

**Cherry Tree
Hill
Primary
School
July 2024**

The Primary PE and Sport Premium

Planning, reporting and
evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

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 offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> 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, including any underspend from 2022/2023, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31 July 2024.



Details with regard to funding

Please complete the table below.

Total amount carried over from 2022/23	£ 607.82
Total amount allocated for 2023/24	£ 22,000.00
How much (if any) do you intend to carry over from this total fund into 2023/24?	£ 0.00
Total amount allocated for 2023/24	£ 22,607.82
Total amount of funding for 2023/24 to be reported on by 31st July 2024	£ 21,336.55

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. For example, you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	27 %
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	60 %
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	89 % 100% Taught Water Safety
<p>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?</p>	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.

Academic Year: 2023/24		Total fund allocated:		Date Updated: July 2024	
Key indicator 1: Increase confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: 33 %
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:
(A) Whole school audit of staff needs and replacement of sports equipment.	PE Leads to audit resources/equipment Oct/Nov 23 and June 24. Staff CPD/Skills/needs audit and feedback on GetSet4PE scheme – July 24. PE leads/monitoring week – 8 th Jan 24 – to review CPD at the same time. JH to lead/teach PE in Y6 in 23-24 supported by Y6 teachers. DB to support/team teach – Supply cover.		£ 777.56 £ 844.80	Equipment purchased for curriculum to ensure good quality resources – audit shows that all necessary equipment for GetSet4E lessons is available. Staff confidence & positivity towards new scheme reflected in staff skills/CPD audit in July 24 and subsequent years.	Modelling of new equipment – especially gymnastics equipment in KS1 to take place in Autumn 24 Photos up on walls etc/ equipment more accessible to be implemented in July 24. Need to provide more opportunity for JH to support/lead/team teach PE in Y6 in 24-25. Need to create clear plan and schedule in.
(B) Implement clear requirements in the expectation, planning, teaching and assessment of PE teaching at Cherry Tree Hill, through work of the P.E. Leads and DCCT staff to improve/support staff confidence and the development of staff knowledge and understanding in the teaching of high quality PE lessons.	During the year 2023-24 – Staff Inset/meeting (Date TBC), training and in PE lessons - PE Leads to model lessons/team teach to improve the delivery of PE and move to quality first teaching in P.E. PE Monitoring week – January 24. Planning support (to annotate/use HHH approach – linked to staff survey in 23), Team Teaching or Modelled lessons to be offered to colleagues in Autumn 23 &		£1600 Supply Cover for PE Leads release x8 days.	Feedback from staff/children show increased confidence and engagement. Head, Heart, Hands learning is embedded in PE lessons. 15/18 teachers surveyed (June 23) stated they were positive/confident about teaching PE and 16/18 confirmed that GetSet4PE was a very useful scheme.	Feedback from staff/children (July 24) Showed across years 2 to 6 that: Between 54-88% of pupils enjoy PE, 27-76% of pupils are aware of ‘Hands Learning’ in lessons 22-73% are aware of ‘Head Learning’ in lessons – lower percentages in Y5/6 1-56% are aware of ‘Heart Learning’ in lessons – again lower in Y5/6

<p>(C) To deepen staff knowledge and understanding of the scheme of work for PE – GetSet4PE.</p> <p>(D) To develop staff capability to support and teach swimming to impact on ability of children who can swim and meet national criteria by the end of Y6.</p> <p>(E) To develop staff capability to teach a greater range of sports/activities and to be given the opportunities to work alongside a</p>	<p>Spring 24. Linked to 'PE on a Page' document. Make HHH more visible to pupils in lessons so that it becomes familiar and the norm.</p> <p>Re-use of PE assessment sheet from Oct 23/Jan 24 – with main focus on pupil learning but also to feedback teacher CPD and other requirements. Decide on additional way of recording evidence – e.g. Floorbook/Powerpoint etc.</p> <p>DCCT Staff to deliver staff meeting or specific training according to CPD needs – Spring 23 – T.B.C. Not booked in this year.</p> <p>New staff/ECT's to be given additional input from PE Team.</p> <p>P.E. leads to monitor use of new curriculum map and progression of skills/ladders.</p> <p>Purchase scheme for the next 3 years with discount to ensure long-term commitment and to embed scheme in teaching of PE. Paid – 13/7/23 for 3 years. Next renewal – 14/7/2026</p> <p>IB/SF (completed course in Spring 23) to be teaching small groups of pupils, alongside teacher to develop swimming skills more quickly in Y5 groups.</p> <p>Further teachers and teaching assistants to attend swim teaching course during the year if required. Institute of Swimming (IoS) – Support Teacher of School Swimming – course title.</p> <p>From Autumn 2 – Premier Education coach to be employed each week on a Thursday. Coach focus:</p>	<p>£0</p> <p>£0</p> <p>£3750.00</p> <p>30 weeks</p> <p>(30 x £125/day)</p>	<p>2023-24 – Teachers following training to be even more confident with use of new scheme and use of skills ladders to assess PE skills at CTH.</p> <p>Audit of pupils to reflect clear learning intentions and continued enjoyment and positivity towards PE lessons and sport at Cherry Tree.</p> <p>Evidence from a sample (of GetSet4PE planning & Assessment and Evaluation sheet – June 23) demonstrated use of HHH approach with annotated notes by teachers and that Assessment sheet was straight forward to implement.</p> <p>Monitoring in 2024 demonstrates increased confidence and use.</p> <p>Teachers confidently using scheme and units to teach and assess P.E. skills. Pupils can articulate P.E. learning in lessons and to visitors.</p> <p>TA's able to assist group of swimmers to make more progress and become safe, proficient swimmers.</p> <p>IB and SF supported swimming alternately each week – because of 4 instructors they were able to support the more nervous swimmers but agreed they could do this confidently with the knowledge from the course.</p> <p>Lunchtime activity range improved on days Mondays/Wednesdays when coach was in. Particularly used on playground 2 with Y2 and Y3. Coach use</p>	<p>Responses indicate that H/H/H teaching and learning is taking place in lessons but more promotion – explicitly with clipboards and visual prompts needs to occur in 24-25 to embed this further.</p> <p>Also, respond to some very good suggestions from the children as to how to improve PE at CTH, e.g. more time in PE lessons, equipment available at break-times to practice skills, lines on the playground need improving and come to school in PE kits.</p> <p>Look at use of GetSet4PE assessment tools in new academic year.</p> <p>As pupil voice indicates above, H/H/H is being used regularly – next steps to discuss with teachers – how to help embed this and be very clear to the pupils on what each strand means.</p> <p>SF/IB to continue to support swimming both in Y5 and Y3 next year 24-25 when two year groups are swimming. SSP Funding will be used to pay for the extra swimming in Y3. SB to organize from Sept 24.</p> <p>Continue to buy in coaching resource from Premier Education next year to support/develop lunchtime activities with year groups where greatest</p>
---	---	--	--	---

coach and target small groups of children to help them develop their skills further.	(1)Provide a lunchtime activity to support physical activity on designated playground. (2)Teach/Team-Teach/Model PE lesson with teacher working alongside or allowing teacher to focus on certain pupils/groups. Using a lesson from year group planning or a one-off lesson from this list: Boccia, Curling, Frisbee, Handball, Lacrosse, Tchoukball. (3)Run after-school club for designated year groups/pupils.		in lessons began as an introduction to a different sport, e.g. Tchoukball but evolved into more focused interventions by the coach on small groups over a 2 week period. After-school clubs run this year: Aut 2 – Dodgeball Y4/5/6 Spr 1 – Football Y2 Spr 2 – Football Y3 Sum 1 – Tennis Y4 and Y5 Sum 2 – Athletics – Y1 & Y2 Due to demand and uptake the last 2 clubs offered 3 weeks to each year group to make it as accessible as possible.	need. Develop coach intervention use –with teachers identifying small groups of children to work on basic skills – running, jumping, throwing and other areas as agreed with the teacher. Run interventions over a 3-week duration/class to have meaningful impact. After-school clubs to once again be provided 'Free of charge' to parents/children – across the school year groups.
--	---	--	--	---

Key indicator 2: The engagement of all 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: 7 %
--	--

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:
(B) Set up – Cycle, Scoot, Walk to School challenge, recording system with rewards for whole school.	Promotion of healthy ways to come to and from school. Highlight this in line with supporting the climate and living healthy, active lifestyles. Rewards linked to Derby County trip for best class in Y1/2, Y3/4 and Y5/6. Sports Council to ask classes and discuss ideas to develop and promote this in school. Link to Big Walk and Wheel Initiative.	£0	Classes took part in the Big Walk and Wheel Initiative – 20-31 st March 2024. Classes recorded how they came to school on 1 day each week. Teachers raised awareness with children. In 2024 – Cherry Tree Hill recorded 2701 active journeys – compared to 687 in 2023. Our daily average – based on our best 5 days was 46% of our children taking active journeys to school.	Continue with annual involvement with Big Walk and Wheel initiative in 2024. Involve Sports Council, School and Class Councils to come up with ideas as to how this can be developed and active journeys to school can be encouraged further.
(C) All children to complete fitness baseline at the start and the end of the year, to encourage them to take up challenges, aim	Fitness tests to take place in October 23 and also Summer 24. Information to be sent out to classes November 23. Aims	£ 1,530	Average fitness measurements improve for 85% of pupils in Years 1-6 between Autumn and Summer.	Rewards – for fitness improvements needs to be booked early on in the

<p>to improve their fitness and that of their class-mates and enjoy feeling healthy.</p>	<p>promoted to classes to encourage further fitness as part of weekly PE lessons. Challenge/reward top 3 classes with the greatest improvement in fitness from January to June/July. Teachers to include a 5-10 minute run in their weekly PE lessons or at other times. Fitness element to be promoted again in Staff Meeting Booking to be made for all classes from Y6 to Y1.</p> <p>Reward activity to incentivize and raise the importance for most improved/greatest overall class to be booked Autumn 2 for Summer terms, e.g. Oxygen Trampoline park for an afternoon or morning session.</p>	<p>£42.50/ class For 18 x2 classes through Premier Education.</p> <p>£0</p>	<p>Fitness measures – baseline tests took place in October 23 and May 24. In the 2nd test – 83% of Y1s, 77% of Y2s, 83% of Y3s, 57% of Y4s, 69% of Y5s and 82% of Y6s completed the test fully. 75% school average completed fitness challenge of jogging/running for set time.</p> <p>School Council agreed at Meeting 1 – 24th November that a reward like this should be booked. Options for both the trampoline park, alternate sports venue were declined due to the cost for 3 classes. Sports Council also considered the option of most improved classes to choose a sporting option for a reward.</p>	<p>Autumn term and then clearly promoted to children and teachers. Link to early 'House Sports Competition' Cross-Country.</p> <p>Need to authorize and orchestrate this expenditure and initiative in Sept 24 in order to create full potential behind the Fitness Test initiative. Promote alongside the use of playground activities and use of the Cherry Tree 1km trail.</p>
<p>(D) Train pupils to be Mini Sports Leaders to increase physical activity levels of pupils across the school and develop Y6 pupil confidence and leadership skills.</p>	<p>JF to set up Y6 Mini-Leaders across all school playgrounds (lunchtimes) from Oct' 2023. Training to Y6 ML's to be delivered and ML rotas to start then. New Mini-Leader bibs to be used. Adjust rota/activities according to ML feedback in January 24.</p>	<p>£0</p>	<p>Mini-Leading has continued throughout the year on all playgrounds. Older children have engaged younger pupils in activities. 40/90 Y6 pupils carried out ML activities from Sept through to March. Then 36 Y6 pupils continued (some new) to run ML activities from April through to July 24 – many of these children are not regulars in school sports teams but are keen to develop their leadership and sports thinking skills.</p>	<p>Continue the successful ML scheme in 24-25 with the same training offered in Sept/Oct 25. Ask Y6 MLs from 23-24 for feedback on what works/what could be improved. Feed this into the new year 6 group in Sept.</p>
<p>(D) Mini-Leaders to promote and implement a termly calendar of Playground Challenges for Years 2 to 6. Enable children to practice basic running, jumping and throwing skills and be more active during lunchtimes.</p>	<p>Mini-Leaders to run playground challenges. Aim to set up – Spring 24. Consult with SGO/DCCT in Autumn 23 to create clearer plan for physical activity in the CTH school day.</p>	<p>£0</p>	<p>Playground challenges were not set up this year. Play Leaders (Adults) running a variety of games/activities, e.g. Tag Rugby, Rounders etc on a regular basis each lunch time.</p>	<p>Consult with Play Leaders as to the possibility of them running some 'Playground Challenges' in 24-25. Discuss with JB in Sept. Further consultation with SGO/DCCT.</p>

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				18 %
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:
(A) Implement consistent house competitions – x3 a year and publish results in school and on the website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports.	DB to introduce and publicise competitions – prioritise 3 or 4 competitions for Y1 to Y6, provide clear sport and organisational details to teachers to run competitions at the start of each term. 2023-24 Calendar: Autumn 2 – Cross Country Spring 2 – Netball/Handball Summer 2 – Beanbag/Tri-Golf Summer 2 – Athletics/Sports Day Sports Council to ask classes for feedback and ideas on these competitions or other suggestions – Autumn 23.	£ 500	All Y3, Y4, Y5 and Y6 pupils participated in Cross-Country competition this year and some in the Handball and House Throwing competition – decided by the Sports Council – Y6 Shot Put, Y5 Foam Javelin, Y4 Tennis Ball and Y3 Bean Bag throwing events. Children do respond enthusiastically to challenges and are able to transfer sports skills, teamwork, determination, resilience to different sports. Pupils can use skills and tactics learnt in lessons and also apply their thinking, emotional and physical learning across to different sports.	All those who attended inter-schools competition showed resilience and behaved well in these events. To ensure all children experience the House Sports Competitions – the 3 events have been confirmed in the school handbook ready for the new academic year 24-25. Aut – Cross-Country Spr – Netball/Handball/Football Sum – Throwing Events (Varied according to year group) Need to schedule these in and promote earlier on in the year – encourage Y1/Y2 to access.
(B) School noticeboard in prominent place used to display information and celebrate achievements in sport to raise the profile of PE and Sport to pupils, parents and visitors.	DB/JF to keep updating KS2 noticeboard in Sunny Grove corridor – with focus on HHH learning and skills but also include information on forthcoming competitions and sports reports. Also promote and recognise those on the Sports Council.	£ 0	Pupils are more able to explain, describe and understand their learning in P.E. lessons, e.g. Head, Heart, Hands - clearly displayed, along with team certificates from DCCT events and festivals and events (House & DCCT) to come.	Need to rethink combination of noticeboard, website, school app, sports newsletters in 24-25 to ensure effective and visible promotion of sports and PE at Cherry Tree Hill is really effective.

<p>(C) Page on the school website dedicated to sports and display sports reports, photos, and future events. AND Dedicated section of the newsletter used to raise the profile of sport.</p>	<p>Revised website pages, continually updated every 2 months. DB/JF/LR to collect/collate reports, information etc from colleagues. DB to publish Sports Council newsletter on the website and forward to PA and office to go out on School App. Autumn 2, Spring 2 and Summer 2 editions.</p>	<p>£0</p>	<p>Information has been provided on House Sports Competitions, DCCT festivals, competitions, sports teams and clubs. Sports Council newsletter provided information on DCCT events and international sporting events and included reports on events that CTH attended following interviews with children who attended and their advice for children who might attend in the future.</p>	<p>Publicity of sports activities and experiences promoted and visible to school community. Regular sports report could go out on School App on a monthly/bi-monthly basis to make our sporting endeavours more visible. Website page, probably not accessed very often.</p>
<p>(D) Develop Sports Council to play a more active role in our sports provision by promoting a pupil voice, holding a fundraising event, creating a termly newsletter and reporting on some competitions and events.</p>	<p>Sports Council to take more active role in school this year and take ideas from and feedback to classes. (DB). Elections in October 23. Carry out pupil survey in Autumn 23 to ask children about house competitions, a fundraising event, how to promote fitness and active travel to school. Report on sports events and create a termly newsletter.</p>	<p>(Including new badges x10 = £10.70) & Folders for Sports Councillors £ 10.99 X25 A4</p>	<p>Classes aware of their Sports Council representative and pupils aware of what activities the sports council does in school. Newsletter produced on a termly basis, X2 produced this year. Sports Council visible on KS2 noticeboard and contributed to decisions on which house sports competitions, after-school clubs, fundraising initiative £115 raised for Upbeat Communities Charity, a pupil voice survey, ideas to ensure equal curriculum access for boys and girls and how to improve PE and lunchtime activities at CTH</p>	<p>PE Lead to continue with Sports Council in same version this year. Dates for meetings need to be planned more in advance and councillors to be more active in creating the newsletters.</p>
<p>(E) To affiliate with Derby County Community Trust as a core school, to use their expertise to enhance PESSPA across the school.</p>	<p>To use colleagues at DCCT as a point of contact for queries, issues, advice and assistance. Seek to use DCCT expertise beyond courses and competitions to enhance PESSPA at Cherry Tree Hill. Arrange meeting with JS in Autumn term to carry out health check and review. Follow this with 1 or 2 clear actions to develop what we do. Continue affiliation in 23-24 – to provide wide range of sporting festivals etc.</p>	<p>£ 1750 (Core Affiliation 2023-24)</p>	<p>Regular contact with DCCT is used to support PE Leads decision making this year. JS met with LR, DB and JF in the Autumn term to discuss our PE provision, extra-curricular, physical activity offer and our Sports Mark areas to improve. JS confident that we could achieve the 'Gold' Sports Mark this year. Confirmed 11/7/24 that Cherry Tree Hill has been awarded the 'Gold' Sports Mark.</p>	<p>Look at other courses/training/packages to buy into for 24-25 using DCCT. E.g. greater opportunities for KS1 and EYFS. Reinforce initiatives and provision this year based on 'Gold Award' achieved this year.</p>

<p>(G) To refresh and develop the provision and resourcing of gymnastics equipment in KS2 and across the school with a focus on raising the quality of teaching, engagement of the children and improving the balance, agility, co-ordination and strength of pupils through using the improved resources.</p> <p>Plan for gymnastics club to continue in Y5/6 in build up to gymnastics competition. Look to offer gymnastics club for Y3/4/5 pupils in order to develop popularity and readiness.</p> <p>Organize SG hall and positioning of equipment.</p> <p>(H) To improve the outdoor playground opportunities for KS1 pupils in order to encourage, guide and facilitate pupils in a wider range of playground activities and more physically active play.</p> <p>(I) To improve playground markings and courts on playground 3 and 4.</p>	<p>To raise provision and profile through participation in sports festivals, use DDCT staff to deliver elements of staff meetings/Inset days and access other initiatives, e.g. health, leadership and coaching.</p> <p>Closely linked to providing quality CPD in the use of all the gymnastics equipment, Set up time and place to demonstrate gymnastic equipment and photograph for display on walls/equipment in situ to assist children and teachers in use of such. Autumn 23.</p> <p>Promotion on developing core strength, balance, co-ordination.</p> <p>KS2 purchases to include improvement of organisation, storage racks, additional mats and access to equipment to support use in lessons.</p> <p>Look to create display to highlight key gymnastics skills, movements and exercises for strength.</p> <p>Purchase of outdoor traversing panels for Y1 playground, to be fixed to existing wall to promote strength, co-ordination and an alternative activity.</p> <p>Install new Netball posts to make these a permanent fixture on playground 3.</p>	<p>£319.96 (X4 mats)</p> <p>This amount included in costing in 1(A) - £777.56</p> <p>£ 0</p> <p>£0</p> <p>£1500</p>	<p>INTENDED IMPACT: Post installation, pupils should be more enthusiastic and motivated to participate in gymnastics lessons and be excited to use and develop their skills using the new apparatus and equipment.</p> <p>KS2 focus on improved climbing, jumping, rolling, balancing and strengthening.</p> <p>Trolley for foam/climbing apparatus installed in Lime Grove Hall.</p> <p>Purchase of organisation equipment for KS2 – Sunny Grove Hall – not happened this year.</p> <p>Pupils more engaged in physical activity during break and lunchtimes. Play Leaders/Teachers on duty notice more focused play and fewer problems. Also, Pupils motivated to use targets and see sport, physical activity as fun.</p> <p>Netball ground sockets installed in Summer 24.</p>	<p>Put this as a priority for Autumn 24 – to organise/make gymnastics equipment more accessible and easier to use in KS2 – Sunny Grove Hall.</p> <p>Photographs of KS1/EYFS gymnastics equipment to be in place ready for Sept 24.</p> <p>Use of Premier Education coach has had a positive impact on playground 1 where equipment is limited. This needs to be a priority for 24-25. To purchase equipment for playground 1.</p> <p>New posts will provide a better court for the school netball team and also playtime activities.</p>
---	---	---	---	--

Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation: 42 %
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:
(A) Taster days in school to expose children to new sports. E.g. archery, fencing, climbing walls, Frisbee golf. Provide opportunities to try different activities & motivate children who are less enthused by traditional sports.	DB to book taster sports through Premier Education as planned per last year. Each year group will experience a new sport as they move up through the school. Taster sports to be booked for May/June 2024 – Y6 Fencing, Y5 Volleyball, Y4 Archery, Y3 Goalball, Y2 Tri-Golf & Y1 Boccia.	£1,360 £170 x 6 days + Nursery and Reception classes £340	Sports motivate and engage all pupils to participate and enjoy activity and try something new. Successfully implemented again this year, now about the 6 th year in a row, pupils willing and able to take on new challenges, learn about new sports skills and exposed to a greater variety of physical activity. Our children are proving to be very enthusiastic to take on opportunities to participate/compete in sports against other schools.	Children in Y6 have now enjoyed 6 different taster sports in their time at Cherry Tree Hill Primary School. Taster Sports initiative to continue next year with same range of sports as per previous years but to include Nursery and Reception classes – introducing them to external coaches in fundamental activity sports sessions. To be booked again for 24-25.
(B) To develop balance/learn to ride/cycling skills across the whole-school by putting in place a scheme that develops these on an annual basis from Y1 through Y4 and to Y5.	DB to book Bikeability with Cycle Derby to deliver: Year 5 + any Y6s – Additional level 1 courses and non-riders – Spring 24. Year 5 – level 2 courses – Spring 24. Year 4 – level 1 and non-riders Spring & Summer. CT to book Year 1 – Balanceability course – Spring 24.	£200 (Bike Hire) £480 (Y1 Balanceability Course) X 3 Half-Days	Outcomes for this year: 80% (70/88 pupils) from Y5 completed level 2 competence – riding safely on the roads. 91% (77/85 pupils) from Y4 completed level 1 Bikeability course. 100% of Y1 pupils completed Balanceability sessions.	Book Y1, Y4 and Y5 Bikeability and Balanceability courses again next year. Develop offer by booking a Cyclo-Cross experience for Y5/6 and or an after-school cycling club through Cycle Derby in 24-25.

<p>(D) Book a range of competitions for different pupils to enjoy participating in throughout the year. To motivate different groups of pupils from different year groups.</p> <p>To book more PLUS events to support and aid transition for identified groups of children.</p> <p>Promote sporting culture and fair play among pupils and encourage participation in different sports.</p>	<p>Maintain registers of children and achievements. Report achievements on website. Look at booking Cyclo-Cross events through DCCT or bringing in an external provider to host at CTH.</p> <p>To book a range of competitions and festivals for the academic year 2023-24 to provide opportunities for children from all year groups to participate and involve various teachers/staff taking the lead at these events.</p> <p>DB/LR/JF to book range of events. Autumn term events booked: KS1 Fundamentals, KS2 Cross-Country, Y3 MegaFest Invasion Games, Y6 Cyclo-Cross, KS2 Boccia, Y4 Dodgeball, U11 Boys EFL Football Cup.</p> <p>JH/TS to set up Friday/Wednesday Football lunchtime club for boys and girls and use the Derby and District School's 7-a-side Football competitions to motivate pupils.</p> <p>League entry fee to be paid – Derby and District Schools Football Association.</p>	<p>£ Included in Schools Affiliation package (See 3(F).</p> <p>£1,100 6 x Coach hire & £990 18 x £55 Mini-Bus & Taxi Hire + £170 + £240</p> <p>19 Events during the day – £200 (Supply Cover) x 19 £ 3800 5 events after-school, cover to allow staff to leave early £120 x 5 £600</p> <p>£25</p>	<p>Registers of achievements being logged each year.</p> <p>More pupils including SEN, different year groups, boys and girls experience festivals and competitions against other schools. Compared to 22-23 – the number of events entered has almost been doubled and a greater number of children across the year groups have experienced a competition or festival.</p> <p>School has entered 4 or 5 different competitions/festivals from 22-23, e.g. Cyclo-Cross, Boccia. Other events attended: KS1 Fundamentals, KS2 Cross-Country, Y3 Invasion Mega Fest, Y4 Dodgeball, Y3 All Star Cricket, Y5 Alternative Sport Fest, Y6 Sportshall Athletics, Y5&6 Dynamo Cricket, Y2 Sportshall Athletics, Y5&Y6 Mini Basketball, Bee Netball Y5&6, Y5/6 Gymnastics, Y1 Shooting Stars, KS2 Boccia Finals (County Champions), Y4 Olympic Festival, Y4 Celebration of Dance, Y5 Primary Track & Field, Y5/6 Women's Euros Festival, Y5/6 Rounders,</p> <p>Both girls and boys Y6 football teams have a similar profile across the school – EFL U11s Cup (Boys), PLPS U11s Cup (Girls). Both girls' and boy's teams competed in Derby City leagues with the boys' team winning their league and the local cup final.</p>	<p>Affiliation applied for in July 24 for the 24-25 year to continue link and access the range of events offered by DCCT.</p> <p>Continue to enter a variety of Plus, Inspire and Achieve events in 24-25 – that provide opportunities for groups of children in each year group to access different sports. Aim to access at least 3 Plus events.</p> <p>At least 23 members of staff supported and lead the trips to these events. Plans to continue this wide involvement of staff to share workload and provide sporting CPD at the same time.</p> <p>Continue to offer the same equal access to football – e.g. lunchtime clubs, league and cup competitions in Y6 for both boys and girls.</p>
---	--	---	--	--

<p>(E) To support Y6 transition through additional challenge and outdoor and adventurous activities.</p>	<p>Continue with Netball after-school club and enter a league competition this year. Look to join Netball league in addition to Girls' and Boys' football leagues.</p> <p>Aim to provide more after-school or lunchtime clubs for gymnastics, netball, football, possibly rugby to allow Y5/6 pupils to develop skills in readiness for competitions.</p> <p>Book again, activities such as archery tag, Tchoukball for Y6 pupils not attending residential but also for transition weeks.</p>	<p>£ Included in cost – see 1 (E)</p> <p>£97.50</p>	<p>Netball club ran again in the Summer term and a school Netball team was entered into the local school's league.</p> <p>After-school clubs run this year: Aut 2 – Dodgeball Y4/5/6 Spr 1 – Football Y2 Spr 2 – Football Y3 Sum 1 – Tennis Y4 and Y5 Sum 2 – Athletics – Y1 & Y2 Due to demand and uptake the last 2 clubs offered 3 weeks to each year group to make it as accessible as possible.</p> <p>Nerf Wars, Archery Tag and Inflatable football dartboard brought in by Premier Education coaches during Y6 residential week on morning of Thursday 13th June. Y6 pupils thoroughly engaged by activities provided, worked together to score, attack and defend and work active for the whole of the morning.</p>	<p>Enter Netball league again in 24-25 to build on this year's start.</p> <p>After-school clubs to once again be provided 'Free of charge' to parents/children – across the school year groups.</p> <p>Book again as a suitable alternative OAA offering in 24-25 for those Y6's not attending the residential.</p>
--	--	--	--	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				See Above % part of KI 3 and KI 4
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:
(A) Termly House competitions occur and information is published on the school website to raise the profile of sport. Promote sporting culture and fair play among pupils and encourage participation in different sports. (As per Key Indicator 3 – point A)	Provide Key Stage 1 pupils with their first experience of taking part in a school sport competition	£ As above	See above	(As per Key Indicator 3 – point A)
(B) Book a range of competitions for different pupils to take part in and represent their school. (As per Key Indicator 4 – point D)	See above.	£ Included in Schools Affiliation package.	See above	(As per Key Indicator 4 – point D)
(C) Enter additional competitive sports competitions where and when suitable, to provide further challenge to some pupils but also aid transition for others.	Odyssey Collaborative Trust – Y6 – Athletics event – 30 Y6’s took part on Thursday 27 th of June 24, hosted by Cherry Tree Hill Primary School and finished in 2 nd place overall (2 years in a row!).	£0	Compared to 22-23 – the number of events entered has almost been doubled and a greater number of children across the year groups have experienced a competition or festival.	(As per Key Indicator 4 – point D)

Signed off by	
Head Teacher:	<i>P.Appleton</i>
Date:	<i>July 2024</i>
Subject Leader:	<i>D.Banks & L.Randall</i>
Date:	<i>July 2024</i>
Governor:	<i>J.Christie</i>
Date:	<i>July 2024</i>