

Key achievements: 2023-2024	Areas for further improvement and baseline evidence of need for 2024 - 2025
<p>After school clubs offered this year included; lego club, netball, basketball, dodgeball, ball skills, athletics, girls and boys football, street dance, wheelchair basketball, cricket, pottery, Zumba, engineering, tag rugby, American football, Archery, cooking, rounders,</p> <p>After School Clubs: Attended at least one block of ten weeks of after school club sessions: Year 1 – 56% (down from 63%) Year 2 – 55% (up from 52%) Year 3 – 73% (up from 65%) Year 4 – 56% (up from 47%) Year 5 – 69% (down from 72%) Year 6 – 70% (down from 75%) SEN – 69% (up from 63%) Pupil Premium – 58% (58% last year)</p> <p>Sporting competition opportunities created this year, both School games and other events, included: KS1 gymnastics, Year 3 gymnastics, netball, Year 5 dodgeball, hockey, indoor rowing, inclusive rowing, inclusive archery, tag rugby, dance, girls football, boys football, sportshall athletics, cross country, Roman Sports day, Children’s mile, Canoeing, rounders, OAA, cricket, swimming</p> <p>Percentage of children who represented the school at least once during the year: Year 1 – 14% (15% last year) Year 2 – 15% (up from 13%) Year 3 – 43% (up from 23%) Year 4 – 95% (down from 28%) Year 5 – 95% (up from 87%) Year 6 – 83% (up from 53%) SEND – 67% (69% - last year) PP – 50% (up from 42%)</p> <p>Sporting Success: School Games Archery 4 U – This is the first time we have attended this event. The children won their first round of competition and made it to the final representing Coventry West. They didn’t medal in the finals but did get chosen for the Values award. School Games Rowing – The Year 6 boys came 6th out of 21 schools, and the year 6</p>	<ul style="list-style-type: none"> - To continue to target PP and SEND children to ensure they are accessing after school clubs and sporting opportunities within our school and inter school opportunities. - To liase with local schools to create competitive opportunities for children across the school in a variety of sports. To support PE lead in organising hosting events at Finham in a variety of sports. - To continue to support the development of the OPAL programme to support children being active in a variety of ways for at least 30minutes during the school day, specifically during lunchtimes. - To access upskilling opportunities for teachers, targeting each year group across the academic year to ensure every teacher has the opportunity for CPD. Support will initially focus on Invasion Games, Games in KS1 and Fundamental movement in EYFS. - PE Co-ordinator to create CPD opportunities within the teaching of gymnastics. - To develop Outdoor Adventurous Activities opportunities with PE lessons and cross curricular. Using Orienteering as a starting focus – to support how we use the school grounds and create more opportunities across the curriculum for active learning and learning outside the classroom. -

girls came 10th out of 21 schools.

Boys Football – The Year 5/6 boys team won their league.

School Games Gymnastics – Year 3 team came 4th out of 17 schools, and the KS1 team came 6th out of 14 schools.

Swimming – The children came 2nd in their swimming gala, only 3 points from 1st place.

School Games OAA – The year 4 team came 7th out of 17 schools, this is the first time we have attended this event.

Yr2/3 Agility -

OPAL (Outdoor Play and Learning) has been implemented during lunchtimes, changing many aspects of our lunchtime routine. All children now mix at lunchtimes, from Reception to Year 6. We are developing our outdoor area continuously to ensure the whole of our grounds are being used effectively at lunchtimes. We have received positive feedback from children and parents on OPAL. First aid incidents have reduced, children are staying outside for the duration of their lunch and behaviour incidents have also reduced since we started OPAL in the summer term.

Finham Primary School Sport Premium Report 2023-2024



Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	77%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	72%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	77%
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

Academic Year: 2023/24	Total fund allocated: £19600	Date Updated: July 2024		
Total Spent – £19,083				
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: 52%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:£10048	Evidence and impact:	Sustainability and suggested next steps:
Children to have the opportunity to access at least 30 minutes of physical activity per day outside of PE lessons. Adapt lunchtimes to ensure ALL child are more engaged in a variety of physical activities developing their abilities to manage risk linked to their physical attributes.	OPAL project - this was started in November 2023 with the aim for ALL children to access a variety of play opportunities within lunch and break times. Curriculum lead to attend all OPAL meetings to ensure project targets are met.	£9298 £7598 - shed £1700 - OPAL resources £750 (supply costs)	See Staff feedback and Pupil Voice at the bottom of this report on the initial implementation of the OPAL project. Children are now able to use our whole outdoor area during lunchtimes, meaning they are active across the whole site. Children from Reception up to year 6 now mix socially and have access to wildlife areas, trim trails, small and big loose parts, scooters, large sandpit, a variety of sports equipment, small world toys, dressing up, mud kitchen/digging area and music. ALL the children are outside during lunchtimes for at least 30 minutes. Children are more focused during lunchtimes and engaged in meaningful play. They share their positive experiences with enthusiasm and look forward to lunchtimes. They are more active than during previous lunchtimes and there are significantly less first aid incidents.	The main Infrastructure for storage of equipment for OPAL has now been put in place. Sustainability expected to be 10 to 15 years. Next steps: To ensure key equipment is identified and brought, with a clear vision in mind. For all staff to be part of that vision and follow procedures to look after and maintain equipment to ensure sustainability of the OPAL project. To gain support from the local community and businesses to support the continued development of our outdoor area and ensure the OPAL project is sustainable.

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:
				24%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £4500	Evidence and impact:	Sustainability and suggested next steps:
To support transition day for new year 5 and 6 pupils so that physical activity and challenge is a key focus for their day.	To create an opportunity for all children across Year 4 and 5 to take part in team building activities as well as physical challenge during transition day.	£880	All children from current Years 4 and 5 took part in team building games, archery and a large climbing wall (with harness and belay). These activities took part on transition day to support pupils and teachers in having a challenging but positive first day with their new class.	This is the second year the children have accessed this opportunity. To review it with class teachers to see how we could develop or create similar opportunities within school to create a more sustainable model for future transition days.
To create an opportunity for children across the school to access a physically active intervention session which supports the development of physical and PSHE skills.	This intervention to be run by Token (street dance teacher) Class teachers to select children who they feel would benefit from having this time with Token based on a PE need/PSHE need.	£2500	See Pupil Voice at the bottom of this report related to working with Token on a Friday afternoon.	Token is no longer available to come into school during the next academic year. To look at different opportunities that we could create to support children in their physical development alongside a PSHE focus.
	Year 5 Create Day - Royal Opera House.	£500 (supply cost)	All children from Year 5 took part in a series of lessons building up to being part of Create Day where they were in the hall, online with Royal Opera House dances for the day.	To continue to look at opportunities with the Royal Opera House, their CPD sessions are currently free, as is being part of create day and other events.
To support the development of the Early Years outdoor provision to ensure children are accessing physical development opportunities that are appropriate and challenging.	To review the outdoor provision in relation to physical development and identify areas of improvement.	£620	We have purchased new welly stores, a new climbing frame and new storage for large planks. This will support us storing wellies for every child in Reception and Nursery to ensure they have access to physical opportunities in all weathers. The new climbing frame will add a different element to the current provision, supporting a variety of physical development skills.	Items have been purchased with sustainability in mind. To continue to review the outdoor provision in EYFS, linked to physical development, to ensure it is meeting the physical needs of all the children in Nursery and Reception.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £710	Evidence and impact:	Sustainability and suggested next steps:
All staff to be supported in the planning and delivery of the PE curriculum to ensure the quality of the teaching of PE is consistently good or better across the school.	<p>Access to Complete PE resource for all class teachers.</p> <p>PE coordinator to have opportunities in staff meetings to upskill staff in different identified areas within the PE.</p> <p>PE co-ordinator to be given time to observe PE, to ensure CPD opportunities and support are targeted effectively</p>	<p>£210</p> <p>Supply costs £500</p>	<p>Feedback from Teachers is that Complete PE supports them in their planning and preparation of PE lessons and they have increased knowledge and confidence due to this. They also use it to share videos with the pupils and to help them to focus on different values within PE lessons.</p> <p>Through observations feedback has been given to individual teachers - specifically in relation to using the STEP process for differentiation in PE, to ensure ALL children are accessing PE lessons effectively.</p> <p>Through these observations a plan for upskilling during the next academic year has been made.</p>	<p>To continue to use complete PE across the school to support the effective planning and teaching of PE lessons. The £210 gives us access to new content including new CPD opportunities.</p> <p>PE Co-ordinator to ensure staff are trained to use Complete pe effectively and access relevant CPD</p> <p>Upskilling support to be planned for next academic year to ensure all teachers have at least 6 weeks of structured upskilling support with a focus on the teaching of invasion games skills.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated: £850	Evidence and impact:	Sustainability and suggested next steps:
To continue to offer a breadth of sporting/activity opportunities through the curriculum, after school clubs, lunchtime coaches and competitions.	<p>To ensure there are a variety of opportunities throughout the year for children to access after school clubs.</p> <p>Ensure a variety of sports resources are available both at lunchtimes and mainly during PE lessons so that children access a range of sports and activities across the school.</p>	£850	<p>Equipment purchased include - Javelins, a range of tennis balls, clothes rail for kit, shinpads, goalkeeping gloves, spikeball kit, stopwatches, airballs, balls to support ball skills, rounders equipment, bean bags, quoits, jump sacks, cricket airballs, footballs, American footballs.</p> <p>After school clubs offered this year included; lego club, netball, basketball, dodgeball, ball skills, athletics, girls and boys football, street dance, wheelchair basketball, cricket, pottery, Zumba, engineering, tag rugby, American football, Archery, cooking, rounders,</p> <p>Within PE lessons: children accessed a variety of sports including tennis, rounders, cricket, tag rugby, dodgeball, American football, athletics, gymnastics, dance, football, netball.</p>	<p>To ensure equipment is well looked after and checked regularly.</p> <p>To ensure SEND children have differentiated equipment available where necessary to ensure they can access different sporting opportunities and skills.</p> <p>To use pupil voice when reviewing which sports they currently access and where they might like a new opportunity.</p> <p>To ensure staff are effective in using different equipment and that it is well looked after.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding Allocated: £2975	Evidence and impact:	Sustainability and suggested next steps:
To ensure children are given the opportunity to access a variety sporting events and to have the opportunity to represent the school within a competitive environment.	<p>School games buy in to support the running and access to competitions.</p> <p>CPSSA - buy in to access different sporting competitions and events.</p> <p>PE coordinator to plan fixtures, enter competitions, arrange transport and adult support.</p> <p>PE coordinator to assess the range of activities undertaken and record which children are accessing these events on Complete PE.</p> <p>To monitor PP and Send children's involvement with these events.</p>	<p>£450</p> <p>£25</p> <p>£2500</p>	<p>See key achievements at the top of this form for data on children who representing the school this academic year as well as some of our sporting successes.</p> <p>Also see key achievements at the top of this form which states what sporting events children had access to during this academic year.</p>	<p>Continue to buy in and access school games events.</p> <p>To look at more options for transport within the school day. Cost of minibuses/buses has increased. Monitor costs and how many children can access different events.</p> <p>Look into whether we can gain access to mini buses within the Multi Academy Trust.</p> <p>To continue to monitor, using Complete PE, the children who are accessing Sporting opportunities, particularly PP and SEND children. To also ensure there is no gender bias in these opportunities.</p>

Pupil + Teacher Voice

OPAL

Reception Class Teacher: a girl who has ASD said in her end of year comment. I love lunchtimes because I can choose whatever I want. Mum and dad, during our structured conversation commented on how much M is talking about lunchtimes now in a positive light. She was a child that always wanted a job but she races to get outside now. Reception class were in and out before Opal hiding in the bathrooms. Now, nobody comes in. Massive reduction in first aid comments at the end of lunch too!

SENCO: Prior to the introduction of OPAL, some of our children with social communication differences, including those with autism, found lunchtimes challenging as they struggled to interact with the other children. OPAL allows these children opportunities to engage in their own interests and build friendships with like-minded children. Whereas previously, parents reported that their children found unstructured times difficult- they now look forward to lunchtimes and are building confidence. Many of our SEND children continue to need a play-based experiences beyond EYFS. The demands of the curriculum puts pressure on timetables, but OPAL gives children of all ages these invaluable experiences. It's amazing!

Year 2 Class Teacher: Children enjoy lunchtimes more consistently and talk positively about it. We have less issues to deal with after lunch and they are more focussed, engaged and having fun during lunchtimes.

Year 5 Child - I like going to different places because it is more interesting. I like eating outside. I enjoy going on different playgrounds and seeing friends from the younger years.

Year 2 child - I like playing with the pushchairs, and the electronics, I like seeing my sister. We can go anywhere you like because it's not boring and it's improved a lot.