

Queens CofE Academy

Primary PE & Sport Premium Report 2023-24



PESSPA

Learning and Growing in the Love of God...

Premium Reporting Guidance

Please see below.

This report can be used for multiple purposes:

- It enables schools to effectively plan their use of the Primary PE and sport premium
- It helps schools to meet the requirements (as set out in guidance) to publish information on their Primary PE and sport premium
- It will be an effective document to support Ofsted inspections enabling schools to evidence progress in Physical Education (PE) and evidence swimming attainment, which forms part of the PE National Curriculum. We would recommend schools consider the Intent, Implementation and Impact of any spend, as examined within the Education Inspection Framework.

It is important that your grant is used effectively and based on school need.

Schools must use the funding to make **additional and sustainable improvements** to the quality of the PE, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years.
- Develop or add to the PESSPA activities that your school already offers.

The Primary PE and sport premium should not be used to fund capital spend projects; the school's core budget should fund these. Further detail on capital expenditure can be found in the updated [Primary PE and sport premium guidance](#).

The Primary PE and sport premium guidance, outlines 5 key priorities that funding should be used towards. It is not necessary that spending has to meet all the key priorities, you should select the priorities that you aim to use any funding towards.

Schools are required to publish details of how they spend this funding. Schools must also outline what the impact this funding has had on pupils' PE and Sport participation and attainment and how any spending will be sustainable in the future. **All funding must be spent by 31st July 2024.**

Budget Tracking

Details with regard to funding.

Total amount allocated for 2023/24?	£19,530.00
-------------------------------------	-------------------

Review on PE & Sport Premium Funding

A Reflection on Previous Spending and Key Achievements (2022/23)

Past spending has enabled Queens to improve its offer of PE, School Sport and Physical Activity provision within school in various ways and has seen numerous achievements across the academic year to date, for example:

- Continual Professional Development (CPD) - Team Teaching - for relevant staff.
- The development of Teaching and Learning.
- Investment in outdoor play and learning resources.
- Raising the profile of PE, School Sport and Physical Activity in and around school:
 1. The amount of PE and School Sport opportunities offered, timetabled and delivered across the school.
 2. Increase in the provision of after-school sport and competitive sporting commitments.
 3. Children engaged in an extended period of timetabled school sport competition/activities across the academic year, including 3 Inter-House Competitions and a whole school Sports Day.
- School Sport teams (Football/Netball) competed in a variety of local competitions i.e., the local schools cup, league - with other local primary schools - and an Academy Trust Festival.
- Bikeability provision for selected groups across lower-key and upper-key stages.
- Maintained resource hub of equipment which is top end and of high-quality, appropriate to children's age and their ability.

Action Plan and Budget Tracking

Captured spend against the 5 key indicators – clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2023/24		Total fund allocated: £19,530		Date Updated: 2024	
Key indicator 2: <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity per day, of which 30 minutes should be in school.</i>					
Intent		Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:		Make sure your actions to achieve are linked to your intentions:		Funding allocated:	
To enhance the learning, development and enrichment of Physical Education, School Sport and Physical Activity (PESSPA) at Queens.		Primary PE specialist employed to work with teachers, and across school, to enhance the delivery of PE and extend sporting activities, raising the profile of PESSPA in and around school. Sports Assistant employed - through an external coaching company - to deliver a structured timetable of school-sport at lunchtimes and after-school, ensuring each year group has a consistent set of activity each week. While also supporting the deliver of high-quality PE.		£9,215	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	
				Evidence of impact: What do pupils now know and what can they now do? What has changed?	

	<i>Break/Lunchtime Sport provided:</i> <i>Gym, Hand/Table Tennis, Football and Playground Enrichment.</i> <i>After-School Sport Clubs provided: See the timetable of Sport, for Autumn through to Summer, here.</i> <i>*a minimum of 2 clubs per night.</i>		2. Children are able to learn and apply, learn about and encourage to feel our table of content (see here), through an emerging state of enjoyment, engagement and commitment to improve.	3. Expand Queens involvement in other sporting leagues/ competitions and with School Games. 4.Highlight the importance of personal bests and challenge pupils to improve on their performances in a range of activities throughout the year, as well as sportsmanship. Re-establish Sports Assistant to deliver a structured timetable of sport at lunchtimes ensuring each year group has a consistent set of activity each week. While also supporting the delivery of high-quality PE. <i>(Raising the profile of PESSPA)</i>
--	---	--	--	--

Key indicator 1: Increased confidence, knowledge, and skills of all staff in teaching PE and sport.

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
To improve the developmental progress and achievement of all pupils, a focus is held on up-skilling school staff.	CPD for teachers.	*Included in the cost above.	Increased confidence and exceeding subject leadership skills; leading to teachers being more confident to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school. Subject leader more confident when undertaking lesson monitoring; providing effective feedback and leading discussions on whole-school development to PE. Articulation of curriculum knowledge and concepts shown by pupils, and their physical skilfulness/decision-making has increased significantly. Children enjoy PE and Sport and are very keen to take part, demonstrating a real emerging desire to learn and show their progress across the curriculum.	This should lead to sustainability as all staff will be supported in their delivery, build their confidence around the subject, and provided with the tools to deliver PE 'effectively' - teaching and learning practice modelled. <i>Next steps:</i> Subject leader/specialist sports coach to set tasks throughout the year, observe and provide feedback to support the development of staff. Increased support to all staff through training and CPD opportunities. Staff to shadow – sports coach and each other.

Key indicator 3: *The profile of PE and sport is raised across the school as a tool for whole school improvement.*

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increased lesson time.	Children have 2 lessons of PE a week.	N/A	Children access and are engaged in 1 hour and 40 minutes of timetabled PE across a week – excluding School Sport or Physical Activity.	Continue this theme in the next academic year and hold another assembly. Link stages of competition to that of School Games (Heat/County) level competition, where appropriate.
Whole-school assembly.	A Whole-school assembly was delivered around the theme of 'Sportsmanship'.		Encouraged/inspired children to think of the values and behaviors of a being a 'good sportsman' and how to showcase this in action.	
Inter-House Competitions and Sports Day.	An occasion where pupils, teachers and parents can come together for a day of skill based-competitive sport to showcase and celebrate the sporting successes of the academic year and enjoyment for the physical.		Children engage in three inter-house competitions across the school year and take part in a whole school sports day.	
Direct page linked to PESSPA on the school website.	Comprehensive page with our vision for, intent and implementation of PESSPA for the school community (see here).		Notice board/display readily and easily accessible with appropriate information and timetables to read etc.	

Notice board/display across the PE corridor and trophy cabinet located in the main entrance of school to raise the profile of PE and Sport for all children, parents and visitors see. PE Kit Equipment purchased/ replenished - and stocked - to enhance existing provision and provide high-quality learning resources. Rewards for PE and School Sport.	Regular updates to continually keep raising the profile of PE and Sport for all children, staff, parents, and visitors. PE kit and policy in place to raise the profile of PESSPA; children can partake in lessons beyond the physical. in different roles, through non-participant cards. Maintained resource hub of equipment which is top end and of high-quality.	£3,098.39	Link notice board/display to School Games and curriculum in action (individual topics). Badged kit/tops for children representing the school in competitions; enabling the school badge to be worn at the heart of competition. This means all equipment used across PESSPA is appropriate to the children's age and ability.	Continue to audit sports equipment so that it fits in with the national curriculum and Queens PESSPA provision. Sportsmanship certificates purchased and awarded in celebration assemblies for children representing the values of sportsmanship. Trophies awarded for children for being the club's sportsman/player of the week, for example: Basketballer of the Week.
--	--	------------------	--	--

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Residential: 58 Year 6 children had the opportunity to attend a week-long Outdoor Adventure Residential in Oxfordshire.	58 children from Years 6 were booked on to a 'week-long stay' residential at Adventure+, Clanfield.	£7,000	Children participated in a range of outdoor adventurous activities (OAA) and team building games – this enabled them with the opportunity to explore and experience new skills and activities, taking part in: archery, bushcraft, biking, fencing, rock climbing, slacklining, orienteering, expediting, canoeing and paddleboarding.	Review the course to decide if this is the best value and offer for our children to develop OAA skills, other softer-skills and British values. Book for next year or find an alternative venue/provider.
Year 5 and 6 Badminton Club.	Badminton was introduced as an after-school sport club for Year 5 and 6.	£216.61	Children, who expressed an interest in badminton, were given the opportunity to attend an after-school sport club in the summer term.	

Key indicator 5: Increased participation in competitive sport.

Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: What do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Introduce additional sports identified by pupils in order to engage more pupils, boost participation and engagement of children across PESSPA (including those of different ethnic backgrounds, experiences, least active, gifted & talented, SEN). Engage children in competitive sport/activity across all forms of PESSPA. Compete in a variety of local football competitions including the local schools cup, a league with other local primary schools and Academy Trust Festival.	Arrange evenings for practices where they don't interfere with or effect other commitments and friendly competitions (i.e., inter/intra school). Tailor sporting calendar to Winter/Summer. Fulfil fixtures for each competition entered.	N/A	Improved standards and performances in invasion games during PE and School Sport; children take part with a noticeable difference in their attitude. A variety of year groups/children have taken part in competitive sport.	Build links with local sports partnerships/clubs to promote access routes into club/team sports. Promote girl's football across school, to potentially open the opportunity for a team and participation in competitive matches. While targeting and identifying sports that are most popular. Compete in the same events next year and build to achieve sporting success. Implement a progress structure for a 2-4 year journey across school teams:

				1. Year 3 and 4 Team(s) 2. Year 5 and 6 Team(s) - second entry point following a 2 year pathway. <i>*Groups split and Teams lead by a specific individual.</i> Continue and/or pay into subscribed competition where beneficial so that children continue to benefit from participating opportunities in competitive school sport.
--	--	--	--	---

Swimming Data

Meeting National Curriculum requirements for swimming and water safety.
Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study

Question	Percentage
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 meters?	60%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?	50%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations [when they left your primary school at the end of the last academic year]?	45%
If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?	Yes/No

Key Achievements 2023-24

Showcasing the key achievements Queens has made with its Primary PE and Sport Premium Spending.

Through the PE and Sport Premium funding, Queens can continually improve its offer and Physical Education, School Sport and Physical Activity provision – this academic year has seen a targeted number of achievements across the school. These have been:

Activity/Action	Impact	Comments
Continual Professional Development (CPD) - Team Teaching - for relevant staff.	Increased confidence and exceeding subject leadership skills; leading to teachers being more confident to deliver effective PE, supporting pupils to undertake extra activities inside and outside of school.	
Investment in outdoor play and learning resources.	All children have the opportunity to play with a variety of selected equipment/games at break and lunchtimes – leading to increased levels of play and physical activity.	
Raising the profile of PE, School Sport and Physical Activity in and around school:	1. Rise in the amount of PE and School Sport opportunities offered, timetabled and delivered across the school. 2. Increase in the provision of after-school sport and competitive sporting commitments. 3. All children engaged in an extended period of timetabled school sport competition/activities across the academic year (3 Inter-House Competitions and 1 whole school Sports Day). 4. Badminton was introduced as an after-school sport club for Year 5 and 6. 5. Whole-school assembly delivered on the theme of 'Sportsmanship'.	

	taking part in archery, bushcraft, biking, fencing, rock climbing, slacklining, orienteering, expediting, canoeing and paddleboarding.	
--	--	--

Signed off by:

Head Teacher:	
Subject Leader or the individual responsible for the Primary PE and Sport Premium:	L. Avery
Governor:	
Date:	15 th July 2024