

Evidencing the impact of the Primary PE and sport premium

2022\_2023

Updated Jan 2022

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| Total amount carried over from 2020/2021 | £5,421 |
| Total amount allocated for 2021/22 | £16,980 |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £0 |
| Total amount allocated for 2022/23 | £16,990 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £16,990 |

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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 then 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 | 100% (2021/22 Cohort) |
| 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 | 100% (2021/22 Cohort) |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 100% (2021/22 Cohort) |
| 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? | **Yes**/No (2022/23) |

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| **Academic Year:** 2022/23 | **Total fund allocated: 16,990** | **Date Updated: 6.1.23** | |  |
| **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: |
| 21% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what 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: |
| Children to know how to keep their bodies fit and healthy and how these impact on quality of life daily.  Improve well being of pupils by developing an understanding if mental health and the role our emotions play in successful outcomes. | Children have access to and are shown how to use gym area and trim trail area successfully and safely.  Children are encouraged and praised when using equipment.  Timetable is in place to ensure all children are given opportunity to use exercise areas as well as taking part in sports during break and lunch such as football, hockey, and tennis.    PE leader to implement regular running to increase daily fitness and improve stamina/endurance through Marathon Kids.  Well-being week held for children including use of external providers (Mindful Minis)  Installation of Emotion/Well-being stations in each of the classrooms and a central area in the school for pupils to use for self-regulation.  Installation of sensory garden features for vulnerable children and children with SEND | £500  £1000  £2000 |  |  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 6% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and about  what 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: |
| To enhance extra-curricular provision for all children so that children foster a love of physical activities, how it impacts their everyday lives.  Children are inspired through the offer given to them to be able to achieve and be successful in carer paths that may involve sports. | Implement regular running to increase daily fitness and improve stamina/endurance through Marathon Kids. Celebrate weekly in achievement assembly with certificates. Celebrate termly with medals for best runners and prizes for best year group.  -Rugby specialist coach to complete half term of coaching with year 3/4 in **Autumn** 1.  Quality long-term PE planning following a clear progression of skills considering: skills developed by children, seasons and school grounds, and application through sporting events from GetSet4PE  Regular assessment will monitor and close gaps in physical development and provide clear next steps for all children to increase their ‘personal best’ levels. | £500  FREE  £550 |  |  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 14% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To enhance extra-curricular provision for all children so that children foster a love of physical activities, how it impacts their everyday lives.  Children are inspired through the offer given to them to be able to achieve and be successful in career paths that may involve sports.  To ensure PE teaching is good in all PE topics and area. | Release time for PE teacher to develop subject knowledge, planning and progression to subject knowledge lead.  Train the current sports coach to a Level 5 through outside training provider Aspire  Staff to have access to long term planning and progression of PE curriculum for their year groups.  Staff to take part in and champion Children’s University which will involve PE related activities.  -CPD for Sports Coach through ATLP secondary specialists.  Training for Sports Coach to achieve Level 5 status | £1000  £1380  As above  As above |  |  |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 58% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Children are more knowledgeable about the variety of sports they can access and succeed within and outside of the school setting.  Equipment audit and purchasing of equipment to ensure high quality provision and widening of sports offer during free time.  Whole school sport day on site  All children in Year 6 are able to swim 25m, use a range of strokes effective and complete safe-rescue | After school clubs:  Extra-curricular activities are to be available for every child throughout the whole year through school staff and outside providers - Relax Kids and Harris Sports Coaching    Sports teacher to audit and order new equipment to ensure the curriculum offer of sports extends beyond the core curriculum aims.  Work in partnership with North Warwickshire school sports association and The Coleshill School for sporting competitions.  Purchasing additional resources for specific use in EYFS to develop Gross Motor skills.  Forest school teacher to provide forest school provision weekly for EYFS and KS1 children and, bi-half termly for KS2 classes.  Equipped Forest school sessions for all children to take part regularly throughout the school year.  In additional to core school provision, UKS2 Children who are not secure in the basic swimming requirements after minimum NC swimming sessions completed will have additional lessons to secure skills and competency during the final half term of the academic year. | £2000  £1742  £200  (Uniform & awards)  £2000  £2,730  £500  £638 |  |  |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 1% |
| **Intent** | **Implementation** | | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To ensure children have opportunities to participate in competitive sporting events | Work in partnership with The Coleshill School to participate in more local sporting events.  Work in partnership with Children’s University to offer a broad and wide offer and celebration of extra-curricular activities for ALL children.  Children participate intra-school competitions through GetSet4PE scheme.  Participate in annual swimming gala | £250 (badges, certificates) |  |  |

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| Signed off by | |
| Head of School: | J.Kang |
| Date: | 25.1.23 |
| Strategic Lead | S.Norton |
| Date: | 25.1.23 |