



# **P.E and Sport Premium Report** **Sep 2023-July 2024**

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**All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government’s ambitions for a world-class education system.**

**Physical activity has numerous benefits for children and young people’s physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.**

**The PE and Sports Premium is additional funding given to schools by the Government so that schools can make additional and sustainable improvements to the quality of PE and sport that they offer.**

**The PE and Sports Premium funding is allocated to schools for learners, in Year 1 through to Year 6. In cases where schools do not follow year groups (for example, in some special schools), pupils aged 5 to 10 attract the funding. The government determine how many pupils in our school attract the funding using data from the January 2023 school census.**

## **P.E and Sport Premium Spending: summary**

<b>SUMMARY INFORMATION</b>	
Total number of pupils:	231
Total P.E and Sport Premium budget:	£17,220
What percentage of our current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	0 %
What percentage of our current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	60 %
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0 %

SCHOOLS HAS USED THE PE AND SPORT PREMIUM TO SECURE IMPROVEMENTS IN THE FOLLOWING 5 KEY INDICATORS:

Engagement of all pupils in regular physical activity

Profile of PE and sport is raised across the school as a tool for whole-school improvement

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Broader experience of a range of sports and activities offered to all learners

Increased participation in competitive sport

# Expenditure for Academic Year Sep 2023 – July 2024

## TARGETED SUPPORT

Intervention	Implementation	Impact
Curriculum established and expanding	<ul style="list-style-type: none"> <li>- The Physical World Team are continuing to develop skills and understanding related to a personalised healthy lifestyle; defining what physical wellbeing is for each young person and enabling them to have the fullest control and contribution to achieving this. They are ensuring physical needs are not a barrier for young people, enabling Glenwood learners to access a full range of learning experiences. Learners are supported to find enjoyable ways of meeting and developing their own physical health.</li> <li>- Teacher leading on Physical World</li> <li>- Team created to support Curriculum Lead in Physical World</li> <li>- Physical World Curriculum Team working in partnership with other curriculum leaders to ensure healthy lifestyles and choices are seen holistically</li> </ul>	<ul style="list-style-type: none"> <li>- The curriculum has created more focused areas and a more holistic view of what is planned. Leaders have been collaborating on different projects.</li> <li>- Training opportunities and coaches continue to be brought into support the implementation of the Physical World</li> <li>- Learners are understanding that a healthy lifestyle is vital to underpin all parts of their lives and is a life-long skill.</li> </ul>
School Sports Partnership	<ul style="list-style-type: none"> <li>- Training for staff</li> <li>- The team connecting with the SSP to find out what they can offer to the learners in terms of coaching and sporting opportunities</li> </ul>	<ul style="list-style-type: none"> <li>- Physical World Team have linked in with coaches that will be able to offer a range of sporting opportunities for learners</li> </ul>
Sports Apprentice	<ul style="list-style-type: none"> <li>- In co-operation with SSP and Thundersley Primary to work with learners and lead sessions.</li> </ul>	<ul style="list-style-type: none"> <li>- Apprentice undertaking 'Community Activator Level 2' course. Working alongside current Deanes SSP and Sporting Futures staff to teach and support learners across the school in sports-based activities. Learners</li> </ul>

		<p>building relationships with new staff and applying skills taught cumulatively each week.</p> <ul style="list-style-type: none"> <li>- Apprentices working off-site with a variety of learners to increase their skills and knowledge.</li> </ul>
Tennis Coaching	<ul style="list-style-type: none"> <li>- Structured sessions for timetabled classes</li> <li>- Beginner and intermediate level</li> </ul>	<ul style="list-style-type: none"> <li>- Co-ordination skills and ball game sessions have improved focus, physical health and wellbeing alongside concentration skills and application and practice of fine and gross motor skills.</li> <li>- The sessions have built confidence and developed skills. Teachers have noted the progress some learners have made where levels of engagement and participation have improved and these learners have progressed to intermediate classes to further enhance their skills.</li> </ul>
Football Coaching	<ul style="list-style-type: none"> <li>- Structured sessions for timetabled groups</li> <li>- Beginner and intermediate level</li> </ul>	<ul style="list-style-type: none"> <li>- Coaches from Southend United FC working alongside class staff to tailor sessions for learners and to share skills and knowledge to be used throughout the week.</li> <li>- Co-ordination skills and ball game sessions have improved focus, physical health and wellbeing alongside concentration skills and application and practice of fine and gross motor skills.</li> <li>- The sessions have built confidence and developed skills. Teachers have noted the progress some learners have made where levels of engagement and participation have improved and these learners have progressed to intermediate classes to further enhance their skills.</li> </ul>
Dance	<ul style="list-style-type: none"> <li>- Structured dance lessons available to timetabled classes</li> </ul>	<ul style="list-style-type: none"> <li>- Dance sessions for learners have improved physical health through exercise and enhanced emotional development, creativity and cognitive development. Self</li> </ul>

		<ul style="list-style-type: none"> <li>-esteem and self-confidence have grown in some learners.</li> <li>- Sessions build on skills each week to promote long-term learning and understanding</li> </ul>
Zumba	<ul style="list-style-type: none"> <li>- Structured lessons available to timetabled groups of learners</li> </ul>	<ul style="list-style-type: none"> <li>- Zumba sessions for learners have improved physical health through exercise and enhanced emotional development, creativity and cognitive development. Self-esteem and self-confidence have grown in some learners.</li> <li>- Sessions build on skills each week to promote long-term learning and understanding</li> <li>- Routines learnt are transferred as skills and applied at opportunities throughout the week</li> </ul>
Skills Based Games	<ul style="list-style-type: none"> <li>- Structured sessions for timetabled classes</li> </ul>	<ul style="list-style-type: none"> <li>- Fitness skills and ball game sessions have improved physical health and wellbeing alongside concentration skills and application and practice of fine and gross motor skills.</li> <li>- Emotional wellbeing has improved through increased self-esteem and team work</li> </ul>
Bootcamp	<ul style="list-style-type: none"> <li>- Structured sessions for timetabled classes</li> </ul>	<ul style="list-style-type: none"> <li>- Learners increased their focus and participation skills from by following a familiar routine in weekly sessions. Activities have enabled learners to develop their stamina, coordination, balance, strength and endurance.</li> <li>- Learners increased their familiarity of the sessions and supported the adults to demonstrate good technique</li> </ul>
Gymnastics sessions	<ul style="list-style-type: none"> <li>- A class accessed the Eversley Gym for a series of sessions</li> </ul>	<ul style="list-style-type: none"> <li>- The sessions in the gym have an impact on the learners' wellbeing, physical development and social skills. The activities and specialist equipment that the learners have</li> </ul>

		<p>access to enable them to improve their co-ordination, balance, body awareness and muscular strength. Learners can work on their communication targets, as they are required to follow instructions, make choices and socially interact with familiar and less familiar adults.</p>
Extra swim sessions	<ul style="list-style-type: none"> <li>- Learners identified who could benefit from extra swim sessions</li> </ul>	<ul style="list-style-type: none"> <li>- The impact of this spend is particularly significant in supporting our learners to develop their gross motor skills. These skills are increasing participants proficiency and confidence in the water enabling them to improve their own water safety and stamina when swimming.</li> </ul>
Horse Riding	<ul style="list-style-type: none"> <li>- Weekly sessions for timetabled learners</li> </ul>	<ul style="list-style-type: none"> <li>- Sessions increased learner confidence when working with horses include fine and gross motor skills needed to mount/dismount and to control the horse using reins.</li> <li>- Emotional wellbeing increased working in the community and building relationships with the horses.</li> </ul>
Hydrotherapy	<ul style="list-style-type: none"> <li>- Bespoke hydrotherapy programmes created for each appropriate learner</li> </ul>	<ul style="list-style-type: none"> <li>- Multiple sessions for relevant learners with hydrotherapist and class staff to ensure programmes were created which were tailored to current individual needs.</li> <li>- Class staff taught during sessions alongside learners to ensure continuation of highest standards of therapy input is maintained.</li> </ul>
Trampolining	<ul style="list-style-type: none"> <li>- Groups of learners accessed the Wickford Trampolining Centre for a series of sessions</li> </ul>	<ul style="list-style-type: none"> <li>- The sessions in the trampolining centre have an impact on the learners' wellbeing, physical development and social skills. The activities and specialist equipment that the learners have access to enable them to improve their co-ordination, balance, body awareness and muscular strength. Learners can work on their communication targets, as they are required to follow instructions, make</li> </ul>



		<p>choices and socially interact with familiar and less familiar adults.</p> <ul style="list-style-type: none"><li>- Learners are selected to ensure the biggest impact is possible.</li></ul>
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