



# Deer Park School PE and Sports Funding Strategy Statement

## Summary information

**Academic Year:** 2023/24

**Total PE and Sports Funding:** £18,940

**Date of most recent PP Review:** 09/23

**Total number of pupils:** 360

**Date for next internal review of this strategy:** 07/24

## Context

At Deer Park School, we believe that physical education is an essential part of a child’s educational development. We aim to develop a balanced program offering a variety of activities to enhance skills in physical education. Positive participation in physical education will enable children to build self-esteem, teamwork and positive attitudes in P.E. We aim to:

- Engage pupils in regular physical activity
- Raise the profile of sports and physical education
- Develop confidence, skills and knowledge
- Be proud of achievements
- Promote fair play and respect
- Educate children to improve health and wellbeing
- Provide quality sporting opportunities for children outside of school curricular time

### Key Achievements to Date

- Improved accessibility to sport for children with disabilities and SEND
- The use of local resources and playing fields to broaden PE provision
- The development of fundamental movement skills with opportunities for competitive and cooperative physical activity for children in Reception
- Higher involvement of children in adult led, structured sporting activities each play and lunch time
- Greater number of children involved in after school (and before school) sporting activities and clubs with a broader remit
- Productive relationships with local sporting clubs and institutions

### Areas for further improvement and baseline evidence of need:

- Opportunities for staff professional development and fitness
- Monitoring of sports and physical education lessons with clear teacher-coaching to promote standards and share expertise
- Further develop pupil voice to identify barriers to participation for reluctant children and to act accordingly to reduce those barriers.
- Continue to increase the breadth of competitive sporting opportunities offered to children, including Trust-wide sports days, local competitions and intra-sport sport
- Further widen the range of sporting activities on offer to the pupils of Deer Park School (see the SDP for further information).
- Pupil fitness and general stamina, and culture of sporting motivation

| 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?                    | 100%                              |
| 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?              | 100%                              |
| 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?  | 100%                              |
| 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? | No                                |

| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity  |  |  |  | Percentage of total allocation: 50%  |
|--|--|--|--|--|
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:   | Evidence and impact:   | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>Further develop the capacity of sports coaches to deepen the breadth of sporting activities provided for all children, but especially KS1, during lunchtime play</li> <li>Develop opportunities for sports coaches to support teachers and additional adults through joint planning, observations and coaching and mentoring</li> <li>Sporting role models and sports captains to provide a wider range of physical activities before school to develop a passion for sport and exercise (gymnastics, dance, yoga)</li> <li>Ensure physical exercise and education is child lead by providing opportunities for school council to suggest games and equipment to use during lessons and during lunch time play</li> <li>Greater emphasis on early intervention in EYFS to develop positive attitudes to sport, health and exercise</li> </ul> | <ul style="list-style-type: none"> <li>Develop and train children as playground friends and sporting role models to further encourage their peers to participate in a range of physical activities.</li> <li>Lead coaches to develop a high quality programme of CPD for sports coaches and staff to ensure high-quality play activities</li> <li>Resources are accessible to all children every lunch-time and play-time and during PE lessons which are taught by teachers and additional adults</li> <li>Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources</li> <li>Coaches to identify and target children who are reluctant to participate in physical activity during EYFS</li> <li>Fund sports access places for children with low exposure to cultural capital</li> </ul> | <p>£9,500 lunchtime sports coach and equipment provision</p> <p>£500 to fund access placements</p> | <ul style="list-style-type: none"> <li>All staff are trained in how to engage children in physical activities during morning and lunchtime play</li> <li>A wide range of sporting activities are offered at playtimes with specialist activities for Reception and Key Stage 1 children, to ensure that all children are active for more than 30 minutes a day</li> <li>Pupil voice shows that the majority of children partake in team games such as football, table tennis, basketball, led by trained support staff and other pupils during playtime and lunchtime play</li> <li>Sports coaches are strong role models for all children modelling the impact of regular physical activity for the children</li> </ul> | <ul style="list-style-type: none"> <li>Further develop the role of playground friends through training and resourcing to encourage participation in a wider range of physical activities for EYFS and KS1 children at break time</li> <li>Gain further pupil opinion, through surveys and School Council on what games and equipment will increase motivation and participation</li> </ul> |

| 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: 0%   |
|---|--|--------------------|--|--|
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated: | Evidence and impact:   | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>● Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions</li> <li>● Sports colours /kit to be introduced to recognise contribution to the school.</li> <li>● Display introducing sports captains - and a board that celebrates these appointments</li> <li>● Increase parental engagement and develop a positive attitude to physical education and wellbeing</li> <li>● Class teachers to continue to recognise sporting achievement during the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning.</li> <li>● Celebrations communicated via school's newsletter, website and Twitter account to raise profile.</li> </ul> | <ul style="list-style-type: none"> <li>● Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements</li> <li>● Tweets (X), photos on newsletter and website of all sporting events</li> <li>● Sports coaches to design and run a PE coffee morning to develop parents' understanding of the benefits of PE in our curriculum</li> <li>● Sports coaches to invite parents in to participate in a Deer Park PE lesson with their children</li> <li>● Use of technology in year 5 and 6 to analyse technique and principles of specific sports</li> </ul> | None               | <ul style="list-style-type: none"> <li>● Parental feedback highlights an understanding of the importance of the PE curriculum</li> <li>● Pupil and parent voice indicate awareness of sporting achievements</li> </ul> | <ul style="list-style-type: none"> <li>● Add specific section into parent survey on sports provision and impact</li> <li>● Playground Friends and sports ambassadors to promote, report and share school achievements</li> </ul> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |  |   | Percentage of total allocation: 10%  |
|---|--|--|---|--|
| School focus with clarity on intended impact on pupils:   | Actions to achieve:  | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>● Lead sports coach to develop a skills audit to identify teachers with a secure understanding of the PE curriculum and teachers who will require support</li> <li>● Lead sports coach to design and run staff CPD for staff to upskill teaching staff</li> <li>● Greater emphasis on PE coaches supporting during PE lessons taught by teachers and TAs through team teaching</li> <li>● Sports coaches to strategically plan where to support based on the results from the skills audit and prior knowledge of teaching experience throughout the school</li> </ul> | <ul style="list-style-type: none"> <li>● Sports coaches to design a skills audit to gain a baseline understanding of teachers' knowledge of the PE curriculum</li> <li>● Expert professional development sourced to develop teachers with team-teaching and knowledge development sessions</li> <li>● School coaches to provide further support and team teaching for staff</li> <li>● Staff peer coaching to include PE, and staff to be covered with quality teaching</li> <li>● SLT coach to design a monitoring and observation cycle for PE that complements the team-teaching and teacher development process</li> </ul> | <p>£1,000 professional development and training</p> <p>£1,000 cover allocation to allow for team teaching opportunities.</p> | <ul style="list-style-type: none"> <li>● All staff deliver high quality PE lessons which challenge children of different levels and encourage the development of whole school values from the 'HEART' rubric.</li> <li>● Teaching assistants, teachers and SLT have a better understanding of how to support and encourage pupils to engage in physical activity during morning and afternoon play</li> </ul> | <ul style="list-style-type: none"> <li>● Further professional learning opportunities for staff who request it e.g. peer observations</li> <li>● Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice</li> </ul> |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |   |   | Percentage of total allocation: 35%   |
|---|---|---|---|---|
| School focus with clarity on intended impact on pupils:   | Actions to achieve:   | Funding allocated:  | Evidence and impact:  | Sustainability and suggested next steps:  |
| <ul style="list-style-type: none"> <li>● Offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: swimming, boxing, yoga, dance, martial arts</li> <li>● Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term</li> <li>● Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga areas</li> <li>● Increase participation of pupils with identified SEND in physical activity by ensuring coaches are aware of needs and how to adapt lessons to provide for these needs</li> </ul> | <ul style="list-style-type: none"> <li>● Audit of PE equipment to find out what resources we have and need at school</li> <li>● Sourcing expert coaching from OHM to support teaching practice.</li> <li>● Hiring Marble Hill Park pitches for weekly sport</li> <li>● Hiring the local tennis courts (Cambridge Gardens) and expert coaching to develop the quality of tennis.</li> <li>● Order and emplace appropriate storage for extensive equipment in limited space</li> <li>● Lead sports coaches and SLT to monitor delivery of lunchtime and afterschool clubs</li> <li>● Create a database of all events entered and all pupils attended and target provision at those who may not have participated</li> </ul> | <p>Additional expert Coaching: £3,000</p> <p>Hiring Marble Hill Park: £2,000</p> <p>Specialist tennis hire and coaching: £1,200</p> <p>Athletics track hire for sports day: £500</p> <p>Total: £6,700</p> | <ul style="list-style-type: none"> <li>● Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool</li> <li>● A higher number of children across the whole participating in physical activities after school.</li> </ul> | <ul style="list-style-type: none"> <li>● Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and afterschool clubs</li> <li>● Develop links with local sporting clubs and bodies</li> </ul> |

| Key indicator 5: Increased participation in competitive sport  |  |  |   | Percentage of total allocation: 5%   |
|--|--|--|---|--|
| School focus with clarity on intended impact on pupils:  | Actions to achieve:  | Funding allocated:   | Evidence and impact:  | Sustainability and suggested next steps:   |
| <ul style="list-style-type: none"> <li>● The school's Physical Education Subject Leader also attended specialist training to develop fine motor skills of children with additional needs ensuring all children can access competitive sports.</li> <li>● Expand range of activities available as extra-curricular clubs to encourage pupils to more involved.</li> <li>● Signpost families to opportunities outside of school to engage in further activities.</li> <li>● Sportswear developed to encourage participation and the profile of sport within the school.</li> </ul> | <ul style="list-style-type: none"> <li>● Enter local competitions and events</li> <li>● Develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours</li> <li>● Publication through school's communication of additional physical activities available e.g. Forest Schools and Summer camps</li> </ul> | <p>£1,000 allocated for event fees, specialist club equipment, and clothing for competitive sport.</p> | <ul style="list-style-type: none"> <li>● Pupil and parent voice demonstrates positive impact about the range and quality of sporting activities and clubs on offer</li> <li>● A strong range of competitive sports events is sustainably booked, and a model created for replication across the year</li> </ul> | <ul style="list-style-type: none"> <li>● Sports leaders to build links with other schools and seek cluster development opportunities</li> <li>● Sports leaders to investigate water sports and local opportunities which reflect geography of the area.</li> </ul> |