

PE & SPORTS GRANT INFORMATION 2024/2025



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Academy	Dartington CofE Academy
PE & Sports Grant Allocation September 2024– July 2025	£18,450

Spending Overview:

Rationale

The Learning Academy Partnership is dedicated to delivering high quality PE & school sport to all children. We aim to raise standards in PE and equip the children with the desire, skills, knowledge and understanding necessary to lead a healthy lifestyle.

ACTIVITY	COST £	FUNDING CONTRIBUT ION	IMPACT SOUGHT	IMPACT OF FUNDING
To improve the teaching and learning of PE across the school	£7,600	£7,600	<p>To develop the quality of existing PE teaching through continuing professional learning in PE for staff. Teachers will have raised confidence and knowledge and understanding in teaching PE from a model of peer teaching and lesson study supported by PE specialists. This will cover Year A of our rolling curriculum.</p> <p>This will result in empowering all primary students to improve their health, skills and physical literacy, and have a broader exposure to a range of sports.</p>	<p>With weekly coaching and a model of peer teaching from Saints Southwest PE specialists this year, the teachers confidence and knowledge of how to plan and teach blocks of lessons in PE has improved with pedagogical delivery being a growing strength. The audit at the beginning of the year showed that teachers did not feel confident in teaching aspects of the curriculum such as Dance and Gymnastics. This has been prioritised this year with all teachers getting peer teaching and coaching to support their planning understanding and delivery. 98% of teachers fed back that they felt more confident and all teachers have successfully led their own blocks of PE alongside.</p>

			<p>Staff CPD sessions, including access to high quality planning, for teachers on specific areas from their PE audit where needed.</p> <p>Promotion of healthy lifestyles through eating, keeping safe and physical fitness and raising self-esteem. To assist schools, parents and children in understanding and valuing the benefits of high quality PE and sport, including its use as a tool for whole school improvement.</p>	<p>The increase of high-quality PE sessions has meant that the skills and knowledge has improved greatly in the children and as a result, they are making more progress which can be seen in the interaction and level of sportsmanship during lessons and in internal assessments of the children. It has raised the profile of physical activity and kick started healthy active lifestyles. The number of teaching sessions have increased across the school Curricular PE sessions delivered: 208 (12 sessions per week)</p> <p>We have increased the selection of sports offered on the curriculum to inspire the children this year. The results of this can be seen in the pupil questionnaire with only 9% of children feeling like the sports opportunities were not provided by the school. This was a large rise from 16.6% in 2022.</p> <p>Intervention sessions delivered: 338 (13 per week) The impact of this provision this year and targeted intervention sessions has been the progress of the children across the school. End of year teaching assessments show that 92% of children are working at expected in active and competence levels and 23% are exceeding age expectations which has risen from last year.</p> <p>Through pupil conferencing, we have been able to see that children are able to talk more confidently about healthy lifestyles. The children we spoke to could discuss the Eat well plate and how important exercise is for mental health and wellbeing too.</p>
Saints SW lunch club sports provision to improve activity levels, intra sport competition and sportsmanship	£2850	£2850	3 x weekly lunchtime sports sessions with a sports coach to raise the levels of activity in school at lunch and break times, teach children to play with each other, introduce the children to competition	In feedback from the pupil voice survey last year as well as school council meetings, the children told us that they would like to improve playtimes so that there was more choice for sporting activities as well as opportunities for adult facilitated play. Our school monitoring had shown that most of our behaviour logs were created from friendship fall

3x weekly sessions			<p>at all levels and train pupils as sports leaders across the school for sustainability.</p> <p>Preparation of sports zones: low intensity/no competition, light intensity with small competition and high intensity with high competition.</p> <p>Active monitoring and encouragement for children to access the sports areas and participate in intra sports games.</p> <p>Sports coach to work with focus group assigned by the school PP/SEND/Girls/PLAs as well as PHAs taking them for high intensity games e.g basketball to develop their competition skills Targeting of PP children would take high priority to ensure that they are accessing active clubs inline with their peers. This will help to close the physical attainment gap in the school.</p> <p>Training sessions for 'play leaders' to build sustainability in lunch time provision. These children would continue the responsibility of setting up and supporting the activity on the other days and in the future ensuring the activities continue.</p> <p>These sessions would be timetabled into the classroom activities so that play leaders would play an important role raising the profile of physical activity and safe play at break times too.</p>	<p>outs in the playground and this linked to the assessment from teachers that children struggled to regulate their emotions during playground football or team games.</p> <p>However, since we implemented this provision this year, we have seen a marked difference. It has lowered the amount of lunchtime behaviour logs and children have fed back that they enjoyed the more structured games which enabled them to engage in light competition but with an adult there to ensure that it was 'fair' and to support them through the event of not winning. As a result, we have also seen a decrease in the amount of dysregulation of children returning to class.</p> <p>Because these have been carefully planned into the term alongside the curriculum, it has given the children another opportunity to practise the skills from modules covered such as invasion games or athletics. This consolidation has shown an impact in the number of children who are working at the expected standard in PE and the accuracy and engagement in team games or sporting events.</p> <p>Lunchtime clubs are in place to provide specialist provision and supported lunch activities for vulnerable pupils. They have a safe, quiet place to eat their food and then have structured activities led by an adult, enabling them to ensure they are well nourished and benefitting from a healthy and balanced meal and exercise daily. The impact of this is the number of dysregulation incidents at lunchtime have reduced. This has also improved transitions for children going back into class and accessing learning.</p> <p>This year has seen a number of intra and inter competitive opportunities for children across the school. The facilitated adult led games across three lunch times a week has developed a much stronger sportsmanship and ethic of team work. It has inspired children to raise aspirations for team sports and as such the girls actively pursued a 'Girls</p>
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<p>Additional after school clubs and targeted sports clubs</p> <p>3x weekly</p>	£2850	£2850.00 Academy and Parent funded	<p>Further develop opportunities for children in Reception-Year 6 to engage in sports outside of school time.</p> <p>A range of clubs to be offered which will include sports and physical activity that children may not be able to engage in within the local area. Increased opportunities for PE/Sport both after school and at lunchtime will give increased opportunities for children to develop their health and fitness and mental health and wellbeing.</p> <p>Clubs provide children with opportunities to excel in different sports and provide PP children with the same opportunities as their peers. Children will be provided with opportunities to develop their skills from an early age which will, in turn, allow them to continue to develop their</p>	<p>The opportunities for additional after school clubs and more specifically targeted sports clubs that we have implemented has seen children being encouraged to participate in regular movement and exercise. These are building the foundations for developing healthy habits early in life, which supports weight management, and helps to reduce childhood obesity rates.</p> <p>Beyond the physical benefits, these clubs have had a positive influence on mental and emotional wellbeing. We have noticed that children who engage in sports regularly often experience a positive increase in mood and emotional regulation.</p> <p>Socially, there has been a positive impact during after school and targeted sports clubs where they have created valuable opportunities for children to connect with peers in a different context from the classroom. Working in teams,</p>

			<p>fluency in this area as they progress through school.</p>	<p>learning to cooperate, and resolving conflicts through sport promotes essential life skills such as communication, leadership, and compassion. These environments have encouraged children to develop friendships outside of their class, promoting a greater sense of belonging. The clubs are inclusive and thoughtfully designed, they provide safe spaces for children who may not otherwise engage in traditional PE lessons.</p> <p>After-school and targeted sports clubs have provided excellent opportunities for skill development and talent identification. The children have been able to build and refine sports-specific abilities in a more focused setting, which may not be possible during their standard PE lessons.</p>
Fun fit SEND specialist Sessions	£1900	£1900	<p>These are used linked to individual EHCP requirements to meet the needs of children with Special Educational Needs in the school. These are bespoke and led by the direction of professionals as stated in Education Healthcare Plans.</p>	<p>The targeted sessions are designed to develop core physical skills such as balance, coordination, and motor control in a supportive and structured environment. For many children with SEND, traditional PE settings can feel overwhelming or inaccessible. The fun fit sessions have provided the children with a more inclusive space where activities are tailored to individual needs and paced appropriately.</p> <p>Emotionally, SEND children have experienced an increase in their self-esteem and reduced anxiety as they have gained success and feel valued in an environment where their abilities are celebrated.</p> <p>The fun fit sessions have also supported behavioural development and emotional regulation. As such, they have enhanced the children's levels of focus and readiness to learn, leading to better engagement in the classroom. Overall, these specialist sessions have played a vital role in improving wellbeing, physical literacy, and school participation for SEND pupils.</p>

1:1 and small group interventions for vulnerable pupils to enable them to access PE sessions	£1900	£1900	<p>For many children with Special Educational Needs accessing a whole class PE session is a challenge due to sensory overload. These sessions are bespoke for individual children and enable every child to access a taught PE session so no child misses PE due to barriers to learning. These sessions enable equity of PE provision to our most vulnerable building up their knowledge and skills towards reintegration back into whole class PE sessions.</p> <p>10 vulnerable and SEND children every week included in the small group and tailored sessions.</p>	<p>These targeted interventions provide a safe and supportive environment where individual needs can be addressed and supported. They have allowed children to build trust, reduce anxiety, and boost confidence.</p> <p>The children we have who may struggle with self-regulation, low self-esteem, or social interaction, small group or 1:1 support has allowed them to receive personalised guidance, encouragement, and consistent routines that promote a sense of security and trust.</p> <p>The tailored approach we have adopted helps the children to develop fundamental movement skills, understanding of rules, and appropriate social behaviours needed to participate successfully in larger group PE activities. This has shown a huge impact where children have had an increase in their motivation, and a greater willingness to join in whole-class PE, leading to enhanced inclusion.</p> <p>These interventions have helped to remove barriers to participation, promoting equity and ensuring that all children, regardless of their background or challenges, have the opportunity to benefit from the physical, emotional, and social rewards of PE.</p>
Swimming Top up inc. lifeguards	£870	£440.00 + £430 Academy funded	<p>To close the gaps for Years 5 and 6 in swimming ability and confidence with booster lessons due to lockdown. To raise the number of children that can swim 25M.</p> <p>To support the SEND children in boosting their swimming levels and closing the gap to ensure that they can meet or progress towards swimming 25M</p>	<p>Assessment Year 6</p> <ul style="list-style-type: none"> - I can swim at least 25M confidently and proficiently: 90% - I can use a range of strokes 87% - I can perform safe self-rescue in water based situations 87%

<p>Mountain bike coaching for all children across the school</p>	<p>£3760</p>	<p>£3760</p>	<p>To continue to close the fitness gap created from the pandemic where children had less opportunities to engage in daily sport.</p> <p>Weekly mountain biking coaching for all classes using the community bike track to give the children the knowledge and skills to safely engage in community sporting activities and raise the number of children inspired by sport.</p> <p>To encourage healthier lifestyle choices and build skills to give them the opportunity to access daily sports reducing the amount of families choosing to drive to school. Promoting to the children ways in which they can explore more of the nature around them in a safe environment whilst also boosting mental health and wellbeing by being active and outdoors.</p> <p>To help build skills such as strength, endurance, balance and coordination which were key skills identified for growth in our children.</p> <p>To help to rebuild and strengthen problem solving skills, and team work in children which was identified as a key area of need in school.</p>	<p>Locally, we have had a bike pump track built in the community. We understand the importance of riding a bike as a skill for all children. We are in an area where cycling to school is valued and used, but there is a wide gap between families and pupils who can access this, so we wanted to close this gap where we could by incorporating biking into our PE curriculum for all children. We wanted to put additional resources in to supporting the children to access this and promote a healthier lifestyle. Every child from nursery to Year 6 has had the opportunity this year to have a set of fully coached mountain biking sessions to build their confidence, skills and proficiency on their bikes. We have gained funding for additional bikes and helmets so that all children can access the lessons and close the gap between our most vulnerable children. The impact of this has been seen in the progress the children have made from some learning how to ride a bike without stabilisers to others increasing their pedalling and coordination skills or progressing in the challenge of terrain.</p> <p>Children have completed evaluations, and these have been really positive with 97% of children saying that they have enjoyed the opportunity, 78% saying that they felt they have raised their confidence and 100% saying that they have learnt new knowledge that they did not know before. We have assessed the progress in the children's ability to concentrate on the terrain, learn to adjust their position whilst pedalling, manoeuvre around obstacles and respond quickly in order to remain safe.</p> <p>As well as this, there has been a visual increase in children and parents cycling to school rather than driving. Some of them have travelled up to 5 miles a day and 80% of children told us that they have increased the amount of time they spend on their bikes riding and using the pump track than before.</p> <p>These sessions have increased the amount of sport that the children are doing each week and is helping them to</p>
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				<p>learn healthy habits for the future. You can see from the number of bikes in the bike racks that riding each day has become much more popular and is helping to bridge the gap that was left from the pandemic which reduced the sporting levels in families.</p> <p>Some comments from the pupils: <i>"I've been biking more around home and we come down to the pump track at weekends and afterschool now with the family"</i> <i>"I have been practising between sessions because It's been so much fun"</i> <i>"I've learnt it is ok to fall over or make a mistake because it means I am trying new things and learning new stuff"</i> <i>"I've learnt to use my brakes"</i> <i>"I've learnt to use both brakes at the same time I know to steer away from mud and leaves now as they are slippy"</i> <i>"I've learnt to keep my pedals level so I don't hit the track"</i> <i>"I wasn't confident standing up and now I am"</i></p> <p>Bikeability had three groups again this year which ran successfully. 94% of the year group cohort participated which showed Increased participation and engagement in cycle skills and confidence, through increased numbers facilitated by the class teacher. This helps to ensure that the increased numbers of children riding now to school can also ride with a high level of road safety awareness.</p>
Equipment	£450	£450.00 Academy funded HOA budget	<p>New Playtime resources for the play zones and clubs to ensure that children are able to be active.</p> <p>To leave a lasting legacy for PE.</p> <p>To continue to improve pupil's confidence and their physical and emotional wellbeing. To learn new skills and knowledge, which build upon prior learning. To continue to enable children to access high quality equipment and resources to facilitate their learning.</p>	<p>Having the required PE equipment has enabled the children to access the learning and build their knowledge and skills on their foundations with the resources needed.</p> <p>10 have been given the role of play leader throughout the year. The play leaders have had a significant and positive impact within a school environment. By organising and facilitating structured play during breaks and lunchtimes, they promote inclusion, teamwork, and positive peer relationships. This has helped reduce instances of conflict</p>

				and bullying, while encouraging cooperation and friendship across different age groups. The presence of play leaders has supported children's social and emotional development, boosted their confidence and self-esteem through inclusive and active participation. They have had valuable opportunities to develop leadership, responsibility, and communication skills.
TOTAL	£22,180	£18450 SP funded + £3730 Academy and Parent funded		