



Oliveston CEVC Primary School
Sports Premium Plan
2024-25



Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

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

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

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2024:	Areas for further improvement 2024-25:
• Bridge Cross Country 1st, 2nd in both boys and girls events. • Hosted interschool competition between 5 schools for year 2 cohort. • Attended and competed in six interschool competitions from year 1 to year • 1st place in small school football league • Weekly running club • Expansion of EYFS and Ks1 outdoor play spaces further enhancing opportunities for physical development • Attended Swimming Gala • Intercourse sports events – Football, cricket. • All KS2 classes accessing swimming lessons • High quality Outdoor education provided via external providers – Woodland Makery and Hilltops.	• Extra-Curricular opportunities for KS1 pupils (To increase participation in extra-curriculum PE and sport) – Through Bristol Sports Foundation and other external providers • Continuing to increase the opportunities for physical activity during lunchtimes. Lunchtime clubs on the field Cross-country (50) / football / basketball / Tag Rugby (30+) / fitness for all • To maintain participation in extra-curriculum PE and sport • To maintain high levels of engagement in physical activity • Provide extra sporting opportunities for targeted groups • Increased inter-house competitions through Bristol Sports Foundation (Basket ball / Dodgeball) • Continue to develop curriculum content and assessment • To establish more 'girl' extra-curricular sports teams • To engage in wider sporting opportunities provided by Bristol Sports Foundation • To celebrate high quality Dance education through showcase events • To enhance wrap around provision with high quality sports coaching

Meeting national curriculum requirements for swimming and water safety.	June 2025
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	
What percentage of your current Year 6 cohort know how to perform safe self-rescue in different water- based situations?	
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?	

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.

Academic Year: 2024-2025	Total fund allocated: £17640	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				30.4%
Intent	Implementation		Intended Impact	Impact
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?	Impact, sustainability and suggested next steps:
To maintain the physical activity levels during break/lunch times.	Introduction of additional lunchtime intra-competitions to include basketball, street football, and cross-country.	250	Increased activity levels of pupils.	
	To continue to provide a wide variety of extra-curriculum lunchtime sports opportunities.		Continuation of an annual lunchtime football competition.	
	To provide play equipment to encourage active breaks and lunchtimes.	200	Provision of a wide variety of lunchtime clubs. Targeting performance athletes and developing athletes.	
	Introduce pupil play leaders	Children use activities on a rotation basis at lunch times which enables them to be more active.		
			Play leaders supported to lead physical activities.	

To promote a healthy lifestyle in all pupils and encourage participation and enjoyment in a range of physical activities.	Curriculum design to ensure a broad and balanced PE curriculum.		Children are active and engage in wide range of physical activities	
	Wider opportunities to provide physical development sustained: Forest School (outdoor education) and early development opportunities in outdoor spaces (EYFS / Year 1)	1500	Curriculum delivery, content and expertise is strong	
	Curriculum design in DT, Science, PSHE – facilitate healthy lifestyle education.	300	OUR curriculum provides children with opportunities to develop understanding of healthy lifestyles outside of the PE lesson.	
Ensure that resources are fit for purpose.	Maintenance of curriculum equipment.	100	Children able to access resources throughout curriculum/extra-curricular activities	
To continue providing a wide variety of opportunities to engage in extra-curriculum sporting activities.	Continue to provide a wide range of extra-curricular sports clubs across the academic year.	1520	A wider range of extra-curricular sports on offer and good levels of participation	
	Increase staff involvement. PE Lead to purchase additional equipment required.	500		
Purchase new and replace old equipment for PE lessons	Ensure enough equipment for all children to participate in PE lessons (eg. Badminton net and racquets)	1000	More equipment used in PE lessons. Children are given more opportunities to participate at the same time	

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole-school improvement				Percentage of total allocation:
				12.2%
Intent	Implementation		Intended Impact	Impact
Your school focus should be clear on 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?	Impact, Sustainability and suggested next steps:

To ensure that the curriculum continues to provide quality PE and that knowledge and skills are taught progressively. Focus OAE (Outdoor Adventurous Education).	P.E Lead to continue the implementation of the PE curriculum and continue to provide mentoring and support as required. Fit-for-purpose resources available to support teaching and learning in PE lessons (observations and discussions confirm appropriate resources to be rolled out across the school). Work with external providers to enhance CPD, delivery and outcomes	570	The PE curriculum helps ensure that knowledge and skills are developed progressively and that teachers have the necessary knowledge and vocabulary to deliver quality PE lessons. The PE curriculum to give teachers and children a greater understanding of the skills and knowledge required to participate in OAE (Outdoor Adventurous Education).	
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To continue to raise the profile of swimming teaching – an increased number of children become confident and proficient swimmers by Year 6.	Subsidy in place for catch-up (extra-curricular) swimming lessons (targeted for years 4-6. Secure pool sessions for catch-up sessions.	1588	Additional time provided for less confident swimmers, Year 6 children to improve their swimming.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				2.3%
Intent	Implementation		Intended Impact	Impact
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?	Impact, sustainability and suggested next steps:
To embed the PE curriculum to ensure children are taught the requirements of the PE National Curriculum progressively and engagingly. New PE scheme training	Further, enhance existing provisions. Provide equipment, support, and training to ensure staff have the knowledge and resources necessary to implement the new curriculum.	200	Children's knowledge, skills, and abilities within the subject continue to improve with teachers' greater subject knowledge from the introduction of the PE curriculum.	
Staff CPD and Development – Staff to receive CPD from expert coaches from Bristol Sports Foundation Leaders to support and facilitate sessions	Staff to shadow expert coaches during select sessions Bristol Sports to lead staff training events Leaders to complete National college PE leadership training	200	Teacher's knowledge, skills, and abilities to deliver PE sessions continue to improve with teachers' greater subject knowledge of the PE curriculum. Targeted staff CPD helping to develop staff confidence	
Work with LA approved swim coaches and new swimming venue to ensure swim coaching is of the highest quality	Sessions to be delivered with expertise		Pupils make good progress from starting points Progress between groups demonstrates children becoming more confident swimmers	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				54.5%
Intent	Implementation		Expected Impact	Impact
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?	Impact, sustainability and suggested next steps:
To continue to extend curricular provision including OAE activities and a wide range of sports provided by the Bristol Sports Foundation.	Utilise existing to enhance provision.	7410	Children having wider access to and engagement with a variety of sports.	

To continue to offer a range of extra-curricular sporting opportunities.	Identify strengths within the existing staff to offer extra-curricular activities e.g 'Fit Club', Strictly Dancing, tennis, cricket.		New extracurricular clubs established, eg., KS1 dance, handball, baseball, LKS2 indoor athletics	
To identify children who do not participate in regular extra-curricular sporting activities.	Book outside venues and providers and expert external leaders to deliver extracurricular sports.	600		
	Provide clubs specifically aimed at targeted children (PP, SEND), including LKS2 and KS1 year groups.	1600		

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:
			0.6%
Intent	Implementation		Impact
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?
Continue to develop opportunities for children to take part in competitive sporting fixtures, building confidence, and broadening experiences.	Provide in school inter-school competitive sporting opportunities e.g. cross country, indoor athletics, basketball, street football etc.	100	More children taking part in competitive sports. This year DPS planning to host and participate in several football fixtures, including the first girls' team.

Signed off by	
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Date:	September 2024
Subject Leader:	Jenna Cooke and Jack Camm
Date:	September 2024