



# Primary PE and Sport Premium 2022/23 Action Plan

**Aim High – In Life, In Learning, With God – Together**

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Priorities for 2022-2023
<p><b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b></p> <ul style="list-style-type: none"> <li>• Termly learning walks show high quality coaching has been taking place throughout the school and the PPA Sport timetable ensures all classes have had the same amount of external coaching.</li> <li>• Staff have had the opportunity to observe Star Sports delivering Football, Multi-skills and report increased confidence in teaching and planning high quality P.E sessions.</li> <li>• Pupil voice has revealed that a majority of children enjoy P.E lessons.</li> </ul> <p><b>Key indicator 2: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b></p> <ul style="list-style-type: none"> <li>• The introduction of OPAL has greatly increased the number of children meeting the 30min a day guidance including children using scooters. A majority of children are taking part in a variety of physical activities every lunchtime. New football goals were in use for the full hour of lunchtime and 15 minutes of break every day, with between 30 and 50 children playing at any one time in KS2 and up to 15 children every session in KS1. This was not possible before with fewer goals. The new parallel bars and chin up bars have also been in use constantly throughout lunchtimes in both KS1 and KS2 helping to develop the strength and balance of children. The training of lunchtime supervisors has allowed a greater number of activities to take place at lunchtime in a safe way and they report feeling more confident in guiding children to use equipment independently, safely and responsibly.</li> <li>• Children received 2 hours of P.E a week throughout the summer term – swimming and athletics.</li> <li>• In EYFS Gross development started at 59% (baseline Oct 2021) and increased to 80% (June 2022). A significant increase supported by the additional equipment purchased. This equipment was bought after auditing children’s needs and the equipment was used daily - including targeting children to play with directed equipment in a fun and inclusive way.</li> <li>• Swimming will be extended in Autumn term this year to provide more swimming opportunities for all children. In addition to this, weekly small group and 1:1 swimming sessions took place for 10 SEND children.</li> </ul> <p><b>Key indicator 3: The profile of PE and Sports is being raised across the school as a tool for whole school improvement</b></p> <ul style="list-style-type: none"> <li>• The walking buses ran in the autumn and first half of the Spring term but with limited numbers. 3 pupils at one time. 2 members of staff have provided a “knock and strolls” to support pupils getting to school if they were unable to.</li> <li>• School performance at local competitions continued to be celebrated in weekly newsletters - frequently praising Sportsmanship, teamwork and other vital values. This has helped lead to increased numbers taking part in competitive sport this year with over 50% of year 6 children getting the opportunity to represent the school.</li> </ul>	<p>Develop range of activities available during lunchtimes.</p> <p>Increase opportunities for lunchtime clubs.</p> <p>Continue to extend opportunities for physical development within early years.</p> <p>Build on roles of house captains and sports leaders.</p>

<ul style="list-style-type: none"> <li>• House captains set a competition to design a Sports Mascot with links to the Commonwealth games to raise awareness of high-profile sport amongst the children.</li> <li>• Sport leaders were interviewed and trained by the PE subject Lead. They have been supporting infants play at lunchtime. Four year 6 children were sent on a sports leader course which led to one of the sports leaders independently organising a girls' football club with her friends at lunch time. 20 girls from across KS2 participated in this for 10 weeks. Year 5 children are already expressing an interest in being sports leaders, house captains and representing the school more regularly next year demonstrating the growing profile of sport.</li> </ul>	<p>P.E lead to continue to focus on development of teachers.</p>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>	
<ul style="list-style-type: none"> <li>• A selection of new sports that children have not previously participate in have been introduced this year: cross country running (12 children); quick cricket festival (20 children); table tennis afternoon (20 children).</li> <li>• Sports coaches ran a variety of after school sports clubs for the children as well.</li> </ul>	
<p><b>Key indicator 5: Increased participation in competitive sport</b></p>	
<ul style="list-style-type: none"> <li>• This was a priority this year as competitive sports had been postponed in the previous 2 years due to Covid. Children in key stage 2 have had the opportunity to participate in a range of competitive sports including: football, netball, cross country, athletics, tag rugby, quick cricket and netball with over 50% of year 6 representing the school in a competitive environment.</li> </ul>	<p>Ensure a range of competitive opportunities are offered across a wide range of sports.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	68%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	75%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	96%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes. 15 hours of additional swimming for 10 PPG and SEN children requiring extra swimming. 6 adults supported with this swim each week.

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

<b>Academic Year:</b> 2022/23		<b>Total fund allocated:</b> £18,870		<b>Date Updated:</b> 15/06/23		<b>Spend so far:</b> <b>£18,683.24</b>	
						<b>Still to spend: £186.76</b>	
<b>Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>						Percentage of total allocation: (%)	
						<b>Total Spend:</b> <b>£ 8808.68</b>	
<b>School focus with clarity on intended impact on pupils:</b>		<b>Actions to achieve:</b>		<b>Funding allocated:</b>		<b>Evidence and impact:</b>	
						<b>Sustainability and suggested next steps:</b>	
Continue to improve the confidence and competence of teachers in delivering P.E lessons so <b>pupils make the maximum amount of progress within the subject</b>		P.E lead to attend a leading P.E course so that she can continue to deliver high quality CPD to staff		£250		Conversations around the time allocation of PE taking place.  Teaching staff received planning support for planning sequences of lessons in gymnastics and dance. The lessons delivered were observed and the quality of the teaching was strong.	
		P.E lead to provide 3 additional CPD sessions to teachers (1 per term) focusing on teaching of: - gymnastics - invasion games - dance		N/A		Children make progress in their P.E lessons and 75% of children report enjoying P.E lessons.	
						P.E lead is better placed to provide high quality support to staff. Next year, P.E lead to work with individual staff members developing their practice alongside whole school CPD	
						Teacher's will feel more confident and better equipped to deliver high quality P.E in all year groups and across all sports. From next year, teachers will have the expertise to	

	Specialist cover (Star Sports) to continue to work alongside teachers in the autumn term to help improve the quality of P.E teaching	14 weeks: £7700	Star Sports provided coaching during the Autumn term and Spring 1. Staff fed back on the impact it had on their own professional development, reporting increased confidence and ideas on how to organise high quality P.E lessons and on ways to differentiate teaching – something they previously struggled with.	support each other with the planning and delivery of these lessons.
	A member of staff to be released each week during autumn term to observe specialist cover (Star Sports)	Teacher cover 14 hours: £358.68	Teacher voice feedback shows teachers are now delivering gymnastics and dance with more confidence, areas which were previously highlighted as needing developing during a staff meeting.  Children make progress in their P.E lessons and 75% of children report enjoying P.E lessons.	
Develop confidence of staff in delivering swimming lessons to raise the attainment of children in swimming	CPD to be provided for all staff to ensure they deliver safe and well-structured swimming sessions across the school	N/A	Swimming is being delivered weekly to all year groups from EYFS to year 6 throughout the summer term. Staff report feeling confident both in pool safety procedures and in delivering the swimming curriculum. Lessons observed have been well structured and effective and children make progress. Early on children are building greater water confidence and later children are developing a range of strokes with 75% able to confidently use a arrange by the end of year 6.	Continue to develop and share best practice to improve the quality of the swimming curriculum further.
Develop the knowledge and understanding of early years practitioners in providing opportunities for physical development to ensure	Early years advisor to provide training and advice to the early years team and actively take part in the development	£500	Weekly PE lessons taking place in the hall – supported by KAPOW and PE lead/EYFS lead monitoring effectiveness.  External visitors noted how the outdoor	EY lead to continue to work closely with external support to improve provision further.

children get the best possible start in physical development	of the early years curriculum		provision in EYFS was set up to support the development in this area (Gross/Fine motor skills) – scooters/trikes/climbing frame/ balls etc. This was reflected in the progress EY children made in the area of physical development.	
<b>Key indicator 2: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school</b>				Percentage of total allocation:
				<b>Total Spend: £ 4523.88</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Encourage active play during play and lunchtimes by increasing the number of resources available	Purchase 4 new scooters	£80	In use every lunchtime. Children report enjoying these greatly and have requested more scooters.  97% of children in KS2 report that they take part in active play and physical activity during lunchtimes.  Pupil voice revealed that children enjoy taking part in a wide variety of physical activities during lunchtimes: football, basketball, netball, throwing and catching games, chasing games, building and own game creation were all cited.	Continue to train MSAs so they can effectively support development of play and physical activity during lunchtimes  Replenish resources to ensure children are able to take part in a wide range of physical activities
	Replenish lunchtime equipment to allow active lunchtimes to continue	£300		To increase the types of play and sport participated in during lunchtimes in line with OPALS (Outdoor Play and Learning) play types. Ensure MSAs are trained in identifying and providing environments for the different types of paly

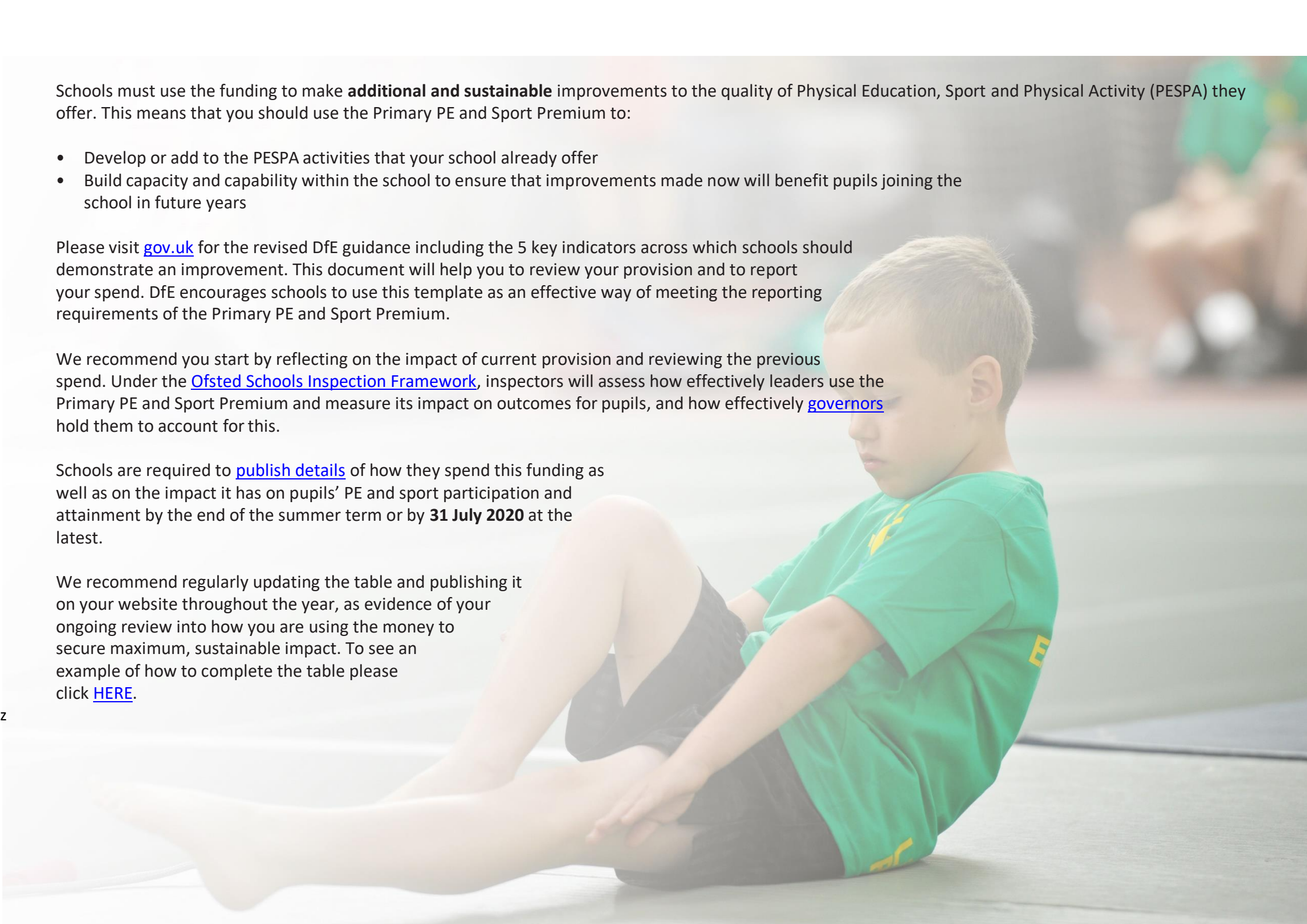
	Termly MSA training for all MSAs (3 x 1.5 hours) plus	3 x 1.5 MSA hours 3 x 1.5 teacher hours  £820.69	MSA's attended CPD.	MSAs to demonstrate increased confidence in supporting play and physical activity during lunchtimes.  SLT member to meet weekly with members of the Play Team in lunchtimes to develop practice further.
Increase amount of physical activity participated in by PPG children	Fund 2 places per afterschool club for PPG children	8 clubs per week (£5 per session) for 30 weeks: Hiphop Tennis Gymnastics Football x2 Dodgeball Multisport Boxercise  £2400	PPG places used in each of these afterschool clubs.	Funding to continue to be provided for PPG children to participate in additional sport.
Encourage a greater number of children to walk/scoot or cycle to school	Cycling proficiency course to be run in year 5	N/A	7 children attended this year and passed their cycling proficiency.	Encourage more children to take part in this next year by sending information home at the start of term
Raise attainment in swimming so that all children can swim 25m by the end of year 6	6 staff members to run additional weekly swimming for 15 weeks during summer term for PPG and SEN children identified as needing further sessions	£614.44	Swimming sessions took place every week. Water confidence for the 10 children involved improved throughout this period as did their enjoyment of swimming.	Continue to assess children and provide additional swimming opportunities for those who need them.
Increase amount and variety of physical activity opportunities in early years	Purchase a trike	£199.99	External visitors noted how the outdoor provision in EYFS was set up to support the development in this area (Gross/Fine motor	EY to plan physical activity opportunities and goals for next school year based on
	Purchase 20 PPE Hula Hoops	£24.80		



	Purchase 36 new bean bags	£23.98	skills) – scooters/trikes/climbing frame/ balls etc.  Children made good progress in physical development in EY.	data from this year following nursery and home transition visits.
	Purchase new footballs	£29.99		
	Purchase assortment of playground balls	£29.99		
<b>Key indicator 3: The profile of PE and Sports being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation: %
				<b>Total Spend: £553.72</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the involvement of children in organising sporting events and leading teams. <b>Develop the teamwork and organisation skills of children across the school.</b>	Children are to apply to be house captains and to deliver speeches to their houses on why they would be a good leader. House captains then to be democratically elected.	N/A	House captains voted for in Autumn term.  Sports leaders wrote and delivered high quality speeches in front of their houses and the rest of the school voted on 2 leaders per house. This linked with our British values theme on democracy and helped raise the profile of this key theme across the school.	Develop the house system further. Plan in house competitions at the beginning of the school year and give more responsibility over to house captains to prepare and organise teams in time to participate.
	House captain badges to be bought to encourage pride in the position and to encourage younger children to want to take on leadership roles in future.	£20 6 hours of P.E lead time:  £153.72		Half termly house assemblies to take place to raise the profile of this competition.
	10 Year 6 children to receive half- termly training from head teacher on how to support KS1 children in	6 hours of head-teacher time:  £400		Play leaders engage with KS1 positively and help facilitate games/activities. MSAs commented on how well the play leaders interact with younger children and led play and games.

	participating in an active lunchtime.		The children reported being 'proud' to be play leaders.	
Raise the profile of sport in the school through increased celebration of sporting achievements and values. <b>Increase the pride children feel in themselves and the school.</b>	Half termly assemblies to celebrate sporting achievements and success including house competition results	N/A	Children's achievements were recognised by the rest of the school with younger children reporting they wanted to "play for the school" when they were older.  Those representing the school reported feeling a sense of pride when playing for the school and when their achievements were recognised in assembly.	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				<b>Total Spend: £ 1582</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Offer a range of after school clubs to <b>allow children across the school to experience a wide variety of sports and activities.</b>	Purchase new footballs for after school football club	£150	More After School Clubs offered Tennis, netball, recorder, School Football (lunchtime), Gymnastics (SS), KS2 Football (SS), KS1 Football (SS), Legox2, multi -skills <b>Currently 40/145 pupils entitled to PPG 28%</b>  44% of KS2 children report that they get to play a sport in school that they would not otherwise get the opportunity to play.  46% of KS2 children attend an after school or lunchtime club	Continue to run a wide variety of clubs.  Seek volunteers to run these.  Pupil voice to find which clubs pupils would like to see offered.
	Purchase new javelins for after school athletics clubs	£130		
	Purchase new netballs to increase the number of children able to attend after school netball club	£150		

	Teacher to run lunchtime football club for weeks	£384	Football club is always fully subscribed, and pupil voice revealed children are enthusiastic and enjoy taking part in the sessions.	
	Teacher to run after school netball club for 15 weeks	£384	Netball club is always fully subscribed. Extended to Y3/4 and 5/6 due to demand.	
	Teacher to run lunchtime tag rugby club for 15 weeks	£384	Rugby Club (Y5/6) fully subscribed. Children report enjoying the club with many stating that it gives them a chance to play something new that they don't do outside of school.	
<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation:
				<b>Total spend: £ 3214.96</b>
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase <b>the number of children participating in a range of competitive events across a range of sports</b>	Staff to be released and covered to take children to HABS events	Staff cover: £2010	Netball, football competitions took place in the Autumn/ Spring term – against other Hertfordshire schools	Work with local schools to provide more opportunity for competitive sports matches
	Staff to be released and covered to take children to A10 events	Staff cover: £1000		
	2 staff members to run 4 competitive house competitions during lunchtimes	£204.96	The school took part in the district sports athletics event	



Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESPA 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

Please visit [gov.uk](http://gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend. Under the [Ofsted Schools Inspection Framework](#), inspectors will assess how effectively leaders use the Primary PE and Sport Premium and measure its impact on outcomes for pupils, and how effectively [governors](#) hold them to account for this.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils' PE and sport participation and attainment by the end of the summer term or by **31 July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year, as evidence of your ongoing review into how you are using the money to secure maximum, sustainable impact. To see an example of how to complete the table please click [HERE](#).