



BeDifferent
Federation



THE FEDERATION OF LONESOME, SINGLEGATE AND WILLIAM MORRIS PRIMARY SCHOOL

The impact of our Sports Premium

2023-2024

At the BeDifferent Federation we aim to develop a positive attitude to all aspects of physical activity. We recognise the value of being active, when a period of lockdown and ongoing disruption due to isolation has prevented many children from being as physically engaged as they should be. We also recognise the benefits of being physically active in support of the mental health and wellbeing of all. Each half term, Mental Fitness themes are planned to support the emotional and mental wellbeing of all children and staff. Our themes have included:

Autumn 1: Mental Fitness: **Regulation Station!**

Autumn 2: Mental Fitness: **Friend or Foe**

Spring 1: Mental Fitness: **When the Going gets Tough, the Tough get Going**

Spring 2: Mental Fitness: **Inside Out**

Summer 2: Mental Fitness: **Eat, move, sleep, repeat**

We benefit from specialist PE and gymnastic coaches as part of the wider staff team. We work together with the Merton School Sports Partnership to support the planning and delivery of physical education sessions that promote a focus on the physical wellbeing and fitness of all children. Specialist training is provided through staff professional development to allow opportunities for our staff to improve their knowledge and understanding of key elements of physical fitness.

We have been able to re-establish our extensive range of 'physical' extra-curricular activities and have scheduled a number of borough-wide sporting competitions to allow our children to be competitive.



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Our vision

At the BeDifferent Federation we aim to educate and motivate staff, families and children about the benefits of being active. We would like all children to enjoy physical activity as part of everyday life. We would like to find a sport for every child, developing everyone's interests in a range of sports and physical activities.

We want to involve the local community (and beyond) to 'GET FIT' with us.

We aim to:

Improve the quality of learning and teaching in Physical Activity

- Involve and motivate all staff in being involved in fitness and sport
- Delivering PE staff training through the range of specialists visiting the school and the School Sports Partnership
- Involvement of sports specialists to teach the children and support the staff

Establish a termly programme of sports focussed extra-curricular activities provided by staff, as well as external providers

Provide all children and staff with a personalised PE t-shirt to be worn for physical activity and competitions

Provide additional specialist sporting experiences for our Gifted Children

Provide coaching for children through the Young Leaders programme

Enter teams in a wide range of school sports competitions

Run a Mile at least three times a week

Create Federated competitive opportunities

Develop an annual programme of wellbeing activities and events

Deliver an exciting and memorable Federated Sports Day at Sutton Arena involving the whole community

Involve the staff in a range of physical fitness and well-being sessions and fundraising running races





Swimming sessions are planned for identified year groups each year, including top up sessions for Year 6. These sessions are subsidised by Sports Premium funding

Primary School Sports Premium Funding

The Government is providing funding of £150 million per annum to improve the provision of physical education and sport in Primary Schools.

How we will be spending the Sports funding and who will benefit?

All children will benefit regardless of age or sporting ability

The most-able children will be given the opportunity to compete in a range of sporting tournaments

Staff will have access to training opportunities and continued professional development

Families and children together will become more involved in a range of sporting and well-being themed events

	William Morris	Singlegate	Lonesome
Sport funding income	£18,320	£21,220	£18,730
Expenditure			
Merton School Sports Partnership	£2,225	£2,225	£2,225
PE Leadership costing	£6,000	£6,000	£6,000
PE lead training	£1,200	£1,200	£1,200
PE Equipment	£2,000	£2,640	£2,445
PE kits (personalised t-shirts)	£895	£1,155	£860
Swimming Pools and Sports centres	£6,000	£8,000	£6,000



2022-2023 Action Plan Review

Activity/Action	Impact How have we achieved this?
To review and share our vision for supporting and improving our community's mental health and wellbeing	<ul style="list-style-type: none"> -A strategic annual programme supports our innovative curriculum -Mental Fitness themed days planned across the year are evidencing the teaching and learning strategies that support improved mental health -Children's engagement in Mental Fitness themed days and their progression in strategies learned as they move through the school
To prioritise professional learning and staff development on emotional wellbeing and mental health	<ul style="list-style-type: none"> -Professional development relating to Physical Education and Mental Fitness is planned across the academic year for all staff -PE subject leads and Mental Health subject leads attend professional development training to support them in developing a plan for staff development 'in-house' that raises the profile of the teaching of PE and its impact on our wellbeing -Staff are able to confidently identify when someone presents with signs of emotional distress and are able to provide a range of strategies to support them
To encourage our BeDifferent community to talk openly about their own mental health and wellbeing	<ul style="list-style-type: none"> -Wellbeing Mentors have been appointed in each school – they provide opportunities for staff to 'check in', as well as a safe space to share and find coping strategies when they are showing signs of emotional or mental distress and require support -Wellbeing Mentors attend Senior Leadership Team meetings and de-briefing sessions together to share any feedback from staff and any strategies that may be needed for support -Children are effectively using the Regulation Stations within school to support their own emotional and mental wellbeing. Children are better able to identify when they may need to regulate themselves and as then able to return to their learning -Children know who they can talk to when they need support -Families are signposted to appropriate support as required and our Family Support Workers are providing crucial support tools for families and children
To educate staff, families and children about how to manage our own mental health and well-being through being physically active	<ul style="list-style-type: none"> -Effective PE lessons support the children's coordination, endurance, power, speed and flexibility -Improved confidence, self-esteem, fitness, positive mindset, academic progress and participation in physical extra-curricular activities



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	<ul style="list-style-type: none"> -A range of staff professional development has been completed by staff across the Federation to develop their confidence in delivering PE sessions that are engaging, progressive and build on the children's physical fitness and understanding -PE learning walks have evidenced the improved PE teaching across the Federation and application of skills
To plan a range of BeDifferent Federated and intra school competitions	<ul style="list-style-type: none"> -Schools in the Federation continue to take part in Borough-wide competitions and sports events, working alongside MSSP and other sporting partners to build children's sportsmanship and a sense of 'competition'. We are now seeing that more of our teams are returning from events having placed in these competitions. Our children are also regularly awarded the REFspect award -Federated competitions are planned half termly with children from different year groups to encourage collaborative learning and also competition. Events have included rounders, cross-country, athletics and dodgeball -Children are competing at a high standard in all events
To be accredited with the Wellbeing Award	<ul style="list-style-type: none"> -Singlegate achieved the Wellbeing Award in 2022 -William Morris achieved the Wellbeing Award in 2023 -The wider community is engaged in supporting the mental wellbeing and fitness of our children, families and staff -Provisions and interventions are tailored to meet the needs of our children in supporting their emotional wellbeing and self-regulation
To achieve our Gold accredited School Travel Plan	<ul style="list-style-type: none"> -Both Singlegate and William Morris are accredited with the Gold School Travel Plan Award -Lonesome is accredited with the Silver School Travel Plan Award -A range of opportunities are planned across the year to promote active and sustainable travel -Junior Travel Ambassadors are appointed each autumn to deliver assemblies, run competitions and raise the profile of sustainable travel in our school community
Children in EYFS accessing 120 minutes per day of physical activity	<ul style="list-style-type: none"> -Our youngest children are engaging in physical play opportunities, with continuous access to the outside play space -An increase in children's fine and gross motor skills -Staff are utilising the MSSP Early Years scheme of work to support the teaching of the PE curriculum and to develop the children's skills across the week



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Key Priorities for 2023-2024

Action/ Priority	Impact	Performance Indicators	Cost
To continue to educate staff, families and children about how to manage our own mental health and well-being through being physically active	<p>A Mental Fitness programme is planned for the whole school community to include: Football Tennis Gymnastics Daily miles Movement breaks Yoga</p> <p>Effective PE lessons are supporting the children's coordination, endurance, power, speed and flexibility</p> <p>PE learning walks are evidencing the improved teaching and application of skills</p>	<p>An improvement in children's and staff's: Fitness Confidence/self-esteem and positive mindset Academic progress Participation in sporting extra-curricular activities</p> <p>Staff attendance and performance</p> <p>Weekly PE lessons are having an impact on children's engagement in the classroom</p> <p>Each school in the Federation shows competition success when taking part in Borough competitions</p>	<p>Staff CPD training including PE leaders training to support staff confidence in planning and leading PE lessons for all children</p> <p>Work with MSSP to support staff planning and delivery of PE lessons</p> <p>PE leader workshops</p> <p>PE training for newly qualified teachers</p>
To plan a range of BeDifferent Federated, intra school competitions	<p>A winning school is awarded the Sports Day trophy</p> <p>The children are enjoying the Federated competitive experiences-children have the opportunity to develop and apply the skills that they have learned</p>	<p>The BeDifferent Federated wider community enjoy a balance of individual/ team races and field events</p> <p>BeDifferent Federated sports competitions are planned to include: multi skills, dodgeball, football, netball, cross country and rounders</p> <p>Children from the winning schools are awarded with certificates and successes are shared on the website</p>	<p>Federated Sports Day at Sutton Arena</p> <p>PE leadership time to plan and hold Federated competitions</p>



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Action/ Priority	Impact	Performance Indicators	Cost
<p>To be accredited with the Wellbeing Award 2024 at Lonesome Primary School</p>	<p>The wider community are actively engaged in Wellness activities</p> <p>Families are informed and are involved in our Wellness vision</p> <p>Activities that promote an understanding of what mental health is, are celebrated on our Federated website</p> <p>Children and families have an awareness of how to seek mental health support from us</p>	<p>Evaluations support the children's understanding of what mental health is and how it affects our ability to learn</p> <p>Improved attendance of both children and staff</p> <p>Standards remain OUTSTANDING</p>	<p>Staff meeting time dedicated to staff mental wellbeing and fitness</p>
<p>To achieve our Gold (SPS, WM and LPS) accredited School Travel Plan</p>	<p>More children are (walking) cycling and scooting to school as a result of planned events</p> <p>Children are benefitting from being 'active' first thing in the morning and on their way home</p>	<p>The Junior Travel Ambassador Team are leading the range of school events, competitions and initiatives:</p> <p>Walk to School Weeks Reflector competition Care Free Days Walk this way Why walk? Painted Pebble pathways Street smart</p> <p>Fast feet first A range of cycling and scooting events are planned across the course of the year</p> <p>Singlegate and William Morris maintain the Gold School Travel Plan accreditation Lonesome achieve the Gold Travel Plan accreditation</p>	<p>Staff meeting time to share initiatives and planned events to support sustainable and active travel</p> <p>School Travel Plan Champion time and training</p>



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Action/ Priority	Impact	Performance Indicators	Cost
Children in Years 1-6 are given the opportunity to complete 1 mile two or three times per week	An increased number of children and staff are more actively engaged and are able to run further within a given time frame	Children become more able to sustain longer distance running Children are more ready for learning in terms of concentration and performance	
Children in the EYFS are accessing 120 minutes per day of physical activity	An increased number of children and staff are more actively engaged in physical movements An increase in cross lateral, fine and gross motor skills in children A variety of activities are planned to engage the children regardless of need Staff planning from the MSSP EYFS scheme of work	An increase in physical activities in the continuous provision Children are more ready for learning in terms of concentration and performance Children are able to develop collaboration, perseverance and self-motivation characteristics of learning Staff feel more confident in delivering Physical Development sessions	MSSP support and scheme of work PE leader time to share good practice with EYFS staff
To monitor the quality of multi-skills teaching	Staff delivering good to outstanding PE multi-skills lessons Lessons to follow the warm up – practice – games – cool down structure	All children are engaged in the learning Children are developing the key skills required to move through the curriculum Skills being taught correctly to allow development	MSSP support and scheme of work PE leader time to complete PE lesson monitoring



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Swimming

Meeting national curriculum requirements for swimming and water safety	Singlegate Primary School	William Morris Primary School	Lonesome Primary School
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	59%	37%	34%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke?	68%	67%	48%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	57%	63%	23%
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?	Catch up swimming lessons take place for all children during the course of the school year.	Catch up swimming lessons take place for all children during the course of the school year.	Catch up swimming lessons take place for all children during the course of the school year.



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Impact

We will evaluate the impact of the Sports Premium funding as part of our whole school self-evaluation. We will identify how well we have used our Sport premium to inspire our community through monitoring of a wealth of physical opportunities, monitoring the involvement in sport related activities and by measuring the performance levels of all of our children.

Measuring the impact of the experiences provided through the Sport Premium funding can be achieved in a variety of ways. We will focus on the children's self-esteem and confidence levels as well as monitoring the numbers of children involved in sporting activities in and out of school. Assessments are made both formally and informally. Feedback from staff, children and families will support the progress we have made. It is anticipated that at the end of the year we will have some measurable data to show the impact of Sport premium funding on pupil progress and involvement in sport.

