



The Federation of Abbey Infant & Junior.

Review of PE Premium spend from 21-22.

Planned spend of PE Premium 2022-23

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	£ 17,772 (I) & 19,608 (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	£37,380
Total amount of funding for 2022-23. To be spent and reported on by 31st July 2023.	£37,380 (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%
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.

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: 2022-23		Total fund allocated: 37,380		Date Updated: July 2022	
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?:	Sustainability and suggested next steps:
<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 (21ph) £630		Targeted AH PE Afterschool session KS2 (10 weeks x 3 terms x 1 hour (21ph) £630	20 pupils per club, per term to be targeted. <i>(At the end of reporting cycle, update the numbers who attended here)</i> <i>(Report the range of clubs and attendance here)</i>	This is an additional resource that is funded through the PE premium. At 4% of the total, should this funding be reduced then this aspect would be removed from school provision.
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:	Make sure your actions to achieve are	Funding	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.	ATTITUDES TOWARDS SPORT AND PHYSICAL ACTIVITY <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p>96%</p> <p>agree that they enjoyed taking part in exercise and sports</p> </div> <div style="text-align: center;"> <p>99%</p> <p>agree that they understand why exercise and sports are good for them</p> </div> <div style="text-align: center;"> <p>72%</p> <p>agree that they find exercise and sports easy</p> </div> </div>			

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				63%
Intent	Implementation	Funding	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:
<ul style="list-style-type: none"> Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively Additional staffing (outcome from Covid-19 review) to catch those who do not meet the fun-fit/core strength objectives 	<ul style="list-style-type: none"> Time tabled dedicated PE CPD day including vacant hall use to facilitate team teach, modelling, demonstrating, CPD. Impact report on the range of CPD received each term Dancedesk professional CPD network Gymnastics and Dance CPD 	<ul style="list-style-type: none"> CPD £8034 KS1 CPD £8035 KS2 Subscription £750 External CPD £1815 	<ul style="list-style-type: none"> Subject leader more confident when undertaking lesson observations/team teaching - able to provide effective feedback and lead discussions. WIDER IMPACT AS A RESULT OF ABOVE Skills, knowledge and understanding of pupils are increased significantly Pupils really enjoy PE and Sport, are very keen to take part and demonstrate a real desire to learn and improve <i>(Update this at the end of the cycle with the in-house attainment and achievement information)</i> 	- 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.

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>All pupils compete in an intra-school sports day.</p>	Member of staff to take charge of the competitive sport co-ordination across Abbey.
<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>	Notes: Y6 cohort 2022-23 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.	£1000	All pupils can complete basic secure safe self-rescue.	Additional spend – one off to compensate for Covid-19 difficulties
<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>	Secure funds to ensure YN & YR baseline and then subsequent 'movement through story' programme is implemented.	£10,100	<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>	

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.				
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Signed off by	
Head Teacher:	Dr R Kentish
Date:	22-6-22
Subject Leader:	Mr A Hayat; Miss N Humphries; Miss A Hintin
Date:	22-6-22
Governor:	FGB 5-7-22
Date:	5-7-22

Review of the 2021-22 plan

Note: The academic years 2020-21 was disrupted due to the global pandemic of Covid-19. Full-time school ceased on March 20th and again 5/1 2021. This has caused disruption to the swimming outcomes at the end of KS2.

Key achievements to date:	Areas for further improvement taken from the subject plans.		
<p>OFSTED- The extra sports funding provided for primary schools has been spent well. All staff have been trained in teaching physical education, so the quality of teaching has improved. More pupils are taking up sport each year and many more now take part in competitive sport.</p> <p>Subject leaders and teachers responsible for aspects of the school's work play a good part in helping to move the school forward.</p> <p>SIA - Pupils' attitudes to learning are good and engagement is high. A strong pastoral team exists to support pupils' specific needs. Outdoor learning in the Early Years is being encouraged partly through a Forest School curriculum which is exciting and engaging for all children. The outdoor area has been cleared and reorganised to allow children in the early years to fully explore the environment.</p> <p>OTHER – The school has successfully been awarded the aFPE Mark – with distinction; The Sainsbury's Gold Award; Black Country award for effective use of PE Premium x 2 and most recently Dfe Bronze health School</p>	<p>Develop a bank of non-core assessment material in the form of tasks and some 'tests' that inform staff use of assessment information to inform provision across subjects.</p>	<p>Tasks link directly to taught units. Tasks are not standalone 'tests' but are used as part of the learning journey to inform next-steps and summative assessment of learning. In PE this will take the form of staff recognising acutely 'what a good one looks like' (WAGOLL), sometimes linked to the progression maps; others linked to the STEP principle. Non-core story maps and Kahoot low-stakes tests.</p>	<p>Achieved – good progress against PE plan(s)</p>
	<p>Revise the agreed Abbey 'steps to success' to reflect the pedagogical changes made to 2021-22.</p> <p>Ensure staff understanding about the menu of agreed practice and how/when it is appropriate to use these techniques across all subjects.</p>	<p>As part of directed time CPD, review with stakeholders. Draw upon self-review, current educational thinking and leaders' vision and ambition for the school to ensure clarity and consistency of our agreed TLA systems and structures.</p> <p>Ensure that all leaders drive the consistent message about how and when to choose from our agreed 'steps to success' to ensure good or better learning.</p> <p>In PE this will look at ensuring active lessons focussed on developmental steps to overarching lesson/sequence of lesson objectives.</p>	<p>Achieved – good progress against PE plan(s)</p>
	<p>To ensure all non-core subjects have a clear progression of skills that embed the overarching aims of the National Curriculum</p>	<p>Subject leads to work collaboratively to revise the current curriculum provision for non-core subjects.</p> <p>Subject leads to ensure the coverage of skills clearly matches the overarching aims of the National Curriculum.</p>	<p>Achieved – good progress against PE plan(s)</p>

		<p>Subject leads to deliver CPD for staff to ensure the progression of skills are clear and understood by all staff.</p> <p>External providers to work with subject leads/phases with ideas for implementing progress of skills tailored to Abbey.</p>	
	<p>To improve the quality of teaching and learning across all subjects by ensuring all staff are clear about the learning journey.</p>	<p>Subject leaders to revise the current skills progression maps to ensure they meet the needs of our school and community and the overarching aims of the National Curriculum. Subject leads to provide staff with CPD to enable a clear understanding of skills progression.</p> <p>Staff to ensure the lesson sequence clearly builds upon prior learning by using the skills progression framework.</p> <p>Staff to ensure planned activities match the skills progression, taking account of all learners but particularly the bottom 20%</p> <p>Staff to plan for 2Simple assessment points.</p>	

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:																														
<p>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.</p>	<table border="1"> <thead> <tr> <th>Summary</th> <th>25m+</th> <th>50m</th> <th>Range</th> <th>Safety</th> </tr> </thead> <tbody> <tr> <td>4RC</td> <td>15</td> <td>0</td> <td>9</td> <td>30</td> </tr> <tr> <td>4S</td> <td>16</td> <td>0</td> <td>12</td> <td>29</td> </tr> <tr> <td>4V</td> <td>14</td> <td>0</td> <td>13</td> <td>30</td> </tr> <tr> <td>TOTAL</td> <td>45</td> <td>0</td> <td>34</td> <td>90</td> </tr> <tr> <td>%</td> <td>50</td> <td>0</td> <td>38</td> <td>99</td> </tr> </tbody> </table>	Summary	25m+	50m	Range	Safety	4RC	15	0	9	30	4S	16	0	12	29	4V	14	0	13	30	TOTAL	45	0	34	90	%	50	0	38	99
Summary	25m+	50m	Range	Safety																											
4RC	15	0	9	30																											
4S	16	0	12	29																											
4V	14	0	13	30																											
TOTAL	45	0	34	90																											
%	50	0	38	99																											
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?

Yes – see plan below.

Summary	25m+	50m	Range of Strokes	Safety
Y 4.1	25	12	25	30
Y 4.2	19	11	16	30
Y 4.3	16	6	17	30
TOTAL	60	29	58	90
%	67	32	64	100

Summary	25m+	50m	Range of Strokes	Safety
Y 5.1	25	15	23	30
Y 5.2	20	10	21	30
Y 5.3	21	11	15	30
TOTAL	66	36	59	90
%	73	40	66	100

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. 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.

Leaders will continue with this aspect into future years.

Swimming proficiency



National figures from 2019/20 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 2019/20

Total 52% (52%)

Confidence and capability

% of pupils who can tread water

National data from 2019/20

Total 70% (71%)

In 2019/20, the following year group(s) had swimming lessons provided by your school (or had planned this):

no information on years.

Each pupil had **unknown number of 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.

Total 55% (65%)

Have you considered?

What could the 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?

Active Lives Children and Young People Survey. Results from Abbey Junior School. Sample of 33 from Year 4, Year 5, Year 6. Any differences between groups may be down to the small sample sizes and may not be real differences.

Note: Extract from 'Active lives school report' totals do not match the figures above because only one class from Y3-6 was sampled.

IMPACT STATEMENT OF 2020-21 SPEND

Academic Year: 2021-22		Total fund allocated: KS1 £16,900; KS2 £19,640		Date Updated: June 2022	
Key indicator 1: 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					IMPACT
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:		There is strong evidence of pupils having access to a range of sporting

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.

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

Ten targeted places for those who would benefit from the activity during the school break. These ten pupils would receive an additional 3 days of 5 hours physical activity through extra-curricular provision.

KS2 Extended Schools Provision DATA

2021/22

360 (on roll when full) All Inclusive (INC LUNGTIMES AND REWARDS)

20/21

Clubs	Year 6	Year 5	Year 4	Year 3	TOTAL	%
1 or more	43	44	43	46	176	49.0%
2 +	33	33	33	38	137	38.0%
3+	26	27	27	32	112	31.0%
5+	21	16	15	22	74	21.0%
10+	4	2	1	3	10	3.0%

BOYS	20	24	25	20	89	53.0%
GIRLS	24	20	18	26	88	47.0%

FSM/PP	28	38.0%
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KS1 Extended Schools Provision DATA- Infants 2021/22

270 (on roll when full)

Clubs	Year 2	Year 1	Year R	TOTAL	%
1 or more	43	51	30	124	46%
2 +	32	44	20	96	36%
3+	23	37	14	74	27%
5+	13	21	3	37	14%
10+	3	3	0	6	2%

BOYS	23	29	17	69	50%
GIRLS	20	22	13	55	42%

FSM/PP		30%
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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 2 hours of PE a week too.

Leaders will continue this plan through 22-23 based on the success of 21-22

One aspect for improvement will be the targeting of pupils. Whilst this has worked, the targeted ten have not consistently turned up. To extend the plan into 22-23, places will be sent automatically to parents, handled sensitively, for their children.

After School Club Provision Data 2021/22

360 (on roll when full)

Clubs	Year 6	Year 5	Year 4	Year 3	TOTAL	%
1 or more	30	39	38	42	149	41.0%
2 +	20	30	28	37	115	32.0%
3+	13	26	21	30	90	25.0%
5+	9	16	12	19	56	16.0%
10+	0	0	0	2	2	0.5%

BOYS	17	21	23	19	80	47.0%
GIRLS	13	18	15	23	69	37.0%

FSM		38.0%
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Sports Camp DATA 2021/22

540 (on roll when full KS1&2)

Clubs	Year 6	Year 5	Year 4	Year 3	Year 2	Year 1	REC	TOTAL	%
1 or more	17	12	23	15	13	17		97	18%
2 +	9	3	12	7	7	9		47	9%
3+	4	2	2	6	3	8		25	5%

BOYS	7	6	13	9	7	11		53	20%
GIRLS	10	6	10	6	6	6		44	16%

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Percentage of total allocation:

0 %

School focus with clarity on intended impact on pupils:

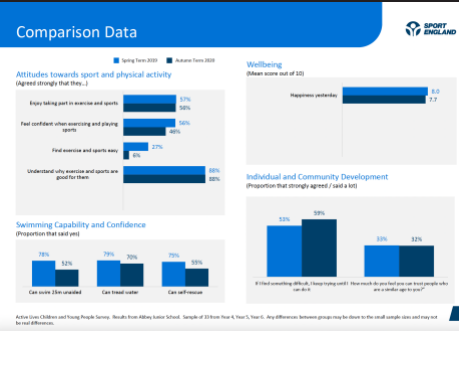
Actions to achieve:

Funding allocated:

Evidence and impact:

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.



Impact evidenced through the school's self-review, subject reports and SIP.

IMPACT

There is strong evidence of impact because of the attitudes to sport that Abbey pupils hold, notably enjoyment in taking part and the understanding of the importance of this for a healthy life.

This is embedding future life skills and may well contribute to pupils' mental health and attitudes to exercise as adults.

Additionally, the pupil perception of the their activity levels compared to the national data is strong across nearly all comparators.

This is another strong indicator of the school's effectiveness in engaging pupils in positive sport.

Activity breakdown



The tables 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 2019/20 for these activities are also shown.

During school hours		National data from 2019/20		Outside school hours		National data from 2019/20	
Walking for travel	48%	33%	Walking for travel	58%	50%		
Playing tag or other running games	48%	46%	Playing tag or other running games	42%	40%		
Dodgeball, benchball	33%	8%	Going on a walk	33%	35%		
Running	33%	32%	Dancing	30%	30%		
Dancing	30%	22%	Running	30%	23%		
Kicking a ball about	27%	30%	Kicking a ball about	24%	33%		
Gymnastics	27%	13%	Cycling for fun or fitness	18%	22%		
Going on a walk	24%	21%	Climbing or swinging in playground	18%	22%		
Gym or fitness	21%	4%	Football	18%	31%		
Football	18%	29%	Dodgeball, benchball	18%	7%		

Have you considered?

How do you involve your pupils in choosing the 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?

Active Lives Children and Young People Survey. Results from Abbey Junior School. Sample of 33 from Year 4, Year 5, Year 6. Any differences between groups may be down to the small sample sizes and may not be real differences.

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:	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.																																																																																																																																																																																																							
<p>Provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p> <p>90% of pupils reach ARE against the school's curriculum; 20% reach AARE against the school's curriculum.</p> <p>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.</p> <p>provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively</p>	<p>Staff CPD Record 2021-22</p> <table border="1"> <thead> <tr> <th>Staff</th> <th>Year Group</th> <th>Autumn 1</th> <th>Autumn 2</th> <th>Spring 1</th> <th>Spring 2</th> <th>Summer 1</th> <th>Summer 2</th> </tr> </thead> <tbody> <tr><td>Miss Vance</td><td>1Y</td><td>PPA</td><td>PPA</td><td>ABCs</td><td></td><td>PPA</td><td>Multi Skills</td></tr> <tr><td>Mrs Donnelly/Phillips</td><td>1DP</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Miss Gill</td><td>1G</td><td></td><td></td><td>PPA</td><td>PPA</td><td>Athletics</td><td>PPA</td></tr> <tr><td>Miss Stocking</td><td>2S</td><td>PPA</td><td>PPA</td><td></td><td></td><td>Athletics</td><td>Team Games</td></tr> <tr><td>Mr Jones</td><td>2GJ</td><td></td><td></td><td>PPA</td><td>PPA</td><td></td><td></td></tr> <tr><td>Mr Johnson</td><td>2J</td><td></td><td></td><td>PPA</td><td>PPA</td><td>PPA</td><td>PPA</td></tr> <tr><td>Mrs Bhatnag</td><td>3S</td><td></td><td></td><td>PPA</td><td>PPA</td><td></td><td></td></tr> <tr><td>Mrs Kaur</td><td>3K</td><td>PPA</td><td>PPA</td><td></td><td></td><td></td><td></td></tr> <tr><td>Mrs Vickers</td><td>3V</td><td>Handball</td><td>Gymnastics</td><td>Dance</td><td></td><td>PPA</td><td>PPA</td></tr> <tr><td>Mr McIlwain (Out of class Mondays)</td><td>4M</td><td>SWIM</td><td>SWIM</td><td></td><td></td><td>SWIM</td><td>SWIM</td></tr> <tr><td>Mrs Piper</td><td>4P</td><td>PPA</td><td>PPA</td><td></td><td></td><td>SWIM</td><td>SWIM</td></tr> <tr><td>Miss Sagic</td><td>4S</td><td>SWIM</td><td>SWIM</td><td>Football</td><td>Gymnastics</td><td>SWIM</td><td>SWIM</td></tr> <tr><td>Mr Hayes</td><td>5H</td><td>Gymnastics</td><td>Tag Rugby</td><td></td><td>Dance</td><td>PPA</td><td>PPA</td></tr> <tr><td>Miss Rockett</td><td>5R</td><td></td><td></td><td>PPA</td><td>PPA</td><td></td><td></td></tr> <tr><td>Mr Poston</td><td>5P</td><td>PPA</td><td>PPA</td><td></td><td>Dance</td><td></td><td></td></tr> <tr><td>Miss Humphries</td><td>6H</td><td>PPA</td><td>PPA</td><td>Pippa - Badminton</td><td>Pippa - Dance</td><td>Pippa - Athletics</td><td>Pippa - Cricket</td></tr> <tr><td>Mrs Yale</td><td>6Y</td><td>Basketball</td><td>Gymnastics</td><td>PPA</td><td>PPA</td><td></td><td></td></tr> <tr><td>Mrs Falconer</td><td>6F</td><td></td><td></td><td></td><td></td><td>PPA</td><td>PPA</td></tr> <tr><td>Mrs Brighton</td><td>NLTA</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Mrs Sherwood</td><td>NLTA</td><td></td><td></td><td></td><td></td><td></td><td></td></tr> <tr><td>Miss Bevan</td><td>RB</td><td>EYFS PE</td><td>Every Weds AM</td><td></td><td></td><td></td><td></td></tr> <tr><td>Mrs Gould</td><td>RGD</td><td>EYFS PE</td><td>Every Weds AM</td><td></td><td></td><td></td><td></td></tr> </tbody> </table> <p>In EYFS 86% met the ELG for GMS; In EYFS 80% met the ELG for FMS. A strong indicator of readiness for the Y1 PE National Curriculum.</p> <table border="1"> <thead> <tr> <th></th> <th>% Below ARE</th> <th>% EXP +</th> <th>% Exceeding</th> </tr> </thead> <tbody> <tr> <td>PE</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Year 2(ALL)</td> <td>17.39</td> <td>82.61</td> <td>21.74</td> </tr> <tr> <td>Year Y6(ALL)</td> <td>7.87</td> <td>92.13</td> <td>13.48</td> </tr> </tbody> </table>	Staff	Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Miss Vance	1Y	PPA	PPA	ABCs		PPA	Multi Skills	Mrs Donnelly/Phillips	1DP							Miss Gill	1G			PPA	PPA	Athletics	PPA	Miss Stocking	2S	PPA	PPA			Athletics	Team Games	Mr Jones	2GJ			PPA	PPA			Mr Johnson	2J			PPA	PPA	PPA	PPA	Mrs Bhatnag	3S			PPA	PPA			Mrs Kaur	3K	PPA	PPA					Mrs Vickers	3V	Handball	Gymnastics	Dance		PPA	PPA	Mr McIlwain (Out of class Mondays)	4M	SWIM	SWIM			SWIM	SWIM	Mrs Piper	4P	PPA	PPA			SWIM	SWIM	Miss Sagic	4S	SWIM	SWIM	Football	Gymnastics	SWIM	SWIM	Mr Hayes	5H	Gymnastics	Tag Rugby		Dance	PPA	PPA	Miss Rockett	5R			PPA	PPA			Mr Poston	5P	PPA	PPA		Dance			Miss Humphries	6H	PPA	PPA	Pippa - Badminton	Pippa - Dance	Pippa - Athletics	Pippa - Cricket	Mrs Yale	6Y	Basketball	Gymnastics	PPA	PPA			Mrs Falconer	6F					PPA	PPA	Mrs Brighton	NLTA							Mrs Sherwood	NLTA							Miss Bevan	RB	EYFS PE	Every Weds AM					Mrs Gould	RGD	EYFS PE	Every Weds AM						% Below ARE	% EXP +	% Exceeding	PE				Year 2(ALL)	17.39	82.61	21.74	Year Y6(ALL)	7.87	92.13	13.48	<p>IMPACT</p> <p>The table shows how the CPD has been shared across the school and for different aspects of PE.</p> <p>Staff report (see CPD 2021-22 report)</p> <ul style="list-style-type: none"> 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 	<p>Due to the success of this aspect on outcomes, this will continue into 22-23.</p> <p>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.</p>
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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>		
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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:	Covid-19 restrictions removed this opportunity.
- To introduce additional competitive sports identified by pupils in recent survey in order to engage more pupils.	All pupils took part in two intra-school competitions and, at the time of lockdown, were on-track to have completed three. A strong increase from 2018-19			
- Engage more KS1 pupils in inter/intra school teams.				
All pupils enter an annual sports day				IMPACT
Additional factor identified by school.				See evidence above – strong impact – run again as a strategy to provide additional swimming time.
<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			