

Evidencing the impact of the Primary PE
and sport premium

2022 2023

Reviewed



Evidencing the impact of the Primary PE and sport premium

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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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| <p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</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 2021.</p> <p>Please see note above</p> | 100% (2021/22 Cohort) |
| <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> | 100% (2021/22 Cohort) |
| <p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p> | 100% (2021/22 Cohort) |
| <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> | Yes/No (2022/23) |

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| Academic Year: 2022/23 | | Total fund allocated: 16,990 | | Date Updated: 6.1.23 | | | |
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| 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: | | | |
| 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 of 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 | | Evidence of impact: what do pupils now know and what can they now do? What has changed?: Children know how to use gym apparatus effectively to regularly exercise and keep active during free time. Children are moving more during free time and have some understanding of which movements impact particular parts and muscles of the body. Children now experience a wider breadth of sports during free time, using correct equipment to do this. Children now have a greater understanding and passion for improving personal best in running. This includes monitoring and making progress in the overall distance they've ran within one academic year. Children know how to celebrate | | Sustainability and suggested next steps: Consider greater links to the curriculum when using outdoor play and equipment, to further develop children's understanding of the impact of sport/sporting play has on the body, lifestyle and mental well-being. Continue work on the sensory garden to further develop positive impact on all children, but in specific, children with SEND. School leaders to work with PE coach to ensure regular running becomes embedded within school culture and that children understand the positive impact it has on them. | |

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| | (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 | running success of their own and others, developing sportsmanship skills. Children are beginning to understand the role well-being plays in leading a successful activity, day and lifestyle. Children are developing strategies to support and manage their well-being. Children are developing language around emotions and emotional well-being to support self and peer regulation. They are beginning to see the link between emotions and successful learning. Some children can now use the outdoor area to support their physical and mental fitness, mainly through developing an interest of gardening and nature play. | |
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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:

6%

| Intent | Implementation | | Impact | |
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| 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 | 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 | £500 | Children now have a greater understanding and passion for improving personal best in running. This includes monitoring and making progress in the overall distance they've ran this year. Children know how to | Replicate sports week next year, making use of links and collaboration with The Coleshill School pupils and staff, as well as connections to people who have a career in sports e.g. football coaches, sports |

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| <p>be successful in carer paths that may involve sports.</p> | <p>for best year group.</p> <p>-Rugby specialist coach to complete half term of coaching with year 3/4 in Autumn 1.</p> <p>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</p> <p>Regular assessment will monitor and close gaps in physical development and provide clear next steps for all children to increase their 'personal best' levels.</p> | <p>FREE</p> <p>£550</p> | <p>celebrate running success of their own and others, developing sportsmanship skills.</p> <p>Children have a greater appreciation of regular exercise through weekly and termly celebration. Children now understand that effort and perseverance is as much as a success, and this has been celebrated during termly assemblies.</p> <p>Children have an increased understanding of the skills within physical education.</p> <p>Children are beginning to remember previous learning more, and build upon such learning when exposed to new learning.</p> <p>Children are able to effectively self assess and peer assess, taking and giving feedback.</p> | <p>photographers etc.</p> <p>School leaders to continue to develop the PE curriculum alongside the PE teacher and through pupil voice.</p> |
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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 | |
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| 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: |
| <p>To enhance extra-curricular provision for all children so that children foster a love of physical activities, how it impacts their everyday lives.</p> <p>Children are inspired through the offer given to them to be able to achieve and be successful in career paths that may involve sports.</p> <p>To ensure PE teaching is good in all PE topics and area.</p> | <p>Release time for PE teacher to develop subject knowledge, planning and progression to subject knowledge lead.</p> <p>Train the current sports coach to a Level 5 through outside training provider Aspire</p> <p>Staff to have access to long term planning and progression of PE curriculum for their year groups.</p> <p>Staff to take part in and champion Children's University which will involve PE related activities.</p> <p>-CPD for Sports Coach through ATLP secondary specialists. Training for Sports Coach to achieve Level 5 status</p> | <p>£1000</p> <p>£1380</p> <p>As above</p> <p>As above</p> | <p>Children have an increased understanding of the skills within physical education.</p> <p>Children are beginning to remember previous learning more, and build upon such learning when exposed to new learning.</p> <p>Children are able to effectively self assess and peer assess, taking and giving feedback.</p> <p>Children know what Children's University is and why the school take part in it. Children now have an increased knowledge bank of the variety of extra curricular activities there are. Children have increased the types of extra curriculum activities they've taken part in – some finding a previously unexplored passions.</p> <p>Children have now been able to part take, share and apply developing PE knowledge, compete in sports with other children from the ATLP schools as well as North Warwickshire Schools Sports Association.</p> | <p>School leaders to continue to develop the PE curriculum along side the PE teacher and through pupil voice.</p> <p>School leaders to continue to develop understanding of Children's University and using it to positively impact pupil development and leadership of extra curricular activities.</p> |
| 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 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: |
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| Children are more knowledgeable about the variety of sports they can access and succeed within and outside of the school setting. | 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 | £2000 | Children now have experienced and developed skills and interests in a variety of extracurricular activities which otherwise would not have been exposed to. Children have been exposed to previously unexplored interests such as gardening, tennis and mindfulness. | School leaders to ensure the breadth of extra curricular activities are available to children to explore otherwise unexposed activities. |
| Equipment audit and purchasing of equipment to ensure high quality provision and widening of sports offer during free time. | Sports teacher to audit and order new equipment to ensure the curriculum offer of sports extends beyond the core curriculum aims. | £1742 | Children now have access to quality and up to date sports resources to keep active during free play as well as during targeted and guided sessions. | Leaders to continue to ensure sporting resources are up to date and relevant. |
| Whole school sport day on site | Work in partnership with North Warwickshire school sports association and The Coleshill School for sporting competitions. | £200 (Uniform & awards) | Children can apply their skills of specific sports in completions, representing their team, teammates and school. | Leaders to continue to ensure all children in KS2 leave the key stage meeting Age Related Expectations in swimming. |
| All children in Year 6 are able to swim 25m, use a range of strokes effective and complete safe-rescue | Purchasing additional resources for specific use in EYFS to develop Gross Motor skills. | £2000 | Children can now develop their gross motor skills in more ways outside the classroom, during free play and outdoor learning. | |
| | Forest school teacher to provide forest school provision weekly for EYFS and KS1 children and, bi-half termly for KS2 classes. | £2,730 | Children now have skills otherwise unable to explore, understand and practice through regular Forest Schooling. | |
| | Equipped Forest school sessions for all children to take part regularly throughout the school | | % of children who had not met the National curriculum | |

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| | <p>year.</p> <p>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.</p> | <p>£500</p> <p>£638</p> | <p>requirements after minimum sessions are now performing at age related expectations.</p> | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
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| | | | | 1% |
| 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 ensure children have opportunities to participate in competitive sporting events | <p>Work in partnership with The Coleshill School to participate in more local sporting events.</p> <p>Work in partnership with Children's University to offer a broad and wide offer and celebration of extra-curricular activities for ALL children.</p> <p>Children participate intra-school competitions through GetSet4PE scheme.</p> <p>Participate in annual swimming gala</p> | £250 (badges, certificates) | Children have now been able to part take, share and apply developing PE knowledge, compete in sports with other children from the ATLP schools as well as North Warwickshire Schools Sports Association Children know what Children's University is and why the school take part in it. Children now have an increased knowledge bank of the variety of extra curricular activities there are. Children have increased the types of extra curriculum activities they've taken part in – some finding a previously unexplored passion. | School leaders to ensure children are able to part take in local swimming gala event. |

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

Created by:



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