

Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

The DfE Vision for the Primary PE and Sport Premium

ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding to:

- develop or add to the PESSPA activities that your school already offer
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Schools need to ensure **impact** against the following 5 Key Indicators:

1. the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
2. the profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and Sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2021**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

***In the case of any under-spend from 2021/2022 which has been carried over this must be used and published by 31st July 2023**

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

If any funding from the academic year 2021/2022 has been carried over you **MUST** complete the following section. Any carried over funding **MUST** be spent by 31st July 2023

Academic Year: September 2021 – July 2022	Total Fund Carried over £0	Date updated July 2023		
What key indicator(s) are you going to focus on?				Total carry over funding £
Intent	Implementation	Allocated funds	Impact	Sustainability
Your school focus should be clear how you want to impact on your pupils	Make sure your actions to achieve are linked to your intentions	Carry over funding allocated	Evidence of impact: How can you measure the impact on your pupils; you may have focussed on the difference that PESSPA have made to pupils re-engagement with school. What has changed?	Sustainability and suggested next steps and how does this link with the key indicators on which you are focusing this academic year?

Academic Year:	2022-2023
Total Funding Allocation:	£21,271
Actual Funding Spent:	£19,674.14

PE and Sport Premium Action Plan

Indicator 1: The engagement of <u>all</u> pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Build on our active play and lunch time opportunities.	Provide equipment that encourages children to be active during their play times. Active imaginative play.	£ 2,000	Active children, fall in behaviour incidents at playtimes.
Sports Leaders (Year 4)	OPAL	£4,000	Children learning skills to lead a physically active life.
	Maintenance of outdoor active equipment (Trim trail).	£1,000	
Play Leaders in Years 2,3 and 4	Leading lunchtime sports activities for Key Stage 1 children	(RSSP)	Children active 30 minutes within the school day.
	Empower children Leaders equipped to support, facilitate and encourage active play.	£50	
	Tools and equipment and identification, (including dance and music).	£300	

Build on our active learning opportunities. Look at the links between well being and active breaks.	Use of Active Maths, look into Active Literacy. Attend on PE Conference. Subject leaders and KS leaders attend RSSP Active Maths & English workshops. Use Stormbreak as a resource to support active time and well being.	£200 Free Free	Staff delivering at least one Active Maths or English element in one lesson per week. Staff engagement. More activity breaks within the school and improve well-being scores.
Develop club offer to support active time.	More opportunities for pupils to access clubs, some with no barriers (cost/competency levels) 6 weeks Streetdance / Gymnastics.	£200	Children who may not normally access clubs will do so.
Active travel Travelling to and from school actively and active breaks during the school day.	Morning Mile, Scooter Fridays. Sustrains initiatives: Walk to School Week. The Big Pedal. Santa Challenge.	£60	Incidental activity developed by families.
Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
To support behaviour and teaching and learning profiles:	Provide equipment that encourages children to be active during their play times. Small group interventions: social skills and leadership opportunities.	£1,000 £500	Improvement measured on well-being scales. Reduction in playtime behaviour CPOMS

Build on our active play and lunch time opportunities.	Train staff to support and encourage active play and lunch times.		Regular physical activity breaks. Sports Leaders (12) Play Leaders Bloggers / reporters.
Build on our active learning opportunities.	Use of Active Maths, look into Active Literacy		
Look at the links between well being and active breaks.	Use Stormbreak as a resource to support active time and well being.		
Develop leadership opportunities.	Train and support key stage 1 and 2 children as sport/play leaders to support their peers at lunch time. Sports council/bloggers/social media reporters group of pupils to monitor and report on PESPPA at TSG.		
House competition. Half-termly inter-house competition.	Provide equipment. Organise and run competitions. Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on House noticeboards.	£350	Raise the profile of PESPA across the school. Whole school participation. developing aims of the School Games. Positive experiences for children and staff. Leadership opportunities for Sports Leaders.
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and Sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Understand new elements of the PE Hub curriculum. Continued access to PE Hub.	Purchase annual subscription to PE Hub.	£350	Continued curriculum support and development.
Ensure staff that have had a change of year group feel confident in their new PE curriculum.	Opportunities for team teaching/peer observations to support transition. Feedback on units of work taught. Drop in discussion opportunities with PE leads to ask for any support. Equipment.		Staff confidence and enthusiasm for the teaching of PE.

Staff CPD across different areas of the PE curriculum..	Competence levels evaluated and CPD given to support as needed. PE Conference Access RSSP CPD. Organised events in school. Off-site CPD advertised to staff. Cricket Chance to Shine. Dance / gymnastics units delivered and observed / team teaching.	£180 £ none	Practical opportunities for staff to see lessons taught by other professionals. opportunities for staff Q and A. Uplevelling of staff knowledge, confidence and enthusiasm.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Taster sessions of different physical activities and sports.	Organised on Healthy Hearts and Minds days. Whole school participation	£1000	Children experience a range of different physical activities and sports. Links created with extra-curricular clubs at school and in the locality.
Sustrans initiates. Active travel promoted. develop and encourage different methods of travelling to and from school.	Promote and Participate in Sustrans initiatives throughout the school year.	(£60 Indicator 1)	Most children will understand and experience the benefits of different methods of Active travel to themselves and to their environment.
Development of clubs provision before, during and after school.	Invite club organisers to promote clubs through taster sessions and advertisement.	-	
Indicator 5: Increased participation in competitive sport			Percentage of total allocation:
Intent	Implementation	Allocated funding	Anticipated outcomes
Participate in competitive sports in KS1 and KS 2.	Redborne Sports Partnership.	(£2800) I3	All children in UKS 1 to have participated once in RSSP organised events. KS 2 all children to participate once (Year 4 twice).

House competition. Half-termly inter-house competition.	Provide equipment. Organise and run competitions. Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on House noticeboards.	-	All children to have participated in three inter-house competitions.
Children participate in external competitions	PE Lead investigate additional inter-school competition and other competition. Eg Alameda cross-Country.		

PE and Sport Premium Impact Review

Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Build on our active play and lunch time opportunities.	Provide equipment that encourages children to be active during their play times. OPAL Maintenance of outdoor equipment (Trim Trail).	£ £ £	New outside play and learning opportunities for EYFS and KS 1. Children engaged in play, reduction in behavioural issues at playtimes. OPAL first phase Maintenance of trim trail completed	Continue to develop outside play opportunities. develop use of space. encourage wider use of the field throughout the year , (4x half terms). Staff CPD Active Maths and Active English. Stormbreak continuing. Maintain links with clubs, continue to broaden opportunity. Develop new links. HHM days clubs offered.
Build on our active learning opportunities.	Train staff to support and encourage active play and lunch times.		Not completed	
Look at the links between well being and active breaks.	Use of Active Maths, look into Active Literacy. Attend on PE Conference.		Unable to attend	
Develop club offer to support active time.	Explore and trial Stormbreak as a resource to support active time and well being. More opportunities for pupils to access clubs, some with no barriers (cost/competency levels)		Extra-curricular clubs offered before and after school; Aesthetics, Well-being and Games offered to all children. Not offered	

Travelling to and from school actively and active breaks during the school day.	Morning mile, scooter Fridays. Sustrans initiatives; Walk to School Week. The Big Pedal. Santa's challenge.	-£ free	Morning mile and wheelie Friday started in summer term. Sustrans initiatives promoted and participated in.	Continue initiatives next year.
Indicator 2: The profile of PE, Sport and Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
<p>To support behaviour and teaching and learning profiles:</p> <p>Build on our active play and lunch time opportunities.</p> <p>Build on our active learning opportunities.</p> <p>Look at the links between well being and active breaks.</p> <p>Develop leadership opportunities.</p>	<p>Provide equipment that encourages children to be active during their play times.</p> <p>Small group interventions: social skills and leadership opportunities.</p> <p>Train staff to support and encourage active play and lunch times.</p> <p>Use of Active Maths, look into Active Literacy.</p> <p>Explore and trial Stormbreak as a resource to support active time and well being.</p> <p>Train and support key stage 1 and 2 children as sport/play leaders to support their peers at lunch time.</p>	<p>£</p> <p>£ Free</p> <p>£paid</p>	<p>New outside play and learning opportunities for EYFS and KS 1. Children engaged in play, reduction in behavioural issues at playtimes.</p> <p>Stormbreak trialled during transition week. positive feedback from children.</p> <p>Sports leaders (14) completed training with RSSP. Some experience of lunchtime games organisation before restrictions. All</p>	<p>Sports Leaders (14) training completed with RSSP. Supported House Competitions, EYFS Sports Days and playtimes.</p> <p>Stormbreak training completed. First work during transitions. September 22 start.</p> <p>Maintain Sports Leadership opportunities.</p>

	Sports council/bloggers/social media reporters group of pupils to monitor and report on PESPPA at TSG.	£free	participated in the organisation of Inter-House competitions. Supported EYFE Sportsday and HHM.	Play Leaders in each year group - basis for organised Sports Council. Noticeboards to increase profile.
House competition. Half-termly inter-house competition.	Provide equipment. Organise and run competitions. Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on house noticeboards.	£400	Three competitions this year. Staff and SL support ensured that all children participated in these events.	Continue. Use further School Games themes to underpin a year of competition for all year groups,
Indicator 3: Increased confidence, knowledge and skills of all staff in teaching Physical Education and sport				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
<p>Understand new elements of the PE Hub curriculum. Continued access to PE Hub.</p> <p>Ensure staff that have had a change of year group feel confident in their new PE curriculum.</p> <p>Staff CPD across different areas of the PE curriculum..</p>	<p>Purchase annual subscription to PE Hub.</p> <p>Opportunities for team teaching/peer observations to support transition. Feedback on units of work taught.</p> <p>Drop in discussion opportunities with PE leads to ask for any support. Equipment.</p>	£364	<p>Delivery of of well organised units of work to ensure progression of all children.</p> <p>Some units not appropriate for 'space' (indoors / outdoors).</p>	<p>Continue to use PE Hub. continue to assess suitability for our children, (and of each unit within the PE Long Term Plan).</p> <p>Adjustments made to space /planning / timetables and LTP</p>

	Competence levels evaluated and CPD given to support as needed. PE Conference Access RSSP CPD. Organised events in school. Off-site CPD advertised to staff.		CPD Cricket completed this year Chance to Shine. Allocated for six-week block of Cricket KS2. Organised 'taster' day KS 1 and KS 2.	Apply for Chance to Shine again. Allocate for six-week block of Cricket KS2. Organise 'taster' day KS 1.
Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Taster sessions of different physical activities and sports.	Organised on Healthy Hearts and Minds days. Whole school participation	£ none	House events held on HHM days	Maintain links and continue. Identify activities for HHM, in addition to house events
Development of clubs provision before, during and after school.	Invite club organisers to promote clubs through taster sessions and advertisement.	£ none	Two mornings, one lunchtime and three after school physical activity clubs.	Maintain links and develop new opportunities.
Sustrans initiatives. active travel promoted. develop and encourage different methods of travelling to and from school.	Promote and Participate in Sustrans initiatives throughout the school year.	£ none	Whole school participation in three initiatives promoting Active Travel. Dr Bike in before tThe Big Pedal. Six bBalance Bikes loaned to EYFS.	PA levels assessment in September for all children.
Indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%

Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
Participate in competitive sports in KS1 and KS 2.	Redborne Sports Partnership.	£	All children in UKS 1 have participated once in RSSP organised events. KS 2 all children participate once (Year 4 twice).	Continue. Survive level agreement 'plus' to ensure enough events and breadth of competition.
House competition. Half-termly inter-house competition.	<p>Provide equipment. organise and run competitions.</p> <p>Train Sports Leaders to organise and score each event. Photograph and report on each competition. Record scores on House noticeboards.</p>	£	<p>Children practised for competition.</p> <p>All children have participated in three inter-house competitions.</p> <p>S.L. organised and recorded each event.</p>	Continue. Plan 6 competitions (half-termly)

