



## Lower Darwen Primary School

We are proud of our school.

### Sports Premium Grant Report 2024-25

#### Planned Expenditure and Funding

|                                     |          |
|-------------------------------------|----------|
| Carry over into 2023-24             | £ 0      |
| Total Amount allocated for 2024-25  | £ 19,610 |
| Total amount of funding for 2024-25 | £ 19,610 |

#### Swimming data

|   |    |
|---|----|
| Percentage of our current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?               | 92 |
| Percentage of our current Year 6 cohort who can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 85 |
| Percentage of our current Year 6 cohort who can perform safe self-rescue in different water-based situations?                               | 96 |
| Additional provision for swimming <b>over and above</b> the national curriculum requirements. Have you used it in this way?                 | No |

#### Provision for swimming at Lower Darwen Primary School

Pupil in Year 5 attend fortnightly swimming lessons (35 weeks). Our sports coach attends swimming lessons (in addition to the swimming instructors) to support and work with advanced (elite) swimmers in a separate group. Teaching assistants use visual cards to support hearing impaired pupils and work 1:1 with children during lessons. One of our disabled pupils has 1:1 support in the water from a member of staff. (These resources are not funded from the Sports Premium Grant).

Academic Year 2024-25 Total fund allocated: £19,610

| <b>Key Indicator 1: The engagement of all pupils in regular physical activity</b>   |  |               | <b>% of total allocation: 11%</b> |
|---|--|---------------|-----------------------------------|
| <b>Intent</b>   | <b>Implementation</b>  | <b>Impact</b> | <b>Sustainability/ Next steps</b> |
| Ensure that pupils undertake at least 30 minutes of physical activity a day in school.  | Pupils to participate in the daily mile using the 'marked' out course in the school grounds<br>Individual incentives and class incentives for matching or beating their personal best; timetabled daily mile<br>All pupils expected to take part- with activities modified for our disabled pupils   |               |                                   |
| To encourage and promote physical activity for all pupils including pupils identified as not participating in physical exercise out of school | Staff direct children/parent to the Lancashire Games App – promote the use of this app in school (for out of school use)<br>The app shared via the school's sharing platforms with staff and parents<br>To be evidenced by pupils/parents posting on class dojo<br>Continue to promote/encourage participation in less conventional sports such as skateboarding by using the local skate park at J4: organise taster sessions |               |                                   |
| Improve multi-skills, fitness and stamina of reception and KS1 pupils   | Sports coach (Phil Eastwood) to work with lower school (EYFS, Year 1) children to build stamina and physical fitness by providing multi-skills activities and supporting/coaching staff  |               |                                   |

| <b>Key Indicator 2: The profile of PESSPA being raised across the school for whole school improvement</b>  |   |  | <b>% of total allocation: 6%</b>  |
|--|---|--|-----------------------------------|
| <b>Intent</b>  | <b>Implementation</b>   | <b>Impact</b>  | <b>Sustainability/ Next steps</b> |
| <p>Maintain the high profile of physical activity and competitive sport in school</p> <p>Continue to provide a range of competitive sport for all our pupils</p> | <p>Competitive sport driven by the BPSSA calendar and this will continue in 2024-25</p> <p>Staff to communicate the expectation and importance of physical activity and its importance for wellbeing.</p> <p>Within class, pupils to engage in thirty minutes of physical activity a day (through Go Noodle, Mile a Day, PE)</p> <p>Pupils to compete in inter-school events in KS1 and KS2.</p> <p>Identify and target sports shy pupils and offer opportunities in physical activity and to also represent the school at sport festivals</p> <p>Re-develop the orienteering course in school.</p> |  |                                   |
| <p>Promote physical activity at playtimes and during lesson times<br/><i>(Playground equipment and access to daily mile)</i></p>                                 | <p>Encourage climbing and problem solving skills using the installed play equipment</p> <p>Continue with the daily mile School and maintain the high profile of physical activity and competitive sport in school.</p>  | <p><i>Daily physical activity is an expectation for all pupils to promote health and fitness</i></p> <p><i>Playground equipment encourages physical exercise</i></p> |                                   |

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|   | Re-develop the orienteering course in school.   |  |  |
| Increase the time pupils are active in PE lessons across the week | Pupils continue to come to school in kits on days designated for PE to increase teaching and learning time. |  |  |

| <b>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>             |   |               | <b>% of total allocation: 22%</b> |
|--|---|---------------|-----------------------------------|
| <b>Intent</b>  | <b>Implementation</b>   | <b>Impact</b> | <b>Sustainability/ Next steps</b> |
| Increase the confidence knowledge and skills of staff in the teaching of PE and Sport                                | Sports Coach/PE subject leader to identify staff via knowledge and skills questionnaire<br><br>Sports coach to work alongside staff in delivering quality PE and sport lessons; offering support, advice and next steps |               |                                   |
| Provide professional support and training to all staff on effective teaching/coaching of sport and physical activity | Sports Coach (Phil Eastwood) employed by the school (two days a week) to provide training and work alongside staff in delivering sport/physical activity programmes   |               |                                   |
| Continue to use PE App to plan and assess learning   | Designation of PE I.pad loaded with the PE App to inform assessment.<br><br>PE subject leader to monitor its use and to evidence the teaching of PE.  |               |                                   |

| <b>Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>  |   |               | <b>% of total allocation: 40%</b> |
|---|---|---------------|-----------------------------------|
| <b>Intent</b>   | <b>Implementation</b>   | <b>Impact</b> | <b>Sustainability/ Next steps</b> |
| <p>Increase participation in sport of pupils assessed as being sports 'shy'</p> <p>Maintain Hearing Impaired pupil access to competitive sport and participation</p> <p>Provide opportunities for pupils to sample less conventional physical activities such as skateboarding, BMX biking</p> <p>Access to orienteering course (on site)</p> | <p>Identify 'sports shy' pupils using survey and assessment and provide signpost to additional/sporting activities and take part in sports festivals</p> <p>Sports coach to provide additional support and activities (such as orienteering, skateboarding, BMX biking) to increase participation and enjoyment of physical activity</p> <p>HIP pupils to participate in Panathlon sporting events across the academic year.</p> <p>Continue to provide a range of competitive sport for all pupils and maintain the high profile of physical activity and competitive sport in school. Re-establish orienteering course in school.</p> |               |                                   |
| <p>Use of bikes to promote balance and gross motor skills work in Reception</p> <p>Sports coach to work with SEND, identified pupils on gross motor skills</p>  | <p>All reception staff and Phil Eastwood (sports coach) to deliver weekly sessions.</p> <p>Pupils identified and attend summer and autumn half-term sports camps at a local high school.</p>  |               |                                   |

| Key Indicator 5: Increased participation in competitive sport  |   |        | % of total allocation: 21%  |
|--|---|--------|---|
| Intent   | Implementation  | Impact | Sustainability/ Next steps  |
| <p>Maintain and develop participation in a range of inter-school competitive sport (including KS1 pupils, Hearing Impaired and disabled children)</p> <p>In KS2:<br/>to represent the school in competitive/ friendly sports events<br/>Year 6 90%<br/>Year 5 80%<br/>Year 3-4 60%</p> <p>Hearing Impaired/disabled pupils: 100%</p> | <p>School to liaise with BPSSA and follow their calendar for competitive inter-school sport</p> <p>School to participate in all competitions with balance between 'elite' and 'festival events</p> <p>Compete in inter-school events such as Boccia, cricket, kurling and football for our disabled pupils and orienteering</p> <p>Participation in 'elite' inter school sporting events and also in friendly events. ('festivals')</p> <p>Use primary passport to monitor participation</p> <p>Continue to provide additional learning opportunities for pupils in physical activity and sport</p> |        |   |
| <p>Increase participation in sport of pupils assessed who do not participate or like conventional sports</p> <p>Increase male participation in gymnastics at inter school level</p>  | <p>Sports coach to provide additional support and activities (such as orienteering) to increase participation and enjoyment of physical activity</p> <p>Ensure curriculum is inclusive and communicates that gymnastics is not just a girls' sport</p> <p>Provide opportunities within school for boys to participate in gymnastics i.e. gymnastics club.</p>   |        | <p><b>Next steps:</b> continue to provide additional learning opportunities for pupils in physical activity and sport (including children with identified additional needs and SEND pupils.</p> |

|  |  |  |  |
|--|--|--|--|
|  | Continue to provide additional learning opportunities for pupils in physical activity and sport (including children with identified additional needs and SEND pupils). |  |  |
|--|--|--|--|

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|------------------------|-----------------------------------|
| Signed off by          |                                   |
| <b>Head Teacher:</b>   | <b>Steven Cumbo</b>               |
| Date:                  | 16 <sup>th</sup> September 2024   |
| <b>Subject Leader:</b> | <b>Elliot Reid/ Phil Eastwood</b> |
| Date:                  | 16 <sup>th</sup> September 2024   |
| <b>Governor:</b>       | <b>Sinead Scotting</b>            |
| Date:                  | 16 <sup>th</sup> September 2024   |

|                          |                                   |
|--------------------------|-----------------------------------|
| Evaluation signed off by |                                   |
| <b>Head Teacher:</b>     | <b>Steven Cumbo</b>               |
| Date:                    |                                   |
| <b>Subject Leader:</b>   | <b>Elliot Reid/ Phil Eastwood</b> |
| Date:                    |                                   |
| <b>Governor:</b>         | <b>Sinead Scotting</b>            |
| Date:                    |                                   |