



Evidencing the Impact of the Primary PE and Sport Premium

Queens Road Academy
2024-25



Commissioned by
Department for Education

Created by



At Queens Road Academy, we believe that sustainable improvements to the quality of PE and sport is fundamental to developing outcomes for our pupils. We aim to use the Primary PE and Sport Premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

We welcome the Sports Premium Grant to provide additional funding to improve provision of Physical Education (P.E) and sport in our school. The key areas for consideration are; Physical education, Healthy active lifestyle choices and Competitive sports.



Current achievement and priorities

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>As a result of sports funding the following have been evidenced through subject monitoring, lesson observations and learner discussion</p> <ul style="list-style-type: none"> Regular before and after school clubs offered with high attendance rates Structured activities provided at break times and lunch times Participation in Trust sport events throughout the year (about 4 competitions per half term) Development of relationships with external partners to provide additional opportunities Use of Twitter to record and showcase skill development across PE teaching blocks Staff following PE lesson structure and considering PE lessons as they would core subjects Staff confidently using PE overview and skills progression documents Playground markings and equipment encouraging active playtimes Promotion of healthy lifestyles through assemblies and PSHE curriculum 	<ul style="list-style-type: none"> Improve swimming attainment, particularly for Year 6 students Provide specific CPD for staff in areas like Outdoor and Adventurous Activities (OAA) and gymnastics Further develop the role of KS2 'play leaders' to support activities during playtime and lunch Continue to build working relationships with outside partners for opportunities beyond school hours Enhance the link between PE curriculum and PSHE topics like sportsmanship, mental health, and healthy living Develop more bespoke opportunities based on pupil voice to increase engagement Provide CPD for lunchtime staff to support game setup and monitoring Continue to develop the use of assessment data to identify groups needing support or challenge in PE

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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 last academic year?	
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 last academic year?	

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 last academic year?	
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?	N/A

Action Plan and Budget Tracking

Academic Year: 2024/25		Total fund allocated: £17,660	Date Updated: September 2024	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				28%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A range of before and after school clubs are provided through the use of sports coaches to further enhance PE provision in school, these are open to all pupils FS/KS1/KS2.</p> <p>Introduction of a clear tracking system in school for all sports inter/intra to ensure engagement from all pupils.</p> <p>Appointment of Middle Leader with responsibility for sport to enhance teaching, assessment and tracking of PE across school. Subject leadership of PE to be prioritized in the next academic year and good practice to be shared with teaching staff.</p> <p>Revised PE curriculum to ensure all sports are covered across school and that these are progressive and enhance previous skills and knowledge, including for pupils with SEND.</p> <p>Focused, structured activities at break time, lunch time and out of school provision.</p>	<ul style="list-style-type: none"> Range of before and after school clubs offered and delivered and there is a clear tracking system for attendance. Timetable of extra-curricular clubs for all phases to be sent out and changed on a termly basis Tracking and monitoring of inter/intra competitions to evidence high engagement in PE. Attend weekly competitions/teach skills in preparation for competition through PE lesson-engage in Penistone4Sport Strong subject leadership of PE through use of HLTA- observations, tracking and monitoring evidence positive impact. Allow focused activities led by sports coach during lunch times to further develop skills alongside the curriculum. 	£5000	<p>Pupils who attended this offer have attendance of 95.2% above national (for academic year) and above their peers. It has also significantly reduced the number of lates this year.</p> <p>Children engaged in activities that promote health, collaboration and challenge for at least 20 mins at lunchtime supported via staff, new playground markings, trim trail and outdoor equipment.</p> <p>Y3 have attended swimming lessons this year. In Year 6 2023-24 significantly low numbers of</p>	<p>Maintain breakfast opportunities next year.</p> <p>Development of KS2 'play leaders' to support school staff both at playtime and lunch to set up games and activities and model and encourage others to play.</p> <p>Pupil voice to discover more specific activities children at QRA would like to access at these times.</p> <p>Development of inter-house competitions is still a focus (discussion with SGO to develop this further next year).</p> <p>Mode-Shift award to be update and sports leader to continue work on this.</p> <p>Swimming data is considerably lower than expected. Concerns have been expressed to</p>

			<p>pupils could not swim 25mtrs. This has been tackled through water safe assemblies (delivered by BPL), and PSHE lessons provided to ensure the self-rescue was attained and understood.</p> <p>Y6 have also attended booster swimming session focusing on those who still cannot swim 25m.</p>	<p>provider. Sports leader to attend some swimming sessions next year to quality control the delivery and coverage. Work alongside BPL in ensuring data is provided and quality maintained with regards to identifying key children for Y6 booster sessions.</p>
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

17%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure equipment is sufficient and of a good quality, audit and order new equipment where required.</p> <p>Raise the profile of celebrating sports achievements- assemblies, use of trophies/rewards and sports man/woman of the term.</p> <p>Ensure a high quality sports day is planned and delivered for the whole school.</p> <p>Children to come in PE kits on the their PE day.</p>	<ul style="list-style-type: none"> Audit of PE equipment – Autumn term Order new equipment if needed Range of rewards for engagement in PE and celebration of successes. Raise profile of expectation of PE kit Increased participation and readiness for Inter/intra-school competitions/sports tournament calendar of events. PE lead takes a pro-active role in organizing and tracking. Clear evidence bank is collected which can be used to aid 	<p>Equipment £3000</p>	<p>RiTC have provided half-termly sessions to both KS1 & KS2 at lunchtimes for 2/3 of this year. Children are engaged in quality 'active sessions, focusing on enjoyment rather the skills.</p> <p>Playtime equipment & games continued</p>	<p>Development of KS2 'play leaders' to support RiTC and school staff both at playtime and lunch to set up games and activities and model an encourage others to play. This will also provide more structured areas for children to engage. Pupil voice to discover more specific activities children at QRA would like to access at these times.</p>

<p>Children to be able to understand rules and character of competitive sports.</p> <p>Assessment and monitoring of PE is effective through use of Arbor.</p>	<p>assessment- floor books, Seesaw and INSIGHTS.</p>	<p>use to encourage 'active' playtimes. A mixture of equipment is available and has been added to. Promotion of games has been encouraged and modelled by staff.</p> <p>Playground markings have also encouraged 'active' playtimes with both staff and children engaging.</p> <p>QRA have worked to develop a relationship to provide a half-term club onsite with Grassroot sport. This further provides opportunities for our children during the holidays. We have also worked with RiTC to promote their opportunities outside of school.</p> <p>QRA have participated in Trust sport events throughout the year – roughly 4 competitions per half term. All children have been provided</p>	<p>Continued development of outdoor equipment ensuring staff and children are aware how to use it properly for a range of games. Introduce CPD for lunchtime (those who have recently joined QRA).</p> <p>Continue to develop working relationships with outside 'partners' to continue to provide opportunities for children outside of school hours.</p> <p>Development of inter-house competitions is still a focus (discussion with RiTC to develop this further next year) and SMAT competitions becoming a feature again. TTRS is a weekly school/class competition. Next year to look at developing this further (art, music, sport etc).</p>
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			<p>with the opportunity to attend these events as there has been a mixture of opportunities.</p> <p>RiTC are providing sports day for FS2 to Y6. FS1 are providing this internally.</p>	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport is supported and sustained through CPD				Percentage of total allocation:
				21%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A constant provision of higher quality teaching in a variety of sports through introduction of HLTA/PE Lead to ensure consistency in delivery across school.</p> <p>Increased confidence and upskill of teaching staff to teach a range of sports- HLTA to explore courses to enhance this.</p> <p>PE/Curriculum team closely track delivery of PE across school, ensuring the curriculum meets the needs of pupils at Hoylandswaine.</p>	<ul style="list-style-type: none"> Look at outdoor activity provision (whole school OAA day/link to Sports Week) Provide more CPD based on learning walk outcomes Floor books and Arbor to track PE. Time out for PE lead/curriculum lead to take part in CPD. Termly meetings for PE leads across trust. Introduction of two-year cycle for PE at HSWP. 	<p>CPD for staff: £3800</p>	<p>Teachers are following the PE lesson structure and expected standards of pupils will have increased.</p> <p>Staff are now considering PE lessons as they would a 'core' subject thinking about how to adapt and challenge children. Staff are confidently using the PE overview and skills progression doc to develop and create a series of lessons. Twitter has been used across school to record the development of skills across a block of teaching, staff are also using the assessment doc (excel) to assess chn in the overall block of work.</p> <p>Y3 have attended swimming lessons this year. BPL have provided data which shows all have achieved the water safety requirements but only ??? of the cohort met the national swimming criteria. Discussions are being held with regards to current Y6 receiving booster sessions</p> <p>Working alongside staff throughout the year with sign</p>	<p>Specific CPD needed in areas of PE (OAA/gymnastics). This is the area that all staff feel the least confident in delivering. Use of previous years assessment for identifying groups of chn that may need support or who will need challenging.</p> <p>Continue use of twitter and the evidence source of teaching and progression within PE.</p> <p>Staff to continue using PE overview and statements, highlighting coverage and using to plan lessons effectively. Swimming data is considerably lower than expected. Concerns have been expressed to provider.</p> <p>Sports leader to attend some swimming sessions next year to quality control the delivery and coverage. Work alongside BPL in ensuring data is provided and quality maintained with regards to identifying key children for Y6 booster sessions.</p> <p>Continue work alongside SGO – creating further opportunities</p>

			posting to relevant planning docs, ideas or equipment where needed. Staff are comfortable in asking for support or for advice with regards to a lesson.	for staff CPD support in KS1 and FS. Building on this working alongside lunchtime/support staff to provide basics in setting up and monitoring games at playtime/lunchtime as well as development of playtime leaders.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Children able to access a range of sporting activities outside of school to further develop skills particularly those in competitive sports.</p> <p>Bikeability level 1 and 2 courses for pupils in school.</p> <p>Residential opportunities are provided at Y5 and Y6 to enhance sporting opportunities outside of the school environment.</p>	<ul style="list-style-type: none"> • Cycling proficiency lessons provided at school for all pupils in summer term. • Ramp Up • Residential at Y4 and Y6. • A range of activities for all pupils throughout the week. 	<p>Bike ability: £1000</p> <p>Residential: £2500</p>	<p>RiTC have provided a regular coach for half-termly sessions to both Ks1 & Ks2 at lunchtimes.</p> <p>Children are engaged in quality 'active sessions, focusing on enjoyment rather the skills based. This has been improved with their developed relationship with the coach. Playtime equipment & games continued use to encourage 'active' playtimes. Playground markings have also encouraged 'active'</p>	<p>Review of pupil voice to allow higher levels of engagement, to generate more bespoke opportunities and widen uptake at lunchtime through 'play leaders'.</p> <p>Ensure that the 'play leaders; both children and staff is prompted to build on pupil capability and skills.</p> <p>Development of KS2 'play leaders' to support school staff</p>

			<p>playtimes with both staff and children engaging.</p> <p>Development of Trust competitions this has allowed QRA pupils to participated in Trust sport events throughout the year – roughly 4 competitions per half term. All children have been provided with the opportunity to attend these events as there has been a mixture of opportunities.</p> <p>Assemblies have been used to promote healthy lifestyles, sporting success and opportunities available at playtime and lunchtimes. PSHE across the school promoting healthy lives and living during Aut 1. Sports leader has organized workshops with the council providing opportunities with Ramp Up and bikeability.</p>	<p>both at playtime and lunch to set up games and activities and model an encourage others to play</p> <p>Development of inter-house competitions is still a focus (discussion with SGO to develop this further next year) and SMAT competitions becoming a feature again. TTRS is a weekly school/class competition. Next year to look at developing this further (art, music, sport etc)</p> <p>Continued work alongside PSHE / SMSC lead to continue to foster further opportunities for pupils and parents to participate in workshops / courses to promote healthy living, diets, relationships and mental health. Ensure that PSHE curriculum linked appropriately with sportsmanship / mental health / healthy living and is addressed regularly throughout PE sessions.</p>
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Key indicator 5: Increased participation in competitive sport is sustained throughout the year				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>A wide variety of competitive sports should be covered over the year to add breadth to study and to identify children that are gifted in significant areas.</p> <p>Children at both KS1 and KS2 should have the opportunity to take part in competitive sports.</p> <p>Children to be able to experience sport out of the usual school environment. Children with special education needs have the opportunity to take part in competitive sports at all age groups.</p>	<ul style="list-style-type: none"> Start competitions in the autumn term. Calendar of events for whole school year-inter and intra. Curriculum adaptations for pupils with SEND to ensure success in sports. 	<p>Sport coach – admin & organisation - £2360</p>	<p>Pupils take part in competitive sports outside of the school environment.</p> <p>The teaching of competitive sports builds on previous skills and knowledge ensure it is built on foundational skills and is progressive for all including those with SEND.</p> <p>Where required adaptation to the curriculum are effectively made to allow SEND pupils to be successful in sport.</p>	