



## Downsview Primary and Nursery PE and Sport Premium Report 2024-25



### Department for Education Vision for the Primary PE and Sport Premium:

**ALL pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.**

### OBJECTIVE:

**To improve the health and wellbeing of pupils through engagement in a high-quality PE, Sport and Fitness curriculum**

Downsview Primary and Nursery School will see in an improvement in PE and sport provision against the following 5 key indicators:

Please visit [gov.uk](https://www.gov.uk) for the revised **DfE** guidance including the 5 key indicators across which schools should demonstrate an improvement

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>Platinum Award for second consecutive year association with School Games</li> <li>Creating an active school ethos throughout the school and across the curriculum</li> <li>P.E Overview updated with improvement in the quality of teaching of sports skills with clear progression across school.</li> <li>Engaging in numerous inter and intra competitions</li> <li>Excellent level of school participation within sport through after school clubs available throughout the year.</li> <li>Links with outside agencies including sports clubs</li> <li>Links with local schools to engage children as playground leaders</li> <li>Forest School to continue to encourage children to develop their self-knowledge, self-esteem and self-confidence through respectful interactions with others and the natural environment</li> <li>Forest School expanded include EYFS</li> <li>KS2 playground on rota to include different activities</li> </ul>	<ul style="list-style-type: none"> <li>Continue to increase the range of sporting opportunities across the school.</li> <li>Increase whole school focus on activity in order to support better mental health</li> <li>Continue to enable children to have opportunities to plan, organise and manage sporting events</li> <li>Develop our Y6 swimming provision so that it includes life-saving skills especially for children who cannot swim 25 meters. Provide 'top-up' Swimming lessons for children</li> <li>Further develop and create routines for using Forest School so that outdoor activities are embedded in our curriculum</li> <li>Review of morning break time provision with playground leaders to work alongside with LSA's to enhance opportunities to promote</li> <li>Connections with high schools to be further enhanced so that we have access to different sports, competitive activities and can support transition.</li> </ul>

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2023/24	£0
Total amount allocated for 2023/24	£20,910
How much (if any) do you intend to carry over from this total fund into 2023/24	£ 0
Total amount allocated for 2024/25	£20,890 (estimated)
Total amount of funding for 2024/25. To be spent and reported on by 31st July 2025	£20,890

## Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section to your best ability. For example, you might have practiced safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

**Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study**

What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?

**N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2024.

Please see note above

64%

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

58%

**What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?**

32%

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

## Action Plan and Budget Tracking

Capture your intended annual 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.



<b>Academic Year:</b> 2024/25		<b>Total fund allocated:</b> £		<b>Date Updated:</b> 07-10-24		
<b>Key indicator 1:</b> 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:	
<b>Intent</b>		<b>Implementation</b>		<b>Impact</b>		
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	
<p>Maintain and improve-on the success of our KS2 playground– zoned playgrounds with a range of sporting activities available, engaging the maximum number of pupils each lunchtime. (working with GT SMSC Lead)</p> <p>Conduct an audit to resupply lunchtime equipment to improve active playtimes and associated zones increasing equipment that pupils like to use.</p> <p>Lunchtime play leader responsible for equipment provision, setup and engagement of playground leaders</p> <p>Implement peer mediators to optimise quality of playtime provision to enhance children’s physical and mental wellbeing.</p>		<p>Incorporate the provision of Playground Leaders across all year groups so children know how to be physically active on the playground</p> <p>Playground leaders, lunchtime supervisors, as they will need to set up/lead lunchtime activities within different zones.</p> <p>Play time and lunch time staff to have support/training to lead engagement. External training for our new Pupil Advocates (Sports Leaders) and mid-day supervisor training where necessary</p> <p>Invest in playtime equipment</p>			<p>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.</p> <p>Pupils are given regular opportunities to evaluate, adjust and adapt their work and the work of others. Teachers use skilful questioning to direct the focus of the ‘observer’ in order that they can recognise successes and suggest areas for improvement.</p> <p>Train learning support assistants on inset days as well as specialist</p>	<p>Deliver training to Y5/6 Playground Leaders (to be completed November 4th).</p> <p>Ask for regular feedback on availability of equipment</p> <p>Review resources and update where necessary</p>

<p>Lunchtime supervisors to use CPD opportunities to further promote regular physical activity and games at lunchtime for Reception, KS1 and KS2. Provide lunchtime supervisors with refresher/new CPD for increased lunchtime</p> <p>Monitor participation with lunchtime activities to adapt equipment/provision accordingly.</p>			<p>teachers sharing good practice with staff on playground games and activities</p>	
<p>All classes to participate in 120 minutes of PE</p>	<p>Timetable regularly reviewed and updated to ensure coverage in curriculum</p>		<p>Children are active and getting physical exercise according to guidelines</p>	<p>PE is regularly timetabled as part of teachers PPA. This is ongoing across the school</p>
<p>Forest School to be developed further. Reception to complete full sessions. Continue to run sessions out to other year groups across the school year (reception-yr. 6)</p>	<p>Forest School team expanded to enable a wider reach of children across the school. Three member's members of staff qualified in Level 3 (DB, DL, LD) One member engaged in Forest School training (CB)</p>		<p>Children's social interaction. Confidence and self-esteem to be developed through the skills of outdoor play.</p>	<p>After school clubs to continue in the Summer term. (Prioritising PP children). Offer a forest school program within school holidays. Forest School expand to include EYFS</p>
<p>Ensure equipment is of a high quality and suitable for all sports being covered within the curriculum</p> <p>Equipment purchased for lunchtime play for ks1 and ks2, such as new balls, hoops</p>	<p>Look into purchasing equipment for different sports such as volleyball. This will and orienteering for children to practice these before entering competitions.</p> <p>Provide additional resources for activities for KS1 &amp; KS2 playtime. And</p>		<p>Equipment has been bought to allow for progression as per the curriculum developed. This ensures equipment is available at the correct level for each year group. i.e. different sized basketballs for each KS.</p>	<p>Continue to reflect on effectiveness of available resources with sports from second year of the cycle</p>

and skipping ropes. Equipment for EYFS free flow play purchased due to a request from teachers or replaced because it's worn/used.	anything for KS2 if it arises. We need to purchase Playground equipment boxes accessible to all children		Children will have a better range of equipment and the quality will be better as it is new.	
Aim to increase the variety of extracurricular sports offered to pupils. Provision of before/after school sporting clubs for children	Wide variety of after school clubs, catering for different sporting interests: gymnastics, dance and multi-sports. B3 and Crystal Palace  <ul style="list-style-type: none"> <li>● PE learning to support active healthy lifestyles (Crystal Palace to help launch this)</li> <li>● To continue to offer a wide variety of extra-curricular sports.</li> </ul>		These have been introduced, promoted and well attended.  Continue to develop links with local clubs including through the work with the SGO and his contacts	To provide pupils who are excel in sport with opportunities to experience expert, intensive, coaching and support (both in-school and links to outside providers).
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To increase the profile of swimming across key stage 2  To ensure children at year 6 children can swim competently, confidently and proficiently over a distance of at least 25	Ensure all children in Year 4 and 5 attend swimming lessons at Thornton Heath Swimming pool.  1 hour a day for a week <ul style="list-style-type: none"> <li>● Record data to monitor progress.</li> </ul>	<i>Funding allocated:</i>	Improved competence and confidence in swimming over a distance of at least 25m. Children will be able to perform self-rescue in water-based situations.	Ensure that extra equipment/ swimming outfits are available so that all children can participate in Y4/5.

<p>meters. To perform self-rescue in water-based situations by the time they leave school.</p>	<ul style="list-style-type: none"> <li>• Enter annual swimming gala (29<sup>th</sup> January 2024)</li> </ul>			
<p>Raise the profile of PE and sport for all visitors and parents</p> <p>Children participate in inter-school competitions: create a timetable of inter-school competitions for each term.</p> <p>Organise and host annual Sports Day for the whole school. Children take part in a carousel of sporting events, so that each child has the opportunity to participate in each event.</p> <p>Work alongside local schools and leagues to enter competitive sport in a range of sports including, but not limited to, tennis, football, netball, dodgeball.</p> <p>Continue to keep mini bus licence and medical up to date so can transport to a range of competitive sporting events nearby throughout the year.</p> <p>Maintain field markings for a football pitch on the field and keep pitch level to allow P.E lessons to host local school competitions.</p>	<p>Continue to update parents via newsletters and website. Children to give pupil voice and celebrate positive relationships building for life. Demonstration of leadership, teamwork and communication skills, alongside facing new challenges. Increase in confidence.</p> <p>Children wear PE kit to school to maximise time spent in PE lessons. Children representing the school in at London Schools Games competition. Ground maintenance (Acorn) liaise with SC site staff</p> <p>The profile of PE and sport is raised across the school as a tool for whole school improvement</p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport</p>		<p>P.E lead has a clear vision for the subject and shares this vision with all team (HC) (e.g. with pupils through the Junior Governors and assemblies, with parents on the School's website/PE information)</p> <p>Notice board of achievements regularly updated such reports of fixtures, upcoming events and displaying team photos and tournaments achievements.</p> <p>Increase in positive sportsmanship around competitive sport. A wider range of pupils partake in school competitions and are pitched fairly against each other. Engagement with PE and aspiration for PE sporting futures increases as a result. Children engage with a healthy lifestyle by partaking sporting events. Children develop and increased growth mind set and resilience, which is applied more widely to learning in all subjects.</p> <p>Sporting events during sports day enables all children to participate.</p>	<p>Ensure notice board is regularly updated and pupil voice obtained.</p>

<p>To promote mental health and wellbeing through exercise and healthy living.</p>	<p>External providers to introduce martial arts as an extra-curricular club to encourage children to associate exercise with physical and mental health.</p>		<p>Club introduced and up and running</p> <ul style="list-style-type: none"> <li>•All children are active in school</li> <li>•Pupil questionnaires show that majority of our children enjoy PE lessons, feel they are challenging, they are taught skills and knowledge that is progressive from one year to the next and they are also taught about being a good sportsperson.</li> </ul>	<p>Continue to offer clubs and get feedback on clubs offered. Club had maximum of 20 pupils and was a success, to offer to different year groups</p>
<p>Celebration and communication of physical activity that pupils are taking part in across the school. Notice boards celebrating what pupils do outside school will be introduced. Achievements in school will also be celebrated on the board, such as intra-sport competitions.</p>	<p>Send a letter to parents about clubs that their children participate in outside of school. Parents to notify PE Lead, which will feed in to the notice board Continue to celebrate the achievements of sports competition in school through the buzz and newsletter. Ask children to complete a survey about who is involved in clubs outside school.</p>		<p>Increased visibility of sporting success should raise the profile of PE. Sporting achievements including year group tournaments will be shared internally and externally through newsletter/dojo to raise the profile of PE and extra-curricular activities. Children who achieve outside school will also be visible to all pupils. This may encourage others to join clubs outside school. Complete survey at the end of the year to see if more children have taken up clubs outside school.</p>	
<p>Arrange for local sports clubs to come in and speak with children</p>	<p>This will encourage others also be active outside of school. Achievements can also be shared at assemblies</p>			

<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation:
<b>Inte nt</b>	<b>Implementati on (Actions</b>		<b>Impa ct</b>	
<i>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To ensure the quality of teaching is a consistently high standard in teaching in learning in P.E.	DB will monitor Outside Specialist Sports Coaches (Crystal Palace, B3 Sports) to come in and teach using weekly progressive plans, sharing good practice and providing opportunities for modelling of lessons.		Lesson plans are tailored to the needs of each class. Pupil's stamina during sporting activities and skills continue to improve.	Continue to monitor provision provided by outside providers and meet regularly to amend and extend provision where necessary.
Continue to attend Croydon School Sports CPD sessions. Collaboration and workshops with fellow PE Leads vital for school's progression and school links within the borough.	PE lead supported and booked onto CSP CPD for PE.		PE Lead to learn and share ideas with PE colleagues within the Croydon borough. PE leads to be secure in whole school curriculum overview and 3Is.	Monitor use and impact of teach active across the school

<p>DB will monitor Outside Specialist Sports Coaches (Crystal Palace, B3 Sports) to come in and teach using weekly progressive plans, sharing good practice and providing opportunities for modelling of lessons</p> <p>Observations HC, B3 will continue in autumn term 1 2024. To ensure the curriculum is being followed and expectations are being used to deliver lessons.</p>	<p>DB to request which lessons he wants to observe.</p> <p>Purchasing high quality equipment and resources will ensure that children in multiple years benefit. Investing in equipment that can be used at break and lunch times should lead to increased activity levels across the school. Increased access to physical activity should also lead to further development in their movement skills and positively impact health as well as attainment. Equipment for intra competition, year groups bags made up of new equipment.</p>		<p>High quality sustainable PE lessons Improved pupil progress Staff voice taken Lesson Observations</p> <p>Children taking part in lessons that are confidently delivered by DB, HC and B3 Sports</p> <p>PE leads to be secure in whole school curriculum overview and 3Is.</p>	<p>Continually developing class teacher's confidence and knowledge. Delivery of high quality PE lessons.</p> <p>Monitor use and impact of teach active across the school</p> <p>Continuing to purchase high quality equipment and resources will ensure that children in multiple years benefit. Investing in equipment that can be used at break and lunch times should lead to increased activity levels across the school. Increased access to physical activity should also lead to further development in their movement skills and positively impact health as well as attainment.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation:</p>
<p><b>Inte nt</b></p>	<p><b>Implementati on</b></p>		<p><b>Impa ct</b></p>	
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

what they need to learn and to consolidate through practice:			changed?:	
Ensure children are taught additional key life skills	Areas to focus on are swimming for children who cannot swim 25 meters. Provide 'top-up' Swimming lessons for children that do not meet the minimum requirement during their curriculum Swimming block.		Students have become more confident within themselves as a stronger skill set across a range of sports.	Look into similar opportunities for different sports
<p>Support and involve the least active children by providing targeted activities, and running or extending school sports</p> <p>Target pupils who are not participating in the after school clubs on offer, by offering places free of charge.</p>	<p>Clubs to be run before school lunchtime and after school to encourage those children who do not always engage in activity to become involved i.e. change for life programme.</p> <p><b>Continue to run:</b></p> <ul style="list-style-type: none"> <li>● Football</li> <li>● Netball</li> <li>● Dance</li> <li>● Multi Skills</li> <li>● Fitness</li> <li>● ABC</li> <li>● Gymnastics</li> <li>● Yoga</li> <li>● Martial arts</li> </ul>		Pupils who are usually not engaging in clubs, are now taking up participation in after school clubs, due to us prioritising pupil premium pupils	<p>Continue to offer a wider range of sports and continue to promote 'club links through advertising their provision whenever possible</p> <p>Look for opportunities to extend the extra-curricular provision</p>

<p>New equipment – improve lessons and clubs for children, improve their skills and understanding of the games</p> <p>Equipment purchased also used for sports days.</p> <p>More children will then be involved in competition</p>	<p>Ensure all clubs are properly resourced with the correct equipment for each sport and lines are marked on the field for pitches and athletics.</p> <ul style="list-style-type: none"> <li>● Maintenance of PE Shed</li> <li>● Audit to be done on all sports equipment in the school.</li> <li>● New equipment to be purchased to allow more children access to a greater range of sports</li> <li>● Use of Activall to be maintained</li> </ul> <p>Pupil voice for all pupils will feed in to decisions about next year's sports mornings and lunchtime activities.</p>		<p>Pupils have developed resilience and are able to make use of all the equipment and facilities our School has to offer.</p> <p>There has been an increase in club participation particularly of PP children, over the last few years. With a new range of morning clubs on offer, participation should further increase. The Increase in attendance of extracurricular clubs will Help to achieve government's 30mins a day scheme.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
Inte nt	Implementati on		Impa ct	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:

<p>To facilitate inter-house whole-school sports days which focus on competition, teamwork, <u>sports person'ship</u> and fairness.</p>	<ul style="list-style-type: none"> <li>• Hold an inter-school annual Sports Day from Reception Year 6;</li> <li>• Y5 and Y6 lead events at our Sports Days for younger children;</li> <li>• Strengthen the use of the house system by engaging with inter-house competitions</li> </ul>		<p>Improved confidence and resilience for individual children and a pride in the school and the values it withholds.</p>	<p>Access a PE Specialist Teacher via our CSSP, helps to support the subject lead P.E Coordinator in writing comprehensive development plans and action plans for the School Games Mark to maintain the Platinum Award. succeeding in our application for the Gold award from last year.</p>
<p>Downsview continues to be part of the Croydon School Sports Partnership (CSSP), which provides an annual sporting calendar of events Intra School Competitions introduce the children to 'competing' against those they know and Inter School Competitions see pupils compete against other schools, at local, regional and national level</p>	<p>Enter most CSSP competitions and host our own.</p> <ul style="list-style-type: none"> <li>• Sports Week – after school competitions and in school.</li> <li>• Intra competitions at the end of units. Look at different competitions – host our own invite local schools.</li> <li>• Teams represent the majority of the 'clubs' mentioned above, whilst additional entries are made into 'friendly' tournaments</li> </ul>		<p>Made links with local schools to share resources, costs. We have worked alongside the Croydon school sports partnerships and our tri partnership in which we plan to work closely with</p>	<p>School to continue attending competitions sending school staff to attend with children. Will be sustained through further PE funding</p>
<p>Maintained Platinum Award (2023/24)</p> <p>INCLUSIVITY: Children who are PP, EHCP and SEND to attend both inter and intra sports. In 2024/25, we will bring as many PP, SEND and EHCP to inspire events. Inspire events must NOT include your most able athletes.</p> <p>Maximise the number of children who are able to take part in an inter school competitions – outside of school.</p> <p>Widen opportunities for pupils to take</p>	<p>Continue to enter lots of competitive festivals /tournaments</p> <p>Further clubs to be run – funded by the school to allow all groups, i.e. deprived PP children access to these.</p> <p>Raise point of PP pupils by speaking to PP children to find out what they want to do in terms of extra activities</p>		<p>Hold whole school house sporting tournaments throughout the year</p> <p>To offer opportunities for as many children as possible to compete in physical activities against other schools.</p> <p>To further develop the extracurricular clubs being run by the school. Sports day helps to bring the community together by supporting the pupils and house teams. Also the older pupils are encouraging younger ones by the</p>	<p>Football team to maintain weekly training</p> <p>Dance team to have weekly training *Ensure that funding is put aside at the beginning of the year to allow for transportation for events</p> <p>To endeavor to run additional <u>trips</u> for PP children and to increase the number of activities</p> <p>Continued with CSSP affiliation</p>

<p>part in competitive sporting events. PE lead to use morning football training slots to offer a range of other clubs that lead in to competition throughout the year. Children who attend will have priority to enter competitions. We want more children experiencing competitive events this year. Aim: Most children to have attended an external sporting event. This is inter-school competition.</p>	<p>CSP school games competition events. Participation within inter schools' tournaments. We would like a high percentage of our key stage 2 children to experience external competition.</p>		<p>help of running sports day. School</p> <p>All of our children at Downsview have an opportunity to experience competition. If we aim to bring more than one team to external inspire events, most if not all PP and SEND children will attend interschool sports events.</p> <p>Over 100 children have engaged in competition run by CSP. Children's enthusiasm and confidence for a range of different sports has grown. Giving children an opportunity to compete and experience an external sports event will continue in to the 2023/24 academic year. This feeds in to our school development plan, where our aim is for children to develop relationships with people in the community. Children to experience what it's like to take part in competitive events against other schools and experience what organised competition feels like outside of school.</p>	
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Signed off by	
Head Teacher:	
Date:	07.10.24

Subject Leader:	D. B. [Signature]
Date:	
Governor:	
Date:	