

Sports Premium impact overview.

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| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
| * Utilising staff to increase participation in a wide variety of physical activities through clubs and extracurricular activities * Developing PE teaching through working with staff delivering PE as well as training specific staff members with further CPD * Greater activity and engagement in lessons through the amount and variety of equipment resources and utilised. * Development of the PE curriculum through CPD utilising Lvl 6 PE Specialism with subject leader * Continued to raise profile of PESPA and our holistic curriculum throughout the school community. | * Continue to Develop PE confidence and delivery in wider staff, to ensure more effective engagement from staff in PESSPA * Develop more intra school child-led competition. * Continue playground development to support more physical activity outside of lessons for KS1 children. * Build stronger relationships with outside community clubs to support more engagement in PESSPA * Further development of leadership opportunities * Ensure a higher percentage of children are confident swimmers targeting families and students with further support. |

Did you carry forward an underspend from 2021 - 2022 academic year into the current academic year? NO \*

**National Curriculum reporting on Swimming and Water Safety.**

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| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land which you can transfer to the pool when school swimming restarts.  **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.** | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  **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 2021.  Please see note above. | 62% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above. | 42% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 53% |
| 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? | No |



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| **Academic Year:** 2022/23 | **Total fund allocated:** £ 19346 | **Date Updated:** | |  |
| **Key indicator 1:** 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: |
| 26.5% |
| **Intent** | **Implementation** | | **Impact / Evidence** | £4800 |
| Your school focus should be clear | 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: |
| Provide further opportunities to engage children in regular physical activity at break times, before and after school. | Continued development through Sports apprentice to lead additional physical activities throughout the school and outside the school day.  Sports apprentice to apply training and work wh other staff lunch time to develop ideas and games at break time | £4,000 | Continued participation seen in the engagement of Extracurricular clubs in KS1 & KS2 through more offerings  Club registers 76% of children in KS2 attended a school ECA  Over 40% of children in Ks1  Sports apprentice leads activities to support an active playground at lunchtimes including focusing on targeted groups. Children involved in more activity on the playground  Pupil Voice -’’ we enjoy the activities set up at lunch time’  Sports leaders timetable - Observation of focus children and lunch time staff in playground  MTS comments: There is lots for the children to do at lunchtimes. They love the skipping and king ball games set out. | More staff will now be encouraged to engage in delivering a wider offering for the school and ensure sustainability.  Student voice ad sports leadership program to support further ways apprentice can encourage physical activity |
| Engage children with physical activity throughout the day and create interest in engaging with this activity outside of school | Links made with outside clubs to supply Extracurricular school sport. funding taster sessions or workshops in dance and gymnastics for children to try. E.g KP netball, Skip to be Fit, Tennis club | £300 | Some children continued to attend these clubs outside of school as a result  of Pupil feedback and continued monitoring of outside school clubs  School survey 63% of KS2 attended a school sport club. | Pupil voice to provide further workshops from outside clubs or in-school clubs offered. |
|  | Money continued to be spent on a greater range of equipment available to children to be utilized in playgrounds and after-school clubs.  This has included utilising more staff hours to support indoor and outdoor spaces that allow children Mini expert clubs to introduce a range of physical activity at break times.  SL release time of 1 hour a week spending time to develop and train a team of sports leaders as well as investing in resources and programs to support them in creating activities in the playground. (Active education) | £400 | Continued increase in activity observed at playtime with positive feedback. .  ‘We like it because we have lots of objects to throw and catch. We also make lots of games with the hoops.  KS1 pupil voice - We love it when the Y6 children organise games in the playground or clubs for us.  Sports leaders timetable and log books. - Observation of focus children in playground | Student voice could instruct further additions to the playground each term offering a wider range of activities for more children. E.g Nets, throwing targets, games markings  Further training and support of MTS staff would also support the use of the equipment on the playground |
| Support teachers to use physical activity breaks and create a more active classroom | Subject leader half day cover time time to develop a bank of brain break activities resource for teachers to access. This resources is updated each half term. | £100 | Teachers implemented at least 10 minutes of physical activity into morning or afternoon.  Teacher feedback  The breaks got children filled with energy. Some of them were really good for building other social skills too. | Further CPD for teachers and SL on active learning within subjects.  Review and monitor the brain break activities.  Are there other opportunities for a set activity each day e.g daily mile? |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 24% |
| **Intent** | **Implementation** | | **Impact** | £ 4200 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Improve effective teaching and engagement in PE lessons in lessons | Sports apprentice hired to support subject leaders and teachers in the delivery of more personalised PE learning for engagement  More age-appropriate equipment for PE lessons is available and made accessible for teachers delivering PE | £3000 | Observations displayed that, Sports apprentice ensured smaller ratios and groups could be targeted in lessons. This led to good progress being made by more children in lessons observed.  Equipment allowed much greater engagement with skills and differentiation opportunities in lessons.  Student Voice: having Alfie in lessons means we get to do more fun things and can learn skills quicker. | The introduction of a PE apprentice made a significant impact in the lessons they were involved in. Moving forward this role will look to target specific groups and deliver sessions supported by teachers. Finding a permanent LSA role away from the Sports premium funding may enable another apprentice to be trained and create a pathway that engages support staff with effective PE teaching  Equipment made an impactful contribution to pedagogy and engagement from children of differing abilities. It should therefore be made more accessible and noted which pieces of equipment were utilised the most to inform future stock and supplies.  . |
| Develop PESSPA offering and PE curriculum to align with whole school improvement | Extra SL release time to work on the development and implementation of new curriculum with HT. This included learning walks and staff meetings focused on PE.  SL completed Lvl 6 PE specialisms course evidencing PESSPA across the school community.    Profiles of PE continued to be shared in weekly newsletters, Certificates and links to school values. | £600 | SL able to build curriculum and unit plans leading to better planned and more effective PE lessons with clear intentions and purpose  Profile of PE raised with clear curriculum overviews understanding of assessment and links made to wider curriculum  PE Displays  Regular newsletters and reports  KS2 Student Voice: I now look at PE and sport in a different way. I feel like I have learnt so many things | Children had a greater understanding of the purpose f PE in our school. Further promotion through students and displays.  Create further displays and Introduce PE awards in assembly each week to promote success in the different holistic PE areas we are focusing on   Create a PE council of students from each class engaged in promoting PE SS PA.  Create a team of PE staff for our PE project to build on what we can offer to students and promote it throughout the school   Look at engaging SLT, governors and parents further with PESSPA through workshops and CPD. |
| Develop further whole school festivals and events that raise the profile of the subject | Fun runs, skipping days, and football festival days are arranged and planned in calendars for each year group. Equipment acquired to enable more kids ot engage | £500 | Whole school engaged with PESSPA events raising the profile of the subject and sparking interest in different areas.  Pupil Voice ‘ The fun run is the best day. My family came to support me. I never gave up and kept going to the finish.  Calendar of competitions and school events as well as photos of different events.  PE Newsletters | All children engaged with these events and pupil voices displayed that these were some of their most memorable events from the school year. Creating a calendar of regular events like this to build on each year will continue to raise the profile amongst parents and students.  Working with KS1 and EYFS families would also be a way we could address |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 32% |
| **Intent** | **Implementation** | | **Impact** | 6400 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Develop confidence and competence of staff delivering PE | SL Release time to work with 1 or 2 individual teachers over a half term.  SL Release time to plan whole staff meetings and develop resources to support staff. This has also included PE days for learning walks  Consultant to work with SL in developing | £2200 | Where teachers or LSAs were able to work weekly with PE lead or Sports apprentice confidence in PE and effective delivery was much improved when observed  Whole school CPD was impactful but needed follow up support to have significant effect on confidence levels  More LSA’s were attending PE lessons and becoming actively involved and utilised as a result of work with SL  Feedback surveys form teachers, We found team teaching really useful as we saw how lessons should be structured.  Team teaching gave us lots of ideas.  Staff survey showed an increase in confidence of at least 2 points for those working alongside, although confidence in teaching PE generally remains low among staff. | PD was most effective when practiced in lessons and the PE lead was able to work weekly with teachers. More opportunities should be created to enable his process and develop expertise. As well as working in lessons alongside PE lead this CPD should include developing Planning and assessment with scaffolded support to have the biggest sustainable impact. Regular check-ins, clinics and observations should also be put in place for each teacher to support further throughout the year.  Development of teachers was most effective when staff were enthused by PE - this could suggest specific staff members being trained to deliver to each KS, therefore, focusing expertise and targeting staff with the release time available. |
| Developing skills of SL to have a wider school impact | Sports apprentice complete Level 3 qualification TA with PE specialism in supporting PE    Member of EYFS staff to complete level 3 PE ‘supporting the delivery of school sport course’  SL and PE staff to complete level 5 and 6 PE specialist leadership in PE course  PE Consultant hours to support the subject leader in curriculum development for half a day.  Purchased PE schemes to support development of PE and staff confidence:  Beyond the Physical  Get Set for PE | £2200  £1500 | Sports Apprentice completing a level 3 qualification and working alongside SL was able to develop confidence in a range of strategies and pedagogies to deliver PE. Leads to confidence in leading sessions by the end of the year. - Meetings, observations and progress reports  EYFS staff have support and development through trained member of staff.  SL completed level 6 course supported development of their leadership of PE. THis has supported SL in identifying key action points and begin to implement and assess impact of the teacher development .  Working with the staff through meetings with individual teachers over half terms has begun to improve practice and confidence across the school. Teachers developing pedagogy and effective teaching in PE.  Staff surveys  PE self assessment reports  I am much more confident teaching PE now. It can be difficult at times but the support has helped me and my class  Ideas for schemes utilised by SL in the curriculum map. Planning is easily accessible for teachers fitting in with ideology. Easy to access and many with videos to support lessons. IOnline training units also completed by all teacher as part of training day.  ‘I have a much clearer idea of how to deliver a PE unit’ The video resources are especially helpful’ | Training has led to more confidence and expertise throughout the staff. It is important this training is shared effectively and action plans are created to ensure there is a wider impact from this CPD. Impact has been most successful when working closely alongside SL.  COntinue to focus heavily on teacher development with focus on using assessment effectively in PE.  Teacher would like further support in delivery dance and gymnastics sessions.  SL to build a network with consultants and other subject leaders to observe and support PE delivery in a network of schools. This will continue to raise standards and build expertise in different schools as well as the practice of SLs |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 12% |
| **Intent** | **Implementation** | | **Impact** | 2600 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Offer a wide variety of extra-curricular clubs inside and out of the curriculum | Sports apprentice worked with Sports leaders create opportunities for the school community  Variety of appropriate equipment ordered to ensure children can engage with different activities and have success. | 1000  800 | Greater variety of clubs offered for each year groups delivering more opportunities for children to experience different sports.  Apprentice was also able to support SEN children in clubs and run the playground to access more activities through support or targeted activity.  Sports leaders able to run mini expert clubs engaging some of the children in the new sports equipment.  Children are able to access new sports through curriculum lessons and extracurricular activities (e.g baseball, volleyball, gaelic)  Pupil voice: We loved the leaders helping us do table tennis and badminton  Time table and registers for clubs | Pupil voice to be used to identify popular clubs for children to trial and take part in. These clubs should be built into ECA offering next year. Engage other staff to take part and lead some of the other areas children have expressed interest in.  Sports leadership could also play a role in providing more intra school competitions in a variety of sports as well as activity clubs  More trial days or workshops from local clubs to support joining clubs outside of school. |
| Ensure all pupils have access to festivals including those with SEN | Sign up with the school sports partnerships  Support of Payment of children with SEN or PP circumstances to attend the range of sport clubs on offer | 500  300 | School diary reflecting the number of competitions  Range of festivals and sporting opportunities for all children reflected in the calendar  Schools game mark gold award achieved.  Over 70% of children y4 -6 in school represented at school competition with 100% involved in Intra school  Student voices form a wide variety of children's impact on attending different competitions and festivals. | Continue to buy in each year and plan to maximise the opportunities on offer for your children  Try to attend as many festivals as possible increasing the number of staff involved.  Begin to organise half-termly festivals at our school working with a partnership of schools. This could mean more children are involved and fewer logistical problems  Develop more KS1 opportunities within school |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 5% |
| **Intent** | **Implementation** | | **Impact** | 1303 |
| Your school focus should be clear | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | : | Sustainability and suggested next steps: |
| Children to engage in a wide variety of competitions and festivals available  Ensure all pupils have access to festivals including those with SEN | Sign up with the school sports partnerships and attend events. | 700 | Range of festivals and sporting opportunities for all children reflected  10 pin bowling  Panathlon  Gymnastics festival  Tri Golf  Equipment giveaways and training in new sports to be delivered  Baseball  Aussie rules  School sport calendar  Newsletters reporting on competitions  game mark gold award achieved  72% of children in y4 -6 took part in competitive sport.  Student voice echoes the impact of attending different competitions and festivals. | Continue to grow intra-school sports with more use of pupil's voice. |
| Develop more intra-school competitions l and small small local leagues | SL + Sports apprentice Release time  Equipment for intra Events,  Football goals  Hurdles  TImers  etc. | 603 | Much greater number of fixtures arranged for children of different abilities. SL is able to build a network with local schools to support this then SPorts apprentice is able to support the delivery of these events.  KS2 football, tennis and cross country competitions arranged  Small tournaments with local schools in a variety of sports arranged  Inta school appropriate. competitions for each year's group were arranged.  Pupil voice ‘ we loved the mini cross country competition without so many people’  ‘The 4 v4 festival witt he other schools were the best’  Over 70% of children y4 -6 in school represented at out of school competition with 90% involved in and Intra school | Evaluate the success of these competitions and develop them within the school calendar.  Ensure all children are engaging in appropriate competitions through more time spent organizing  Develop a local league with 2 schools to play in a range of sports that can provide appropriate competition levels for more children. Build relationships with SL at these schools to develop this. All children to take part in intra school competition |

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| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |

**Summary of Spending report**

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| Key interventions listed above | Cost | Areas of Impact |
| Sports Apprentice with lvl 3 training | 11,000 | 1, 2, 4 |
| Schemes and resources | 1500 | 3 |
| Extra PE and playground equipment | 503 | 2, 4 |
| SL release time for CPD + Planning | 2200 | 2, 3, 5 |
| PE CPD courses Lvl 6 + Lvl 3 | 1800 | 3, 4 |
| PE consultant evaluation Hours | 300 | 4 |
| School Sport Partnership Sign up | 1300 | 4, 5 |
| Sporting festivals/ Equipment arranged | 300 | 2 |
| Taster sessions and workshops - Cost support | 300 | 1, 4 |
| Total | | 18100 |

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| Area |  |  |  |
| 1 | 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 | 4800 | 25% |
| 2 | The profile of PESSPA being raised across the school as a tool for whole school improvement | 4200 | 22% |
| 3 | Increased confidence, knowledge and skills of all staff in teaching PE and sport | 6400 | 33% |
| 4 | Broader experience of a range of sports and activities offered to all pupils | 2600 | 13% |
| 5 | Increased participation in competitive sport | 1303 | 68% |