



ICP - PE and Sport Premium Plan - 2024/25



Eligibility for Funding:

The government has provided additional funding to improve the provision of physical education (PE) and sport in primary schools. This funding is provided jointly by the Departments for Education; Health; and Culture, Media and Sport. It is calculated by reference to the number of primary-aged pupils (in Years 1 to 6), as recorded in the annual schools' census.

Purpose of Funding:

Schools must spend the funding on improving the quality and breadth of the PE and sport activities they offer, so that all pupils develop healthy lifestyles and reach the performance levels they are capable of. Schools are free to choose the best way of using the money.

Accountability:

Since September 2013, schools have been held to account over how they spend their additional funding. Ofsted have strengthened the coverage of PE and sport within the 'Inspectors Handbook' and supporting guidance, so that both schools and inspectors know how PE and sport is assessed as part of the school's overall provision.

Physical Education and Sport at Ironville and Codnor Park Primary School:

PE and sport develops our children's knowledge and skills, so that they can perform with increasing competence and confidence in a range of physical activities. These areas of the curriculum develop an understanding in children of their bodies in action and promote positive attitudes towards health and wellbeing. This enables children to make informed choices about physical activity throughout their lives.

Ironville and Codnor Park Primary School's Aims for PE and Sport:

- To develop a whole school approach to the teaching of PE and sport
- To make PE and sport enjoyable and accessible for all
- To embed the physical literacy, emotional and thinking skills needed to succeed in PE and sport, with its benefits across the whole curriculum
- To improve standards of achievement in PE and sport
- To promote physical exercise and healthy lifestyle choices





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As a member of SHINE Multi Academy Trust, we share a common goal for the PE and Sport Premium; one in which all pupils leave our school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle, with lifelong participation in physical activity and sport.

Ironville and Codnor Park Primary School Funding Allocation:

Total number of pupils on roll	132 (134 when twins start)
Number of pupils eligible for funding <i>Allocations for the academic year 2024/25 are calculated using the number of pupils in Years 1 to 6 (as recorded on the January 2024 school census)</i>	112
Lump sum funding	£16,000
Additional amount of funding received per pupil	£1,120
Total amount of funding received <i>7/12 of funding allocation on November 2024 5/12 of funding allocation on May 2025</i>	£17,120

National Curriculum Requirements for Swimming and Water Safety:

Current Year 6 cohort who can swim competently, confidently and proficiently over a distance of at least 25m:	6/13 46%	
Current Year 6 cohort who can use a range of strokes effectively :	1/13 7.69%	
Current Year 6 cohort who can perform safe self-rescue in different water-based situations:	1	7.69%





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KPI 1) Engagement of all pupils in regular physical activity	a) Play Leader and Midday supervisors to have the lunch time CPD	£100	- Play Leader and Midday Supervisor end of year questionnaire -Pupils end of year survey	These pupils' health and wellbeing increases as a result of being less sedentary/more physically active during this identified time of day.	Targeted pupils are provided with knowledge about games and activities they can play, which keep them active, both in and out of school time.
	Evaluation:	All midday staff have had CPD and they are using the CPD during lunch time. Feedback says that all staff are happy with the way lunch time is now running after the CPD and time table structure.			
	b) All pupils to take part in National Fitness Day 2024 (Danceathon)	Free	- Photographs on school website	Pupils are more aware of the importance of leading a healthier lifestyle through being physically active thus are motivated to improve their own fitness levels.	Increased physical activity levels help pupils lead healthier, active lifestyles both in and out of school.
	Evaluation:	All classes participated in National Fitness Day and all classes were timetabled in to engage with the activity. Through this, PE and PSHE, children have been taught and are aware about healthy eating, why we need a healthy lifestyle and why we need to stay active.			
	c) Y4/5 Mini Leaders to run physical activities and games for all pupils during lunch times.	Free	-Feedback from mini leaders -Feedback from pupils taking part in lunch time activities	Physical activity levels during lunch time is improved through directed play/games.	Increased physical activity levels help pupils lead healthier, active lifestyles both in and out of school.
	Evaluation:	82% of Mini leaders say that they enjoy being a mini leader. All mini leaders said that children enjoy engaging in mini-leaders activities, doing lots of different games and teaching the school other games.			
	d) Children to engage with the Tuesday Trot, achieving 16 laps (1 mile)	£50 for stickers for each mile achieved.	- Feedback from children - Tuesday Trot stickers and tally will show how many children have engaged	These pupils' health and wellbeing increases as a result of being less sedentary/more physically active during this identified time of day.	Increased physical activity levels help pupils lead healthier, active lifestyles both in and out of school.
	Evaluation:	KS1 and KS2 engage with Tuesday Trot. Children like to collect the beads and earn their sticker for the 1 mile that they run. Staff encourage children to participate.			
e) Play Leader to enhance lunch time provision by replenishing equipment	£200	- Feedback from Play Leader and Midday Supervisors - Child's voice	These pupils' health and wellbeing increases as a result of being less sedentary/more physically active during this identified time of day.	Targeted pupils are provided with knowledge about games and activities they can play,	





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					which keep them active, both in and out of school time.
	Evaluation:	After the mid-day CPD, new resources were purchased so the games could be played. Middays said that this has helped at lunch times with engaging the children in participating in games and sports.			
	f) PE Subject Lead to enhance PE provision by replenishing equipment	£1237	<ul style="list-style-type: none"> - Feedback from staff - Child's voice - Photographs on school website 	New equipment can offer a wider range of activities and skill development opportunities. Students can learn new sports, improve their coordination, and develop essential physical literacy skills.	By providing a wider range of activities, promoting engagement, and fostering a love for sports, new equipment can enhance the overall PE experience. Investing in high-quality, and promote active lifestyles.
	Evaluation:	PE resources are replenished and are stored in the PE cupboard and are clearly labelled. Children said that they enjoy having the new resources.			





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KPI 2) Profile of PESSPA being raised across the school as a tool for whole-school improvement	a) Achieve the Youth Sport Trust's Gold Quality Mark as a result of the school's self-assessment against key Ofsted criteria and a case study submission.	£210 * for YST membership, including access to the QM and case study validation	- Accredited as a YST Quality Mark Gold school. - Detailed feedback from our YST Development Manager (Katy Rogers).	External recognition of the embedded PESSPA provision that ICP has in place, and the wider impact this has on school improvement, is provided.	The Gold validation report provides areas for development/signposting, resulting in a process of continuous improvement in all areas of PESSPA.	
	Evaluation:	SHINE Trust has not subscribed this.				
	b) Promote the participation and success of children in PE and sports events, as part of weekly assemblies.	Free	- Photographs from assemblies and award presentations - Certificates from participation in AVSSP events	PE and sport successes are celebrated regularly with the whole school, leading to increased levels of confidence and motivation in the children.	Continued organisation of celebration events leads to even greater numbers of pupils developing confidence and motivation.	
	Evaluation:	We have the wall of fame, PE Board and website that showcases the achievements and participation of events. Children are recognised and awards are given out during Friday's celebration assemblies. https://www.ironvillecodnorpark.derbyshire.sch.uk/sports-competitions/				
	c) Maintain the Gold School Games Mark by meeting all of the 2024/25 criteria, as well as completing the Inclusive Health Check tool and Active School Planner.	Free	- Re-accredited at School Games Mark Gold award level. - Verification and development comments from our SGO.	Reward and recognition of ICP's engagement (provision and uptake) in the School Games against a national benchmark and celebration of keeping young people active.	Development comments and the Platinum criteria used as tool to further the school's sport and physical activity provision and uptake in future years.	
	Evaluation:	Gold Award Achieved				
d) Achieve the silver inclusion game mark with School Games Mark as a result of a successful application/self-review process.	(included in cost in 2a)	- Accredited as a YST Quality Mark 'Silver' school - Comments from the action plan generated post application/ self-review process	External validation of the high-quality PESSPA provision that ICP has in place, and the wider impact this is having on school improvement, is provided.	The action plan also provides areas for development and signposting, resulting in a cycle of continuous improvement.		
Evaluation:	Silver award achieved					





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KPI 3) Increased confidence, knowledge and skills of all staff in teaching PE and sport	a) Continue to provide an Amber Valley SSP specialist to team teach PE alongside class teachers.	£6903	- Teacher subject knowledge audits	Teacher's confidence and competence in delivering PE continues to improve, meaning all pupils experience high-quality lessons on a regular basis.	Teachers are able to teach high quality PE independently/without needing the support of the specialist teacher.	
	Evaluation:	Staff have engaged within CPD through observing and engaging with the PE coach during lessons. 86% of staff feel more confident in teaching PE.				
	b) Continue to provide an Amber Valley SSP specialist to team teach PE alongside class the higher-level teaching assistants.	£5055	- HLTA and TA subject knowledge audit	HLTA's confidence and competence in delivering PE continues to improve, meaning all pupils experience high-quality lessons on a regular basis.	HLTAs are able to teach high quality PE independently/without needing the support of the specialist teacher.	
	Evaluation:	Staff have engaged within CPD through observing and engaging with the PE coach during lessons. 91% of staff feel more confident in teaching PE.				
	c) Attend Active AVSSP PE Conference.	Cost covered as part of 4a. £400: Cover for PE Subject Leader x2 conferences	Course evaluation completed by attendees detailing the impact of the conference and future developments to be implemented	Information obtained positively influences future development plans of PE. Information and future development plans are communicated to other teachers/staff	Several elements relevant to ICP will be reviewed, adapted and implemented to improve the future quality and provision of PE and school sports	
Evaluation:	PE subject leader has created an action plan to inform good practice within school. Long term plan shows progression and PE lead has shared information with other subject leaders about 60 minutes of physical activity and planning how we can implement this into other subjects. Subject lead aware of new competitions for 2025/ 2026.					





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KPI 4) Broader experience of a range of sports and activities offered to all pupils	a) Continue with Amber Valley SSP Affiliation to ensure quality enrichment in PE and School Sport.	£1000	- Long-term plans/mapping documents - End of year pupil survey	Pupils across the school are provided with opportunities to try new and different activities/sports, in particular: archery and fencing.	These experiences inspire the pupils to find and pursue activities/sports of interest to them, additional to school's provision.	
	Evaluation:	As a school, we have worked with AVSSP to plan the PE curriculum, reviewing the LTP for next year.				
	b) Provide at least two after school clubs every week (in a range of traditional and non-traditional sports).	Costs covered as part of 3a/3b	- After school sport club registers	High numbers of pupils in each year group/class are able to access one or more clubs, helping them extend their learning from curriculum-based lessons.	These extra-curricular opportunities encourage the pupils to participate in sport away from school, including through community clubs.	
	Evaluation:	High take up for afterschool PE. However, towards the end of Spring Term 2 and Summer term, take up has declined. After discussion with the children who attend the clubs, majority of children said that they enjoyed coming and being involved and have learnt new skills and knowledge with some children wanting to pursue activities further such as football teams, gymnastics outside of school.				
	c) KS2 children to take part in Bikeability training provided by First Grade Sports LTD.	Cost covered as part of 4a	-Feedback survey from pupils involved focusing on the enjoyment and effectiveness of the sessions -Photographs/comments on school website	Bikeability sessions give pupils the confidence and competence to cycle on roads safely and engage in active travel.	More pupils engage in active travel on a regular basis. Pupils cycle amounts increased out of school time.	
	Evaluation:	After a discussion with the children, all children said they feel more confident using bikes and cycling on the paths and the road.				
	d) PE coaches that teach PE to carry out physical literacy with identified groups of children	Costs covered as part of 3a/3b	- Amber Valley coaches feedback -Pupils end of year survey	Children will develop physical skills, coordination, participation, cognitive skills.	Targeted children are provided with support to increase their physical activity, cognitive skills and mental wellness.	
Evaluation:	PE coach feedback states that the children have had a positive impact from engaging with physical literacy. Children have said that they have better co-ordination and that it has helped them get better at sports.					





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KPI 5) Increased participation in competitive sport	a) At lunchtimes, have the Amber Valley SSP specialist work with targeted groups to engage them in a variety of sports.	Costs covered as part of 3a/3b	<ul style="list-style-type: none"> - Feedback from the school's AVSSP specialist - End of year interviews with a sample of these pupils 	These pupils become better equipped to compete in intra and inter school events, not just in terms of ability, but also in terms of teamwork and resilience.	Targeted pupils are more willing and able to take part in future sports competitions, this year and beyond.
	Evaluation:	Due to funding, this only happens twice a week when the PE coach is in school.			
	b) Enter at least 18 of inter-school sports competitions offered by Amber Valley SSP this year.	Costs covered as part of 4a and 5c	<ul style="list-style-type: none"> - Records of pupil participation - Gold School Games Mark - Photographs in weekly newsletter and/or on school website 	Entering these events provides greater opportunity for pupils to apply their sporting knowledge and skills in a competitive environment.	Pupils gain confidence from performing in such events, leading to engagement with external sports provision.
	Evaluation:	School have only engaged with 15 competitions.			
	c) Offer additional hours to a TA for transport to/ attendance at after school sports competitions.	£2065 – cover additional hours and petrol	<ul style="list-style-type: none"> - Records of pupil participation - Gold School Games Mark - Photographs in weekly newsletter and/or on school website 	More pupils are able to attend AVSSP events, therefore providing a diverse range of the school population with chance to compete in inter- school sports.	Greater numbers of pupils have positive experiences of competition, thus continue to want to participate in sport.
Evaluation:	Staff have been able to take the children to the events. More children have been to events and a range of different children have been to the events.				

