



The Federation of Abbey Infant & Junior.

Review of PE Premium spend from 22-23.

Planned spend of PE Premium 2023-24

Website Reporting Tool

Revised July 2021



Commissioned by



Department
for Education



Created by



**YOUTH
SPORT
TRUST**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium 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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit 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.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2020/2021, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021-22	£ 0
Total amount allocated for 2022-23	£ 17,778 (I) & 19,565 (J)
How much (if any) do you intend to carry over from this total fund into 2023-24	£0
Total amount allocated for 2022-23	£37,343
Total amount of funding for 2022-23. To be spent and reported on by 31st July 2023.	£37,343 (Note 41,793 actual spend – above the PE allocation)

Swimming Data

Please report on your Swimming Data below.

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	50% * (Covid-19 reduced swimming provision to ½ a year)																								
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, back stroke and breaststroke]? Please see note above	38%																								
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	99% *(Covid – to address, Y6 attended safe self-rescue at the same pool that Y4 use)																								
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 - £6000 to double the amount of time that Y4 spend in the water (brings cumulative total to 20hrs – recommended by Swim England as sufficient to bring a non-swimmer up to 25m. Swimming has moved to Y4 and the impact of this additional funding in 2022-23 is that 53% of children and attain 25m																								
<table border="1"> <thead> <tr> <th>Summary</th> <th>25m+</th> <th>Range</th> <th>Safety</th> </tr> </thead> <tbody> <tr> <td>4M</td> <td>16</td> <td>16</td> <td>17</td> </tr> <tr> <td>4S</td> <td>16</td> <td>15</td> <td>15</td> </tr> <tr> <td>4P</td> <td>16</td> <td>13</td> <td>24</td> </tr> <tr> <td>TOTAL</td> <td>48</td> <td>44</td> <td>56</td> </tr> <tr> <td>%</td> <td>53</td> <td>49</td> <td>62</td> </tr> </tbody> </table>	Summary	25m+	Range	Safety	4M	16	16	17	4S	16	15	15	4P	16	13	24	TOTAL	48	44	56	%	53	49	62	
Summary	25m+	Range	Safety																						
4M	16	16	17																						
4S	16	15	15																						
4P	16	13	24																						
TOTAL	48	44	56																						
%	53	49	62																						

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 pupils today and for the future.

Academic Year: 2023-24		Total fund allocated:37,343		Date Updated: July 2023	
Key indicator 1: The engagement of <u>all</u> 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:
					4%
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?:	
<ul style="list-style-type: none"> support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities <p>The number of pupils who attend less than 1 club will be targeted to ensure that there is the opportunity for 100% of pupils to attend and therefore receive an additional 1 hour of physical activity through extra-curricular provision.</p>	Targeted AH PE Afterschool session KS1 (10 weeks x 3 terms x 1 hour (34ph) £630		Targeted AH PE Afterschool session KS2 (10 weeks x 3 terms x 1 hour (34ph) £1020	20 pupils per club, per term to be targeted. <i>(At the end of reporting cycle, update the numbers who attended here)</i> [Impact from 2022-23] 100% of pupils have accessed 1 competitive sports competition or more 100% of pupils have accessed 2 competitive sports competitions or more 11% of pupils have accessed 3 competitive sports competitions or more	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%N/A
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:	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Attitudes towards sport and physical activity Years 3 – 6 only Attitudes towards sport and physical activity</p> <p>57% agreed strongly that they enjoyed taking part in exercise and sports</p> <p>75% agreed strongly that they understand why exercise and sports are good for them</p> <p>13% agreed strongly that they find exercise and sports easy</p>	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
The profile of PE is well established and as a result, resources do not need to be allocated in this year's plan for this indicator.	<p>Years 1 – 2 only</p> <p>61% love playing sport</p> <p>54% love being active</p> <p>86% find sport easy</p>	£		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 63%
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:
<p>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p> <p>Additional staffing (outcome from Covid-19 review) to catch those who do not meet the fun-fit/core strength objectives</p>	<p>Timetabled dedicated PE CPD day including vacant hall use to facilitate team teach, modelling, demonstrating, CPD.</p> <p>Impact report on the range of CPD received each term</p> <p>Dancedesk professional CPD network</p> <p>Gymnastics and Dance CPD</p>	<p>CPD £9000 KS1</p> <p>CPD £9000 KS2</p> <p>Subscription £750</p> <p>External CPD £1815</p>	<p>Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions.</p> <p>WIDER IMPACT AS A RESULT OF ABOVE Skills, knowledge and understanding of pupils are increased significantly</p> <p>Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve</p> <p>Attainment end of 2022-23</p>	<p>- This will lead to sustainability as all staff will be supported to feel confident to deliver PE and Sport both within and outside the curriculum.</p>

Autumn 1	Autumn 2	Spring 1	Spring 2 Edgmond/Ofsted/ Cover	Summer 1	Summer 2
PPA	PPA	ABCs	Dance	Athletics	
PPA	PPA	Multi Skills	PPA		Multi Skills
Handball	Gymnastics	PPA	Dance	PPA	PPA
Handball	Gymnastics			PPA	PPA
SWIM	SWIM			SWIM	SWIM
SWIM	SWIM	SWIM	SWIM	PPA	PPA
Football	Gym	SWIM	SWIM	SWIM	SWIM
PPA	PPA			Cricket Coach	Cricket Coach
		PPA	PPA	Cricket Coach	Cricket Coach
		PPA	PPA	Athletics	Cricket
PPA	PPA			PPA	PPA
			EYFS PE	EYFS PE	EYFS PE
EYFS PE	Every Weds AM	EYFS PE	Every Weds AM	EYFS PE	Every Weds AM
EYFS PE	Every Weds AM				

For full evidence of impact of CPD – see CPD report (separate to this plan)

CPD Data - See attached CPD record
72% (13/18) of KS1&2 Staff have accessed at least 1 round of CPD this Year
39% (7/18) of KS1&2 Staff have accessed at least 2 rounds of CPD this Year

	BA	% EXP +	% Exceeding
Year Y6(ALL)	6.67	93.33	31.11
6F(ALL)		100	20
6H(ALL)	6.67	93.33	50
6Y(ALL)	13.33	86.67	23.33
Y6 Boys (RK)(ALL)	5	95	47.5
Y6 Girls (RK)(ALL)	8	92	18
White - British(ALL)	2.5	97.5	40
Indian(ALL)		100	16.67
Black Caribbean(ALL)		100	
Any other mixed background(ALL)		100	25
Pakistani(ALL)	20	80	20
Black - African(ALL)	25	75	25
Y6 PP (RK)(ALL)	12.5	87.5	29.17
Y6 DSEN (RK)(ALL)	66.67	33.33	
Y6 MA Maths (RK)(ALL)		100	62.5
Y6 TY Maths (RK)(ALL)		100	35.56
Y6 BA Maths (RK)(ALL)	15	85	10

	% Below ARE	% EXP +	% Exceeding
Year 2(ALL)	5.49	94.51	10.99
2S(ALL)	9.68	90.32	16.13
2J(ALL)		100	10
2G(ALL)	6.67	93.33	6.67
Y2 Boys(ALL)	5.88	94.12	9.8
Y2 girls(ALL)	5	95	12.5
White - British(ALL)	2.7	97.3	5.41
Indian(ALL)	16.67	83.33	
Black Caribbean(ALL)		100	100
Any other mixed background(ALL)		100	18.18
Pakistani(ALL)		100	
Black - African(ALL)			
Y2 PP(ALL)	6.25	93.75	6.25
Y2 Non PP(ALL)	5.33	94.67	12
Y2 SEN(ALL)	33.33	66.67	
Y2 EAL(ALL)	10	90	
Y2 MA Maths(ALL)		100	28.57
Y2 TY Maths(ALL)	3.51	96.49	10.53
Y2 BA Maths(ALL)	13.64	86.36	4.55

IMPACT – GOOD PROGRESS TOWARD OBJECTIVE

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

N/A

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:
Not a priority in 2022-23 – see core PE schema and additional clubs offered at school.		£		

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%15
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:
<p>- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Engage more KS1 pupils in inter/intra school teams.</p> <p>- Engage more KS2 pupils in inter/intra school teams.</p> <p>All pupils enter an annual sports day; intra-school medals & certificates</p>	<p>Arrange friendly competition - inter/intra school - use the local sport partnership Sainsbury's Games & intra-comp.</p> <p>Abbey co-ordinate 6 x KS1 intra- sport competition days per academic year.</p> <p>Abbey co-ordinate 6 x KS2 intra- sport competition days per academic year.</p> <p>Competition medals, certificates and swimming certificates and badges (see additional factor)</p>	<p>£2000</p> <p>1 per half term (twelve days cover for AH)</p> <p>Mini-bus costs inc. driver</p> <p>Competition and cover costs = £2148</p> <p>£1250</p>	<p>All KS1 & KS2 pupils have the opportunity to compete in at least one competition per academic year.</p> <p>(At the end of the reporting cycle add detail of the number of competitions and attendances by key-stage and gender)</p> <p>Competition Data</p> <p>100% of pupils have accessed 1 competitive sports competition or more</p> <p>100% of pupils have accessed 2 competitive sports competitions or more</p> <p>11% of pupils have accessed 3 competitive sports competitions or more</p> <p>All pupils including EYFS have taken part in a collaborative sports day.</p> <p>IMPACT – good progress toward target.</p> <p>All pupils compete in an intra-school sports day.</p>	<p>- Member of staff to take charge of the competitive sport co-ordination across Abbey.</p>

<p>Additional factor identified by school - 1</p> <p>- All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water.</p>	<p>Notes: Y6 cohort 2023-24 experienced massive disruption to their swimming experience through two full academic years. Budget constraints following on from increased Covid absence and pool availability may result in these pupils having less KS2 swimming. To help with the life-skill of water safety – all pupils to secure safe self-rescue.</p>	<p>£1000</p>	<p>All pupils can complete basic secure safe self-rescue.</p> <p>99% have secured – good progress (See swimming figures above)</p>	<p>Additional spend – one off to compensate for Covid-19 difficulties</p>
<p>Additional factor identified by school -2</p> <p>The diminishing pupil core-strength and security in cross-lateral movement that impacts on EYFS writing outcomes and some pupils through the school.</p> <p>Run the school’s bespoke programme ‘fun-fit’ to improve the co-ordination, core strength and cross-lateral movement of EYFS pupils and those through the school for whom fine motor is compromised.</p>	<p>Secure funds to ensure YN & YR baseline and then subsequent ‘movement through story’ programme is implemented.</p>	<p>£10,100</p>	<p>FMS & GMS meet or exceed the national EYFS data set.</p> <p>Pupils in Y1-Y6 secure the core strength to impact positively on stamina and legibility of writing at length.</p> <p>IMPACT 81% of cohort 2022-23 attained the FMS & GMS ELG. 63% attained the ELG in writing but a further 15% are just under the ELG. Good progress from baseline and good progress overall.</p>	

Signed off by	
Head Teacher:	Dr R Kentish
Date:	21-6-23
Subject Leader:	Mr A Hayat; Miss N Humphries; Miss A Hinton
Date:	21-6-23
Governor:	FGB 4-7-23
Date:	4-7-23

What have we achieved this year from the SIP or subject leaders' plans?

PE is taught progressively throughout the school with all the skills being covered. There are a range of sports and activities to support the different areas of PE. OAA is covered in phases (Y2, Y4 and Y6).

The planning addresses differentiation through the STEP principle and has supported teachers amend activities accordingly to help all children progress and access certain skills/sport situations. Teachers are using the STEP principle more confidently in lessons which is enabling them to target children who need extra support or challenge the children who are making accelerated progress.

Gymnastic curriculum has been enhanced through the purchase of gym apparatus in the form of agility tables and bars. Staff have had refresher training on how to develop a gymnastic lesson. Teachers have also received further training on Dance and how to sequence a unit based around the topic.

Teachers know the equipment that is available and where to find it. They are using it to enhance learning and demonstrate the skill that might be needed.

CPD has and will continue for a range of staff across the key stages to support the deliver in areas they less confident in. During these sessions, teachers will have the opportunity to observe, then team teach and finally deliver a lesson themselves which will be observed to show their development and look at the positives and what could be improved to further the delivery of PE. Questionnaires are given at the end of the CPD cycle to get an idea of how they found it and how the CPD could be improved further.

Subject leaders have spoken to staff, pupils and reviewed planning with all year groups to assess the effectiveness of lessons. Staff have been open and honest about evaluations and understand what they can do to improve further. Teachers have spoken well about their confidence when teaching PE. Teachers have received staff meetings from leaders during the year to discuss what is working well and what could be improved and have also worked with leaders to discuss learning and skills that should be covered during the lessons and had the opportunity to speak about areas they would like further CPD.

Year 6 will be receiving swimming lessons during Summer 2 because of the lack of opportunity during Covid 19.

Any elements of the SIP or subject plan that need to be continued in X year?

- Ensure teachers are using the STEP principle with children to either close to gap or extend learning.
- Ensure teachers continue to use the subject specific vocabulary so children can confidently talk about what they are doing.
- CPD will continue to help teachers build their confidence in delivering any areas of the curriculum they are less confident with.
- Incorporate water safety aspect of swimming in classes.

What impact statements can we make?

Overall, the skills being taught in PE are allowing children to lead healthier lives and progress further. Lunchtimes also give children the opportunity to keep active with a variety of activities available. The planning allows for children to build on skills from previous year groups. Children are able to make links with previous learning and apply them to their current lessons. Children are active for most of the time during the lessons which keeps them engaged and gives them more time to practise the new skills acquired.

Children have had some extra time in the swimming pool to catch up on the impact of missed swimming lessons due to Covid-19. Staff have had the opportunity to work closely with leaders to discuss areas they feel have been going well and any areas they need improving. This has led to training in Gymnastic and dance delivery. Children were part of the training so staff were able to see how the children could develop their skills.

CPD has really helped increase confidence in teachers across the different areas of PE, with teachers now being more confident in their delivery of lessons. This will continue in 2022-2023 to help teachers develop their delivery of PE in any areas they still find challenging. They will have the opportunity to observe, plan with a leader and then teach a session themselves.

The provision for outdoor and adventurous activities is back up and running. All the children in the current Year 6 cohort have had the opportunity to take part in outdoor learning, either through a residential or a day visit to a centre. More emphasis will be placed on activities being done in Y2, Y4 and Y6 with children who are not at the residential while the other children are away. After school clubs have offered the children a variety of sporting activities with teake ups being really good. There has been after school clubs offered to Pupil Premium children which again has been really positive.

School competitions are running regularly with children across all year groups having the chance to participate and children have come back to school talking really positively about the events.

Assessment, Achievement and Progress

Monitoring & Evaluation – review of L&M time

- Pupil voice was very positive where children recalled the skills being taught and recognising where they fit into the learning journey. They were able to discuss the skills they have learnt previously and how they use them now.
- Lesson visits- Clear progressions evident in lessons. Children are enthusiastic and are using the key vocabulary from the lesson. Strong questioning from teachers allowed children to make good progress. Children engaged and using soft skills to problem solve and develop tactics.
- Staff knowledge- staff across the school can confidently talk about lessons they are delivering and where it fits into the learning journey. Good subject knowledge evident and are able to answer questions that are posed by the children. They can now confidently talk about the STEP principle to help with assessing children and ensuring every child is targeted.

May 2023

- Planning shows clear progression through the different year groups.
- Gymnastic equipment for ks2 that has been ordered is being used. All teaching staff given refresher training on how to used safely and effectively. Children were invited into school so staff can be given ideas to use with their classes. Refresher to be carried out in autumn 1.
- Teachers also received further dance training to improve confidence and delivery and sequencing.
- 'STEP' principle being used effectively across the key stages for differentiation and challenges.
- Swimming with year 4 is going on a weekly basis.
- Year 6 will be attending in the summer term.
- Children speak very positively about PE and enjoy the subject. They are also able to discuss previous learning that has taken place and how this links to their current lesson.
- Children are able to discuss how they will apply the skills acquired in different games.
- Staff have received CPD for different areas of the curriculum which has helped increase confidence.
- Staff are able to articulate what skills the children are focussing on and how they will apply these skills during the lesson.
- Staff will begin to cover water safety aspect of swimming during lessons where they see fit. Eg year to discuss water safety when covering rivers.

Next steps:

Continue with CPD for staff in areas they find challenging or need developing.
Extra swimming for new year 6 children who have not had swimming.
Develop water safety and how this can be embedded within the curriculum.

Resources evaluation and future plan

- Gymnastic resources being used in lessons to help delivery. Appropriate training given to staff on how to use the equipment safely as well as utilising the equipment to help support the teaching, learning and assessment of gymnastics. This has given staff a bank of ideas to use within their PE lessons to support the teaching of gymnastics as well as giving them knowledge of the 'STEP' principle in order to support children's learning and challenge the 'more-able' children.
- CPD for staff who have moved year groups to help support teaching, learning and assessment of PE. This will give staff an awareness of what is required within their new year group/key stage and will help support the delivery of effective PE lessons with all of the components required.
- Ensure iPads are used as visualisers to support WAGOLL and AFL.

Annual programme – CPD future needs

- CPD opportunities to work with subject leads will continue throughout the school to help staff in their new year groups deliver lessons effectively. A focus on dance and gymnastic will be the priority.
- Staff meeting carried to discuss how PE is being delivered, what is going well and the next steps to improve.

Governor involvement

- Subject leads have had meeting with different governors.
- As Covid-19 restrictions allow, on-site visit to share this report and sample aspects of provision.

Range of evidence

Evidence: Ofsted Inspection Report; School Improvement Reports; Basic Skills report; Staff & SMT Meetings Minutes; Planning; Pithy Sheets; Head teacher & Subject Leader Monitoring; School Improvement Plan; Subject Leader Files; Governor Visits; Moderation

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? N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.	See table at the top
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	See above
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	See Above
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?	Not for 2023-24

IMPACT

There is strong evidence of impact because of the proportion of pupils attaining the 25m NC aim. Additionally, the % of pupils who can swim 50m+ is good and improving (and a strong upward trend from Covid-19)

Compared to the national figures for swimming (see below) – the school is stronger in all aspects.

This is good evidence that the spend on additional swimming time is working and effective.

Swimming proficiency



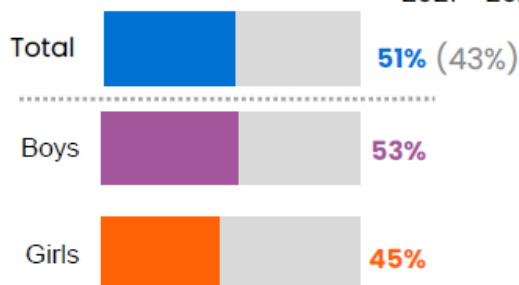
National figures from 2021 - 2022 for each measure are shown in brackets.

All pupils should be able to do these things by the time they leave primary school.

Swimming ability

% of pupils who can swim 25m unaided

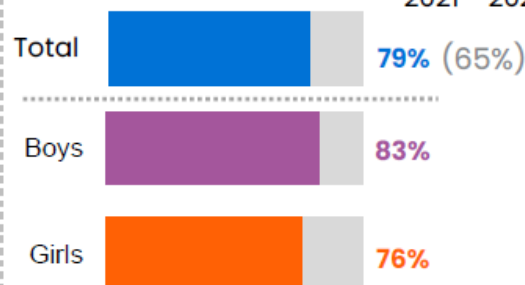
National data from 2021 - 2022



Confidence and capability

% of pupils who can tread water

National data from 2021 - 2022



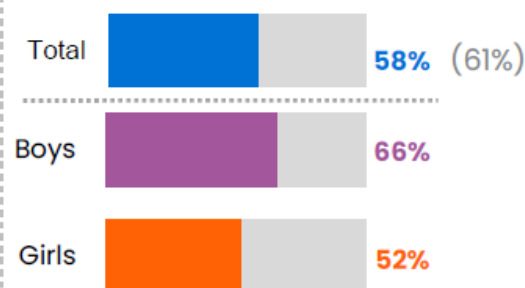
In 2022 - 2023, the following year group(s) had swimming lessons provided by your school (or have them planned for later this year):

Year 4.

Each pupil had 30 or more sessions each year

% of pupils who can self-rescue (years 3 - 6 only)

Pupils were asked if they fell into a deep lake with all their clothes on, if they could swim 5m to land and get out without any help.



Have you considered?

What could your school do to support pupils to meet the National Curriculum swimming requirements?

Are there any groups of pupils who need more support to meet the National Curriculum swimming requirements?

IMPACT STATEMENT OF 2022-23 SPEND

Academic Year: 2022-23

Total fund allocated: KS1 £16,900; KS2 £19,640

Date Updated: June 2023

Key indicator 1: 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

IMPACT

School focus with clarity on intended **impact on pupils:**

Actions to achieve:

Funding allocated:

Evidence and impact:

support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs

introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities

The number of pupils who attend less than 1 club will be targeted to ensure that there is the opportunity for 100% of pupils to attend and therefore receive an additional 1 hour of physical activity through extra-curricular provision.

Extended Schools Provision DATA- Infants 2022/23

270 (on roll when full)

						22/23
Clubs	Year 2	Year 1	Year R	TOTAL		%
1 or more	59	52	32	143		53%
2 +	55	39	25	119		44%
3+	48	30	16	94		35%
5+	38	21	1	60		22%
10+	2	4		6		2%
BOYS	32	26	17	75		56%
GIRLS	27	26	15	68		54%
			FSM/PP	16		39%

There is strong evidence of pupils having access to a range of sporting and active clubs right throughout the day. The tables on the LHS side show good take up within the school day and additionally 40% are taking up the option of an additional hour after school in KS2; 89% in KS1.

This is in addition to the in-school national curriculum PE and swimming where most year groups are having 2hours of PE a week too.

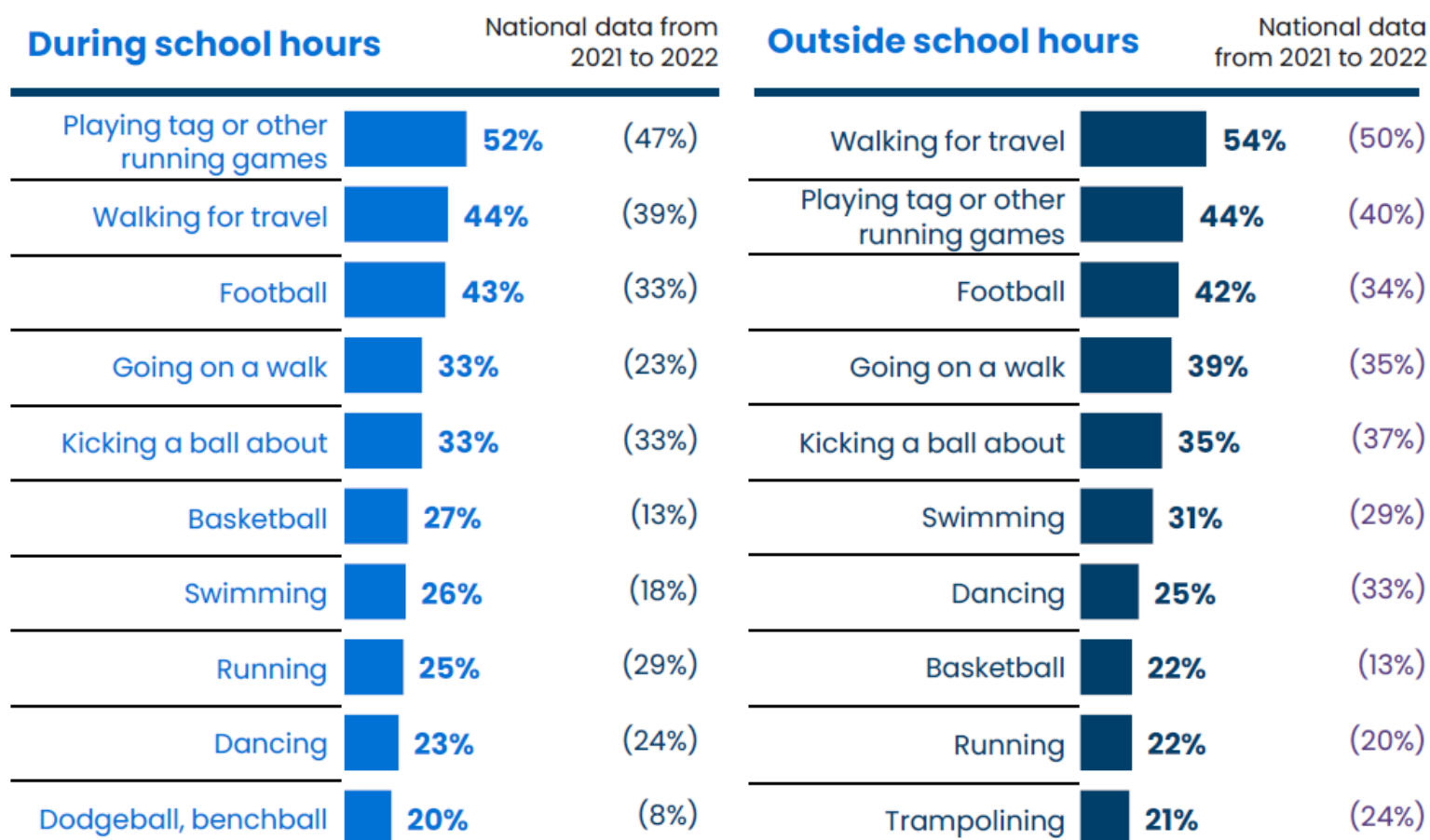
Leaders will continue this plan through 23-24 based on the success of 22-23

One aspect for improvement will be

Activity breakdown



The charts below show the percentage of those who report taking part in each activity in the previous week at moderate to vigorous intensity. Only the top 10 activities are included. National figures from 2021-22 for these activities are also shown in brackets.



Have you considered?

How do you involve your pupils in choosing the sport and physical activities on offer?

Do you ask which activities they want to do more or less of?

Is the range of activities sufficient to cater for as many pupils as possible?

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport IMPACT

School focus with clarity on intended **impact on pupils:**

Actions to achieve:

Funding allocated:

Evidence and impact:

Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively

90% of pupils reach ARE against the school's curriculum; 20% reach AARE against the school's curriculum.

90% of pupils make good or better progress against the school's assessment system; 20% of pupils make better than expected progress against the school's assessment system.

Autumn 1	Autumn 2	Spring 1	Spring 2 Edgmond/Olsted/Cover	Summer 1	Summer 2
PPA	PPA	ABCs			
				Athletics	
		PPA	PPA		Multi Skills
PPA	PPA	Multi Skills			
		PPA	PPA		
		Multi Skills	Dance	PPA	PPA
Handball	Gymnastics				
Handball	Gymnastics			PPA	PPA
SWIM	SWIM			SWIM	SWIM
SWIM	SWIM	SWIM	SWIM	PPA	PPA
Football	Gym	SWIM	SWIM	SWIM	SWIM
PPA	PPA				
				Cricket Coach	
				Cricket Coach	
		PPA	PPA	Cricket Coach	
				Athletics	Cricket
		PPA	PPA	PPA	PPA
PPA	PPA			Athletics	Cricket
			EYFS PE	EYFS PE	EYFS PE
EYFS PE	Every Weds AM	EYFS PE	Every Weds AM	EYFS PE	Every Weds AM
EYFS PE	Every Weds AM				

***In EYFS 84% met the ELG for GMS;
In EYFS 84% met the ELG for FMS. A strong indicator of readiness for the Y1 PE National Curriculum.***

provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively

90% of pupils have met the ARE for Y2 – therefore Prepared for KS2; similarly Y6-Y7.

IMPACT

The table shows how the CPD has been shared across the school and for different aspects of PE.

Staff report (see CPD 2022-23 report)

- Increased confidence
- Improved knowledge of the STEP principle
- Link between INTENT & IMPLEMENTATION (seeing the plan in action)
- Increased subject knowledge – knowing WAGOLL
- Improved questioning by using key vocabulary
- Inclusion of soft skills – linked to head, heart

In addition to the staff impact statements, there is a good evidence of impact in terms of the proportion of pupils attaining ARE or above in PE. Sample YR PD, Y2 & Y6 assessment information in the middle column.

Due to the success of this aspect on outcomes, this will continue into 22-23.

Due to the impact of 'fun-fit' on EYFS outcomes, additional support though PE development officer and LSP will be deployed through 22-23 to catch pupils who fall behind with their gross-motor and core strength.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils IMPACT

School focus with clarity on intended **impact on pupils:**

See the impact as part of Indicator 1 above.

See the impact as part of Indicator 1 above.

<p>- Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>- Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>		
---	--	--

Key indicator 5: Increased participation in competitive sport				IMPACT
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	
<p>- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.</p> <p>- Engage more KS1 pupils in inter/intra school teams.</p> <p>All pupils enter an annual sports day</p>	<p>All pupils took part in two intra-school competitions. A strong increase from 2022-223</p> <p>All pupils including EYFS completed a collaborative sports day.</p>			Not all of the intra-school competitions took place – this will carry forward as an aspiration for 2023-24.
Additional factor identified by school.				IMPACT
<p>- To ensure all existing swimmers increase their attainment by 10 metres thus increasing their confidence in water.</p> <p>- All remaining non-swimmers achieve 25 metres thus meeting the statutory requirements of the national curriculum for PE.</p> <p>- All pupils can perform safe self-rescue over a varied distance so they are confident and safe in water.</p>	See Impact as above			See evidence above