Evidencing the impact of the Primary PE and sport premium 2022 2023

Reviewed



Evidencing the impact of the Primary PE and sport premium

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)















Evidencing the impact of the Primary PE and sport premium

Academic Year: 2022/23	Total fund allocated: 16,990	Date Updated:	6.1.23	
Key indicator 1: The engagement of a	<u>Ill</u> pupils in regular physical activity – (Chief Medical Of	ficers guidelines recommend that	Percentage of total allocation:
primary school pupils undertake at le	ast 30 minutes of physical activity a d	lay in school		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.	Children have access to and are shown how to use gym area and trim trail area successfully and safely.		Children know how to use gym apparatus effectively to regularly exercise and keep active during free time. Children are moving more during	Consider greater links to the curriculum when using outdoor play and equipment, to further develop children's understanding of the impact of
developing an understanding if mental health and the role our emotions play in successful outcomes.	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.		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.	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
	Well-being week held for children including use of external providers		Children know how to celebrate	it has on them.













	(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	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.	
Key indicator 2: The profile of PESSPA	A being raised across the school as a t	ool for whole sch	ool 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	increase daily fitness and improve	£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











be successful in carer paths that may	for best year group.		celebrate running success of their	photographers etc.
involve sports.			own and others, developing	
			sportsmanship skills.	School leaders to continue to
	-Rugby specialist coach to complete		Children have a greater	develop the PE curriculum
	\mathcal{E}	FREE	appreciation of regular exercise	alongside the PE teacher and
	in Autumn 1.		through weekly and termly	through pupil voice.
	O III I DE I		celebration. Children now	
	Quality long-term PE planning		understand that effort and	
	following a clear progression of	6550	perseverance is as much as a	
		£550	success, and this has been	
	by children, seasons and school		celebrated during termly assemblies.	
	grounds, and application through sporting events from GetSet4PE		Children have an increased	
	sporting events from Getset4FE		understanding of the skills within	
	Regular assessment will monitor and		physical education.	
	close gaps in physical development		Children are beginning to	
	and provide clear next steps for all		remember previous learning	
	children to increase their 'personal		more, and build upon such	
	best' levels.		learning when exposed to new	
	best levels.		learning.	
			Children are able to effectively	
			self assess and peer assess, taking	
			and giving feedback.	
Key indicator 3: Increased confidence	e, knowledge and skills of all staff in te	aching PE and sp	ort	Percentage of total allocation:
				14%
				14%







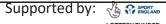






Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
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.	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	£1380 As above As above	Children are beginning to remember previous learning more, and build upon such learning when exposed to new learning. Children are able to effectively self assess and peer assess, taking and giving feedback.	develop understanding of Children's University and using it to positively impact pupil development and leadership of extra curricular activities.
Key indicator 4: Broader experience o	f a range of sports and activities offe	ered to all pupils		Percentage of total allocation:
Intent	Implementation		Impact	58%
Created by:	YOUTH Cupported by		<u> </u>	







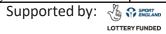


Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure your actions to achieve are linked to your intentions:	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
Children 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	in a variety of extracurricular actives which otherwise would not have been exposed to. Children have been exposed to previously	unexposed activities. Leaders to continue to ensure
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.	date and relevant. Leaders to explore alternative ways to sustain Forest School lessons for children.
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	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	·	and school. 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, bihalf 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	













year.	1+ 5(1)(1	requirements after minimum sessions are now performing at age	
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.		related expectations.	













Key indicator 5: Increased participation	on in competitive sport			Percentage of total allocation:
				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	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 extracurricular activities for ALL children. Children participate intra-school competitions through GetSet4PE scheme. Participate in annual swimming gala	£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.	

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























