

Evidencing the Impact of Primary PE and Sport Premium

DfE Vision for the Primary PE and Sport Premium: “*ALL* pupils leaving primary school *physically literate* and with the *knowledge, skills and motivation* necessary to equip them for a *healthy, active lifestyle* and *lifelong participation* in physical activity and sport”

Objective: To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

Measure against 5 key indicators:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school as a tool for whole school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding to:

- o develop or add to the PE and sport activities that your school already offers e.g purchase new equipment.
- o make improvements now that will benefit pupils joining the school in future years. For example, you can use your funding to:
- o hire specialist coaches or teachers to work with teachers
- o provide existing staff with training or resources to help them teach PE and sport more effectively
- o introduce new sports or activities and encourage more pupils to take up sport
- o support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- o run sport competitions
- o increase pupils’ participation in the School Games
- o run sports activities with other schools

You should not use your premium funding to:

- o Employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- o Teach the minimum requirements of the National Curriculum – including those specified for swimming
- o Fund Clubs that pupils pay for

2022/23 Sport Premium Improvement Plan

School: The Blue School	No. Pupils KS1/KS2: 312	Sport Premium Funds	
<p>5 Key Indicators</p> <ol style="list-style-type: none"> 1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, C4L, five a day, walk to school....</i>) 2. the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 5. increased participation in competitive sport (<i>Intra & Inter</i>) <p>RAG rating key</p> <div style="display: flex; align-items: center; gap: 10px;"> <div style="width: 40px; height: 20px; background-color: red; margin: 2px;"></div> Emerging <div style="width: 40px; height: 20px; background-color: yellow; margin: 2px;"></div> Establishedd <div style="width: 40px; height: 20px; background-color: green; margin: 2px;"></div> Embedded </div>		Total Sport Premium	£19790
		External Specialist Support (Sport Impact)	£ 7200
		External Specialist Support (JA Sports)	£ 5950
		Other: Transport Equipment Additional Staffing Total	£ 670.23 £ 1289.42 £ 4680.35 £ 19790
		Remaining	£ 0

Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 1: The engagement of all pupils in regular physical activity					
Curriculum: Visioning, long-term planning and detailed action planning to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.	Strive to deliver 2 hours of PE per week (or two lessons a week) for all classes: ensure that lessons are delivered according to the long-term plan and all teachers are aware of GetSet4PE planning.		Pupils receive one lesson per week with their class teacher and have the opportunity to take part in physical brain breaks activities that equate to 2hrs over the week.	Possibility of moving towards 2 lessons per week next academic year.	JA Sports

Active Travel Plan	<p>The school will promote active, safe and sustainable travel. The school intends to actively encourage and monitor how their pupils get to and from school with the main drive on reducing the number of pupils being driven to school.</p>		<p>Successful implementation of active travel this year.</p>	<p>Ensure new cohort parents are aware of the schools' goals in reducing local traffic around school drop off times.</p>	<p>Sport Impact</p>
Regular physical activity outside of PE Daily physical activity programme through a timetable of short physical breaks	<p>Staff to be encouraged to access resources that allow them to avoid sedentary lessons through a number of strategies to avoid sitting down for too long: e.g</p> <ul style="list-style-type: none"> o Mile a Day o Active Blasts (GetSet4PE) o Go Noodle o 5 a day o Cosmic Yoga <p>Heat map to be provided to staff for them to highlight where some days need to have more physical activity.</p>		<p>Pupils received a variety of activities during the school day and a timetabled plan for the daily mile/Blue Blitz has helped encourage staff to use the outside space to avoid too much sedentary learning.</p>	<p>Ensure new staff are given appropriate training/advice on resources available. Ask sports council to be more prominent in recording delivery of active 30 within school time.</p>	<p>Sport Impact</p>
Well-being Clubs offered SLT & Staff to choose which well-being club they would like to be run.	<p>Staff can feedback on specific pupils that may benefit from clubs such as: PLAY & ENGAGE for nursery/reception (Spring term) ROBINS (Summer term)</p>		<p>Play & engage session did not materialise unfortunately due to timetable clashes; but discussions about next term have already taken place.</p>	<p>Nursery or reception sessions to run in Autumn 1. Indoor space to be booked. Parents given letters in September.</p>	<p>Sport Impact</p>
<p>Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i></p>	<p>Implementation <i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>RAG Rate</p>	<p>Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i></p>	<p>Next steps (sustainability)</p>	<p>Funding Allocated £</p>

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

Sports day	Review to take place on last year's successful event: -Parent involvement a success -Off-site event -Review of points		Successful event run at the end of term. Carousel activities followed by sprints and relays.	Staff to complete WWW/EBI and sports council from KS2 to feedback in first session back in September on any improvements.	Sport Impact JA Sports
PE Assessment tool	GetSet4PE assessment tool used by all staff to track pupil progress; ensure staff have adequate training if necessary. Data input for staff in Term 1.		Some staff use the school assessment tool already but others have used GETSET4PE assessment tool in addition and have found it useful for tracking progress in a variety of activity areas.	Train up any new staff in September; MWH to lead training/provide video. Discussion to be had with SLT about whether all staff will be using the assessment tool from Getset4PE.	Sport Impact
Notice Boards Celebration assemblies	Kept up to date with recently appointed sports council members, club information and any new initiatives. Take the opportunity to celebrate any successes in borough competitions and promote new clubs.		Sports Council Members were presented in assembly and oversaw the use of the notice board for PE. Pupils around the school have access to this which keeps them alert to any new competitions or clubs.	Put up pictures of sports council on the board so they are more recognisable to pupils in their year group.	
Sports Council	Sports Council/ WELL-BEING WARRIORS to have more pivotal role within school life: 1. Help fundraise for equipment for the playground (2k run suggested in first meeting) 2. Help with physical active breaks in the day time and monitor their class involvement. 3. Help decide the clubs for the last 2 terms via class votes/suggestions		Regular meetings throughout the year provided a clear platform for pupils to give their opinions on: <ul style="list-style-type: none"> ● Playground equipment ● Fundraising events ● Sports Day ● New clubs to be offered ● Feedback on the schools contribution to ACTIVE 30mins (in school) 	New members considered so that next year a broader range of pupils can have an input on how they would like things to be run.	
Games Mark Award	After the success of gaining last years silver award the school needs to ensure criteria for Gold standard Gamesmark is met; competition entries, focus groups, commitment to extra-curricular and commitment to increased PE time on the timetable.		The school just falls short in the category of 2 lessons per week (2hrs of timetabled PE) but is GOLD scoring in every other area.	Commitment to delivery of 2hrs per week.	Sport Impact

Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					
Teacher support programme developed, linked to areas of development highlighted by all staff (particularly NQT's);	Support programme: Level 1: Support: ECT Focus on: Organisation/ transition speeds/SMILES Level 2: Experienced staff/previously received support from Impact Focus on: differentiation/pupil roles within lessons/ whole part whole and other teaching approaches Programme of support planned, delivered & evaluated by MWH to all staff throughout the year: MWH to deliver demonstration lessons / team teach through a 6-week programme of support:		Staff CPD programme was a success in many ways. Staff survey results show <ul style="list-style-type: none"> ✓ Confidence improved by the end of the 6-week block ✓ Feedback was rated 'highly effective' from all staff ✓ Planning sessions were rated 'highly effective' ✓ Support was rated as 'highly supportive' ✓ Expertise of MWH was rated as 'outstanding expertise' in many survey responses ✓ Pupil progress was rated as 'strong impact' 	ECT identified or any class teachers who are teaching a different key stage given priority. Staff to feedback to Roger about preferred activities for delivery with Matt.	Sport Impact
Lesson planning from class teachers Staff to use GetSet4PE website with bank of information to plan effective lessons, and ensure consistency across year groups.	Teachers can use the printable online lessons and/or their own resources.		All staff have enjoyed using getset4PE; especially dance and gymnastics lessons and their resources.	New staff to be trained using it in September: Matt to complete training.	Sport Impact
Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key Indicator 4 - broader experience of a range of sports and activities offered to all pupils					

Sports Council survey to review extra-curricular activity successes	-Class surveys -Sports Council to feedback to class around physical activity breaks		See comments above	Possible new sports council members to be used so a wider range of pupils have an input into whole school PE provision.	
Long Term planning using GETSET4PE to show clear activity progression	Curriculum Map allows for variety of activities to be used. Alternative options could be implemented for Yr 6 to keep pupils engagement & motivation levels high: (experiment 3 week blocks?) Yoga/Golf/Dodgeball/Fitness Staff to complete survey on activities and feedback to MWH		Staff were clear on their curriculum pathway for the year and pupils could see their PE journey mapped out from the start of the year.	Possibility of looking at new activity blocks; could some classes experiment with 2 lessons per week for half a term?	Sport Impact
Dukes Meadows Coaching	-External coaching booked in for the Spring half term so pupils in yr3 or 4 get to experience expert coaching from the Dukes Meadows staff. This will be followed by entry into the annual Sport Impact tennis event in May.		Year 3 tennis classes received coaching from Dukes Meadows and look forward to taking part in the rescheduled tournament in the new academic year.	Book coaches in early new term.	Sport Impact
Lunchtime leaders to help broaden access to activities	Utilise the leaders at lunch to introduce a variety of physical activity games		Year 6 leaders were trained by Matt and they were allocated a small playground space where they ran small sided games for lower year groups. The MUGA was then also used half way through the year to give them more space. On the whole younger year groups really enjoyed taking part.	Try to get the [programme up and running in the first half term and consider the use of yr5s as well as year 6 to help with the timetable?	Sport Impact
Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 5 - increased participation in competitive sport					
Competitions All tiered competitions to be entered. Greater numbers of children participating in Level 2 competitions throughout the year. Entry into additional Level 2 competitions for Girls;	MWH/RLO/LPE to check SI Competition Calendar to identify Level 2 competition entries Identify Inclusive activity competitions: Entry into Year 3-4 Tennis Festival Tier 1,2 & 3 entries		The school entered all 3 tiers of competition, provided practices for pupils so they felt more confident during inter-school sporty and had some great success in a few of the competitions this year.	Try to capitalise on the success of this year by promoting practice at break and lunch times where possible. Perhaps to use JA Sports as well to help boost confidence in inter-school competition.	Sport Impact

Increased PE & Sport information available to parents via Newsletter (every 2 weeks is a Gold/Platinum Gamesmark requirement);	Website updated Newsletter sent to parents via email		Fortnightly updates are provided to parents which included a summary of recent success and events and upcoming competitions and clubs.	Continue to support parents by giving them access to information via the website, newsletter and parent mails /texts at home.	Sport Impact

SWIMMING DATA

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 2020. Please see note above	83%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	75%
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?	No

Signed off by	
Head Teacher:	Rachel Jones
Date:	06/09/23

Subject Leader:	Roger Lord/Lily Pearson
Date:	06/09/23
Governor:	
Date:	