-style-type: none"> • Pupils after completion • Parents views • Sports leader feedback <p>Observations of sessions to see if they are a high standard, inclusive and enjoyable.</p> <p>Monitor the numbers and key groups attending (vulnerable pupils).</p> <p>Model where appropriate.</p> <p>Monitor if pupils continue to pursue these clubs outside of school or are spurred to join any other clubs outside of school.</p> <p>Monitor fitness.</p>	<p>Impact</p> <p>Gardening for children with sensory difficulties incorporating outdoor activities. This involves a variety of physical movements. It encourages fine motor skills. It improves balance and co-ordination. It improves endurance as it can be physically demanding.</p> <p>Sustainability</p> <p>Gardening club to run each year and offered to those children with sensory difficulties.</p>
<p>Skipping workshop for whole school - £419</p>	1, 2	<p>Monitor the effectiveness of the session.</p> <p>Observe the skipping at break times</p> <p>Register of all pupils who can skip or not</p> <p>Offer intervention to those who cannot</p> <p>Teach more advanced skipping</p>	<p>Impact</p> <p>Dan the Skipping Man development day motivated the children to complete the challenges set and increased children's skipping time. Videos of the challenges were sent home, and children were encouraged to complete them (all at varying levels) this enhanced skipping techniques and overall fitness.</p> <p>Sustainability</p> <p>Children to be set skipping challenges throughout the year.</p>



WEXHAM COURT PRIMARY SCHOOL SPORTS PREMIUM STRATEGY STATEMENT

Total: £27,285

Swimming Data

This is based on 87 children in Year 6

Swim competently, confidently and proficiently over a distance of at least 25 metres	<u>20%</u>
Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke - they can show this stroke but not for the 25m required as above	<u>33%</u>
Perform safe self-rescue in different water-based situations	<u>27%</u>