Ranvilles Junior School PE and Sports Premium Funding Statement of Action and Impact 2023-24

In 2013 the Government introduced the PE and Sport Premium funding. Its primary purpose is to improve the quality and provision for PE in primary schools. The Government has stated that:
'Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that you should use the premium to:

- develop (√) or add (+) to the PE and sport activities that your school already offers
- make improvements now that will benefit pupils joining the school in future years'

At Ranvilles Junior School we know that PE plays an important role in the development of our children. We appreciate that PE leads to improved fitness, health and well-being, concentration, positive attitude and academic achievement. We have linked PE to our creative curriculum and provide opportunities for children to have a clear purpose and appreciation of the significance of sport. We have also committed to ensuring the developments made are sustainable.

Budget Allocation:

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£18,400
Total amount of funding for 2023/24	£18,400
Total spending 2023/24	£20,144

Swimming Data:

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	• 39/61 – 64% pupils can swim 25m or more • 55/61 children went swimming (including late arrivals in Year 5) • 6/61- 10% pupils did not swim owing to their very late arrival in KS2 in Year 6, missing the planned swimming programme, only accessing the top-up swimming sessions. Less than 5% did not attend owing to personal circumstances (shared with LA) • 16/61 – 26% swam regularly over two years, through additional lessons, but did not secure 25m. They made substantial progress but could not swim this distance. This was owing to the fact that some arrived late an some had never swum or been in a pool before. **Note of Interest** – the Junior school has approached the Infant to discuss the possibilities of KS1 children swimming as this is not currently planned for at KS1. This will allow children to become familiar with the water at a much earlier stage and allow the capacity for development over time. A significant percentage of KS2 pupils have a fear of water, having never swam before.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	• Front crawl: 50/55 pupils – 91% • Backstroke: 49/55 pupils – 89% • Breaststroke: 44/55 – 80% Figures based on those pupils who swam – 55 children out of 61.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	• 41/55 – 75% Figures based on those pupils who swam – 55 children out of 61.
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?	Yes, we have used the Primary PE and Sport Premium to provide additional provision for swimming beyond the national curriculum requirements. Specifically, we allocated funds to send three teachers to receive the STA Safety Award for Teachers - Swimming. This investment enhances our ability to deliver safe and high-quality swimming instruction, ensuring our staff are well-trained to manage and supervise swimming activities effectively.

Intent and Spending:

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.				**Percentage of total allocation:** **27%**
Intent	**Implementation**		**Impact**	
Focus:	**Actions:**	**Funding allocated:**	**Evidence of impact:**	**Sustainability and suggested next steps:**
Mental health movement for every child, every day – STORMBREAK *Rationale:* • Develop and promote holistic wellbeing through movement while simultaneously implementing school values. • promote positive mental health and well-being in school for all of our children and families. • movement for every child, every day. • support childrens' mental health through movement. When a storm rages, teach children to find shelter and create light and positively calm through movement. • Through Strormbreak teach children to employ positive, proactive skills rather than act reactively. • Teach children to recognise, respond and regulate in relation to: • Resilience ➢ Relationships ➢ Self-Care ➢ Hope and Optimism ➢ Self-worth	1. Stormbreak ambassadors attend and lead whole school training. 2. Stormbreaks to be implemented across the whole school from the start of the academic year. 3. Physical activity each day to support one of the 5 mental health concepts (resilience, self-worth, self-care, hope & optimism and relationships). 4. Bespoke opportunities to be facilitated for an identified group in relation to need. 5. Identify an Assistant Teacher role to support pupils with neuro diverse needs – facilitate bespoke Stormbreaks. 6. Identify an Assistant Teacher role to support pupils with structured play at points during the day (1.5 hours)	School funded in main (actions 1-4). Actions 5&6 = £970.38 (from 06.05.24)	97% of 241 pupils state they know and appreciate the school values – Strombreak endorses this • Radiant= 100% • Astute= 97% • Nelson= 98% • Victory 93% • Invincible= 96% • Llewellyn= 97% • Loyal= 100% • Endeavour=96% 94% of 241 pupils feel proud of their achievements. • Radiant= 100% • Astute= 97% • Nelson= 90% • Victory 93% • Invincible= 96% • Llewellyn= 87% • Loyal= 100% • Endeavour=93%	➢ Continue to implement stormbreaks within our school daily. ➢ Link physical movement to mental wellbeing daily. ➢ Plan regularity for pupil voice to validate practice and impact ➢ Fund an Assistant teacher for bespoke Stormbreaks ➢ Fund an Assistant teacher to structure play for pupils

			• Children are physically active and participating in mentally healthy movement every day. • Increase academic focus in the afternoon. • Children look forward to stormbreaks – anticipate their significance and impact on their wellbeing. • Children enjoy non-competitive/ skills-based movement.	
Increase participation and communication skills - Multisport *Rationale:* Develop pupils as successful communicators and responsible teammates (school values) through facilitating guided opportunities to play collaboratively.	1. Teacher led Multisport lunch time club to increase participation in physical activity and develop teamwork/ communication skills (6 weeks)	£97.68	• Children have developed successful communicator skills and are able to play competitive games independently and collaborativley.	• Continue to offer this for selected group of children in the following academic year. • Fund the trained coach to facilitate this. • Plan for additional training to facilitate a greater range of internal opportunities.
Increase participation and enjoyment in physical activity through development of break and lunchtime activity/ zones. *Rationale:* Develop opportunities for pupils to engage actively and purposefully at lunchtime benefiting from active and sporting opportunities overseen by Mid-day supervisors.	1. Evaluate and adapt zones for different physical activities at break and lunch times offering a range of team and individual activities 2. Train support staff to engage children in physical activity 3. Purchase new resources and update equipment for break and lunch time activities	Equipment used also facilitates the curriculum. See key indicator 2, focus 1)	• Children enjoy participating in physical activity – the equipment is used every break time and staff run activities for the children to join in with. They are more physically active as a consequence with a higher percentage more active and collaboratively engaged.	➢ Continue to evaluate activity zones and update equipment as required. ➢ Rotate offer to maximize attraction and uptake. ➢ Develop the role of the pupil sports leaders to running activities at break and lunch times for younger pupils.
Increase number of children riding bikes to school. *Rationale:* • Seize opportunities to be physical regards travel.	1. Year 6 children to complete Bikeabilty training so that they know how to be safe when riding their bikes on the road.	£340	• Children are safe and confident in riding their bikes – they are ready for transition to secondary school travel.	➢ Maintain annually.

• Ensure safety and wellbeing. • Focus on independent travel.				
Swimming *Rationale:* Taking our pupils for top-up swimming lessons complements the PE grant entitlement to fulfil the National Curriculum requirements, and teaches essential life skills like water safety. Swimming promotes physical and mental health, builds confidence, and ensures inclusivity by providing all pupils access to this vital skill. Additionally, it enhances personal development and prepares children for secondary education, offering them lifelong benefits and opportunities.	1. Pupils to complete 6-week blocks of swimming lessons to ensure they can swim at least 25m confidently and competently. 2. Plan for additional top-up sessions as appropriate.	£2813 Staff cost £1147 Pool hire	• Children have increased confidence in the water and know how to keep themselves and others safe. • Many of the children are able to swim 25m. • All children have made substantial progress and increased confidence around water.	➢ Maintain annually. ➢ Establish water confidence and swimming ability of year 5 pupils and plan number of sessions required for each group accordingly. ➢ Ensure a structured swimming program is tailored to different skill levels, ensuring each child progresses at their own pace. ➢ Develop potential opportunities at KS1.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation: 30%
Intent	**Implementation**		**Impact**	
Focus:	**Actions:**	**Funding allocated:**	**Evidence of impact:**	**Sustainability and suggested next steps:**
Update resources to support the delivery of the curriculum *Rationale:* Updating resources and sustaining equipment is essential to providing high-quality education and ensuring pupil safety. Modern and well-maintained equipment supports a broader range of activities and learning experiences, accommodating various teaching methods and pupil needs. By investing in these areas, we can foster an inclusive and engaging learning environment	1. Source and purchase new resources. 2. Service and repair existing equipment.	1. £5630 new PE equipment 2. £203 service and repair of equipment	• Sustainability of resources – ensuring children have good quality resources to support their learning. • New equipment has enabled the delivery of the curriculum and supported adaptation within lessons.	➢ Complete equipment audit to assess quantity and quality of equipment. ➢ Year groups to cost their curriculum and inform subject leader of any equipment requirements. ➢ Replace and repair equipment when necessary.

that aligns with curriculum goals and encourages lifelong physical activity.				
Raise the profile of achievements in PESSPA through display, assemblies, awards and promotion. *Rationale:* Raising the profile of achievements in PESSPA is essential for inspiring pupils, building school pride, and fostering a culture of physical activity and excellence. Celebrating these achievements boosts children's motivation, confidence, and self-esteem, encouraging more pupils to participate in physical activities and sports. Public recognition through displays, assemblies, and promotions also helps to reinforce the value of physical education and highlights the school's commitment to pupils' health and well-being.	1. Celebrate children's achievements when representing the school, both in school through display and assembly, and to parents and local community through Class Dojo and School Website. 2. Identify children's talents in sport out of school. 3. Create displays around the school promoting PESSPA. 4. Certificates and badges for sports day.	Sports day awards £153	• Team spirit increased through celebration of Ranvilles success in sports competitions. • Children's awareness of sport outside of school improved through promotion of success. • Children are proud to represent the school and share their outside successes inside school. • Elite athletes in school are celebrated for their success. They become role models. • All children were awarded with a sports day participation badge. • 1st, 2nd and 3rd place in selected sports day events received a certificate and a pin badge.	➢ Update displays around the school. ➢ Continue to implement in coming years. ➢ Raise profile of children's achievement out of school through celebration on ClassDojo.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				**Percentage of total allocation:**
				4%
Intent	**Implementation**		**Impact**	
Focus:	**Actions:**	**Funding allocated:**	**Evidence of impact:**	**Sustainability and suggested next steps:**

Implementation of Get Set 4 PE *Rationale:* Implementing Get Set 4 PE is essential for delivering high-quality physical education that meets national curriculum standards and caters to the diverse needs of our pupils. The program offers a wealth of resources, including lesson plans and assessment tools, which support teachers in delivering effective and consistent PE instruction. By adopting this program, we can enhance pupil engagement, improve learning outcomes, and promote a positive attitude toward physical education, ultimately fostering a school culture that values health, fitness, and well-being.	1. Annual subscription to get Set 4 PE to guide delivery of PE lessons.	1. £333	• Through pupil voice questionnaires many children say they would choose to come to PE even if they didn't have to. • Teachers have developed in confidence and capacity in teaching PE. • Children have access to a broader range of sports. • Clear progression of vocabulary, skills and knowledge progression is mapped and delivered. • Children enjoy PE. • Non-specialist teachers receive clear guidance for the lessons and clear teaching points to support pupil progress. • Continuous Professional Development is facilitated through the resources.	➢ Monitor implementation of Get Set 4 PE. ➢ Gather feedback from teachers and children. ➢ Offer ongoing professional development opportunities to ensure teachers are confident and effective in using the new curriculum. ➢ Ensure that resources are accessible to all staff members and provide support for integrating them into daily lesson planning. ➢ Collect data through observations, pupil feedback, to evaluate the effectiveness of Get Set 4 PE. ➢ Make necessary adjustments based on feedback and data to continually improve the quality of physical education provided.

Staff training – STA Safety Award for Teachers – Swimming *Rationale:* The focus is to provide staff with specialised training through the STA Safety Award for Teachers. This award equips teachers with essential skills and knowledge to ensure safety during swimming lessons, including risk assessment, emergency procedures, and effective supervision techniques. The training aims to enhance teachers' competence in managing swimming activities and ensuring a safe learning environment for all pupils, while also promoting sustainability by reducing the need for external swimming instructors.	1. 3 members of staff attended swimming safety course. 2. Trained teachers to ran swimming sessions at Barncroft swimming pool for year 6 pupils.	£375	• Enhanced Safety: Improves the management of swimming lessons with better risk assessment and emergency response. • Increased Teacher Confidence: Builds teachers' competence in delivering effective and engaging swimming instruction. • Sustainability: Reduces or eliminates the need for external swimming instructors, leading to financial sustainability. • Consistency: Ensures consistent delivery of swimming lessons by trained in-house staff. • Pupil Benefits: Provides a safer, higher-quality learning experience, fostering better swimming skills and a love for physical activity. • Professional Development: Provided an opportunity to enhance teachers' qualifications and job satisfaction.	➢ Review training every 2 years.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				**Percentage of total allocation:** **5%**
Intent	**Implementation**		**Impact**	
Focus:	**Actions:**	**Funding allocated:**	**Evidence of impact:**	**Sustainability and suggested**

				next steps:
Offer a range of extra-curricular sports clubs for all children at Ranvilles *Rationale:* The focus is to provide diverse extra-curricular sports clubs that cater to all children at Ranvilles, ensuring inclusivity and variety in physical activities. This includes actively promoting these clubs to encourage participation, to foster engagement and regular physical activity.	Clubs on offer throughout the year: Monday: • Netball • Basketball (CM sports) • Athletics before school club years 5&/6 (PH sports) Wednesday: • Street beatz (dance) • Football school league training Thursday • Gymnastics (CM sports) • Multi- sport lunch club • Athletics before school club years 3&4 (PH sports) Friday: • Karate • CM sports football	PH sports funded places £947	• **Increased Participation:** Broadening the variety of sports clubs ensures that all pupils have access to activities that match their interests, leading to higher overall participation rates in physical activities. • **Enhanced Physical Fitness:** Regular involvement in diverse sports clubs helps improve children's' physical fitness, including strength, endurance, and flexibility, contributing to better health outcomes. • **Promotion of Healthy Habits:** Encouraging children to join sports clubs helps instill lifelong habits of physical activity, reducing the risk of obesity and associated health issues. • **Improved Social Skills**: Participation in team sports and group activities fosters social interaction, teamwork, and communication skills, contributing to better social development and school cohesion. • **Equitable Access**: Funded places ensure that talented pupils from all backgrounds, regardless of financial constraints, have equal	➢ Continue to offer a range of extra-curricular sports clubs for children to attend. ➢ Source external clubs to provide taster sessions. ➢ Monitor and Evaluate: Track participation, collect feedback, and assess the impact on pupil activity and engagement.

			opportunities to excel in athletics. This promotes inclusivity and fairness in access to high-level athletic development. **Attendance**: • Basketball – An average of 18 children attended weekly. • Gymnastics – An average of 10 children attended weekly. • Football – An average of 30 children attended weekly. • StreetDance club – An average of 10 children attended. • Sama Karate running weekly karate club. 13 children attend regularly. • 51 fully funded club places were offered for PH sports high attaining athletics clubs. • School football league – 14 players • Y5/6 football cup – 10 players • Girls football competition – 10 players • Girls football club– 20 players • Netball Club for school league. 14 children attended the club – all played at least one game. *Pupils participating alternated over term time periods	

Dance Workshop with Nicola Clemence: *Rationale:* The one-hour dance workshop was led by Nicola Clemence from Titchfield Festival Theatre, where Year 3 pupils learned flamenco and haka dance routines for their Christmas show.	1. One hour dance workshop.	£0	• The workshop provided children with diverse dance experiences and enhanced their performance skills. • The workshop supported children's engagement in dance, helped develop their coordination and rhythm, and contributed to a memorable and dynamic performance, fostering a greater appreciation for different cultures and dance forms.	➢ Consider scheduling additional workshops with diverse dance styles to continue enriching children's' experience. ➢ Explore partnerships with local dance schools or theatres for additional opportunities.
Children experience a broader range of sports through the curriculum. *Rationale:* By experiencing different sports, pupils can discover new interests and talents, which may lead to increased participation and enthusiasm for physical activity.	1. Implement Get set 4 PE. 2. New sports this year include: Volleyball, handball, badminton, yoga, OAA and golf. 3. Open up the offer of PE by facilitating a greater choice and access to sport.	Get Set 4 PE subscription (see key indicator 3)	• **Enhanced skill Development**: children have developed a wide range of physical skills, including coordination, strength, and agility. • **Discovery of Interests**: By trying different sports, children are able to discover new interests and talents, which can lead to a lifelong passion for physical activity. • **Enhanced Inclusivity**: Offering various sports accommodates different abilities and preferences, ensuring that all children have opportunities to participate and excel. • **Teamwork and Social Skills**: Participation in different team and individual sports fosters teamwork, communication, and social interaction, contributing to children's personal development.	➢ Continue to evaluate the curriculum and provide a broad range of sports.

Key indicator 5: Increased participation in competitive sport				**Percentage of total allocation:** **35%**
Intent	**Implementation**		**Impact**	
Focus:	**Actions:**	**Funding allocated:**	**Evidence of impact:**	**Sustainability and suggested next steps:**
Provide opportunity for high level athletes to represent the school. *Rationale:* Offering high-level athletes opportunities to represent the school boosts their motivation and provides valuable competition experience. It recognises their talent, enhances the school's reputation in sports, and inspires other pupils, fostering a positive and spirited school culture.	1. Enter a mixed team into the Fareham and Gosport schools Netball league. 2. Enter a boys team into the football league and cup. 3. Enter a girls team in the football league.	£40 entry fee £207 Mini bus fuel £6,653 Other vehicle charges	• **Enhanced Motivation**: High-level athletes are motivated by the chance to showcase their skills and compete at higher levels, driving further dedication and effort. • **Increased Skill Development**: Competing in external events provides valuable experience that helps children improve their performance and refine their skills. • **Results**: - All children entered played at least one match. - The girls football team got to the semi-finals. - The netball team won the 7 a-side league.	➢ Continue to enter the netball and football league. ➢ Ascertain interest in other sports in order to potentially enter additional leagues. ➢ Maintain internal opportunities to be competitive.
Provide an opportunity for every child to participate in competitive sport through Sports day. *Rationale:* Sports Day provides all children with the chance to compete, promoting inclusivity, physical fitness, and school spirit. It fosters teamwork and personal achievement while encouraging	1. Further develop sports day (new style implemented) to include more competitive track events. 2. New track design to enable long distance event. 3. Score events and share with school. 4. Identify most valuable players for best team person.	Marking of the track - £235	• All children took part in a variety of competitive events throughout the day. • Participation in competitive events boosts confidence and helps to build self-esteem and personal achievement. • Increased team spirit and sportsmanship. Promoted	➢ Sports day will continue to be an annual event. ➢ Evaluate sports day activities. ➢ Ensure all pupils are entered into competitive sports on sports day appreciating their capacity and ability to win. ➢ Promote and foster school values.

confidence and enthusiasm for sports. All pupils are ability assessed and grouped accordingly to facilitate competition and an opportunity and ambition to compete to be successful.	5. Use assessment for learning to place children in appropriate bands for the inter-house competitions (Bands A,B,C and D)		through collaboration, fair play, and mutual support among pupils. • Strengthened school spirit and a sense of belonging by involving everyone in a shared event. • Enhanced enthusiasm for sport through generating excitement and a positive attitude towards physical activity and competition.	

Signed off by	
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