



# Evidencing the Impact of the Primary PE & Sport Premium



2022-23 Academic Year

**Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development:**

Key achievements to date until July 2022	Areas for further improvement and baseline
<ul style="list-style-type: none"> <li>• PE passport training was given to staff and was used throughout the school, although not consistently.</li> <li>• PE passport helped teachers make teacher assessments more consistent throughout school. Teachers were more confident with making judgements on children's ability and progress</li> <li>• Mr Poole has guided staff and provided a high standard of training which they have used in their own teaching of PE. As the year progressed teaching and learning of PE improved and became more consistent across all key stages.</li> <li>• Our LTP offers a broad provision which our children thrive off, they have taken part in many different types of sport and have used their skills and knowledge in a wide range of competition which they have been very successful in.</li> <li>• Sports Crew were actively involved in promoting the use of our new playtime equipment. They set up small challenges for the younger children and were in charge of setting up and tidying away the equipment daily. They have encouraged participation for after school clubs. All children took part in a questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>• Set up a PE passport with new classes and resolve technical issues so that all staff are confident using this tool effectively.</li> <li>• PE lead to implement Gold, Silver and Bronze terminology and success criteria so that children are aware of their own development within PE. Success to be shared on a range of platforms.</li> <li>• Target groups work with Sports Development Coach to ensure any barriers to learning/participation are overcome.</li> <li>• All staff to be confident and consistent in the teaching of PE.</li> <li>• Staff to implement key vocabulary linked to the whole school approach.</li> <li>• Sports crew to work closely with Sport Development Coach to promote fitness, sporting challenges and inter house competitions. This will be evident on school twitter.</li> <li>• Strong community links to be made with local teams and organisations to enhance children's enjoyment and participation in sport.</li> <li>• Strong partnership to continue between the 3 partner schools allowing children to take part in a range of sporting activities.</li> </ul>

<p>linked to what they would like PE and Provision to look like for the upcoming year.</p> <ul style="list-style-type: none"> <li>• Some community links were made with Mowhawks Wheelchair Basketball and local Judo club.</li> <li>• Small competitions once a term were held between the 3 partner schools in football.</li> </ul>	
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<b>Meeting national curriculum requirements for swimming and water safety</b>	<b>%</b>
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	71%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	69%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	58%
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/No

**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:		Date updated:	
<b>Key indicator 1:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport.				Percentage of total allocation:£10,000
				19.89%
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"> <li>To use the PE Passport effectively and consistently to plan and assess children's learning and progress in PE.</li> <li>Key vocabulary to be used alongside PE Passport in line with whole school approach.</li> <li>Children will have a clear vision of what each level looks like and the steps they need to take to make improvements.</li> <li>Pupils to actively be involved in their own learning and progress in PE and sporting activities.</li> </ul>	<ul style="list-style-type: none"> <li>-New PE lead to attend training session and then report back to all staff so that PE passport is being used accurately and consistently throughout school.</li> <li>Staff development through Jamie Poole sport specific training./modelling</li> <li>Vocabulary to be shared with all staff and coaches to ensure progression of vocabulary. This will be linked to PE passport planning.</li> <li>Display in hall to be used to showcase each level with pictures and key vocabulary.</li> <li>During lessons peer on peer assessments will be used and evidence shown on PE passport.</li> </ul>	<p>NPCAT resources. £2,000</p> <p>£8,000 Jamie Poole specialist</p>	<p>All staff have used PE passport consistently to monitor and assess children. 2 staff meetings have been carried out to show expectations and how to use PE passport as well as a dance CPD held by Clare Harding from NPCAT sport.</p> <p>Jamie Poole/sports coaches have modelled lessons for staff, especially ECT and this has had a positive impact on PE across the school.</p> <p>All topics have clear vocab progression from EYFS to Year 6 and children could talk confidently about this in pupil voice.</p> <p>Display was made and used by some staff.</p> <p>Peer assessment was used in UPKS2 and added to PE passport.</p>	<p>Share PE passport with new ECT and continue to monitor use throughout the school year.</p> <p>Share vocabulary document with new PE leader. Staff to be given new copies.</p> <p>Display to be changed to a celebration of our PE and achievements.</p> <p>Continue to use peer assessment in Year 5 and 6.</p>
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	<ul style="list-style-type: none"> <li>-Gold, Silver and Bronze on display in hall so children are aware of what each stage looks like. Teachers to refer to this throughout lessons.</li> </ul>		<p>This language is used during lessons and has been used on the display by some teachers.</p> <p>Staff are confident with these gradings on PE passport.</p>	<p>New reward system linked to PE passport. Gold medal winners for a specific topics.</p>
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<b>Key indicator 2:</b> Engagement of all pupils in regular physical activity.				Percentage of total allocation:
				29.9%
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: £15,040	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"> <li>To provide opportunities for pupils to participate in daily physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Sports Crew and Sports Development Coaches to work together to promote keeping active at lunchtimes and playtimes. This will be done through 'keeping</li> </ul>		<p>Sports Crew have developed their own timetable to engage all children in physical activity.</p> <p>Mindfulness Monday Track and Field Tuesday Workout Wednesday Think about it Thursday Fun Friday.</p> <p>With this mixture and range of activities it has allowed all children, with different</p>	<p>Introduce reward/stickers so that challenges can be rewarded instantly. Children to continue to plan and organise more inter house comps.</p>

<ul style="list-style-type: none"> <li>To promote the benefits of health, exercise and physical activity.</li> <li>Teachers/Sports Coaches to deliver high quality P.E lessons using P.E Passport</li> <li>2 weeks of swimming to</li> </ul>	<p>active' forum from NPCAT, inter house competitions and reward systems to engage all children.</p> <ul style="list-style-type: none"> <li>SDC to engage less active children in morning activities. Football and basketball timetables have been created so the children are using the areas efficiently.</li> <li>Weekly PE interventions have been organised for KS2 children in preparation for the upcoming competition.</li> <li>-All children from Year 1 to Year 6 will receive two hours of PE each week. Each class will have a morning session with their class</li> </ul>	<p>NPCAT resources. £2,000</p> <p>£8,000 Jamie Poole specialist</p>	<p>sporting abilities to take part and enjoy keeping active. They have used the active calendar shared by the trust and they have help KS1 and KS1 inter house competitions in hockey, football and athletics.</p> <p>This worked well with Mr Bowman holding a table tennis club on Wednesday mornings. Children enjoyed this and it helped with morning routine and behaviour for some children.</p> <p>Mr Bowman took a lead on this and it worked very well especially in the final few weeks of term. Separate play and lunchtimes made this difficult at times but we made small adjustments and this helped.</p> <p>PE timetable is clear and shared with all staff. Each class have a morning and afternoon slot each 1 hour long. This includes swimming for KS2 children throughout the year.</p>	<p>Will share ideas with new PE lead and choose activities and children in the next half term ready to start in the second week.</p> <p>Speak with new PE lead and share NPCAT competition timetable. Letter is being sent to parents to see which clubs are being accessed outside of school so we have a clearer understanding of who should be chosen for comps.</p> <p>Continue to offer the broad curriculum.</p>
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<p>be provided in year 4-6</p>	<p>teacher and an afternoon session with Mr Poole or another Sports Coach.</p> <ul style="list-style-type: none"> <li>• EYFS will continue to use their curriculum of moving and handling as well as their 2 hour PE timeslots.</li> <li>• Staff to team teach with Mr Poole/Mr Bowman observing their subject specific knowledge and key vocabulary. Staff to use this to enhance their own teaching in the following lesson.</li> <li>• ECT/less confident teachers to observe key staff to improve teaching and learning where necessary.</li> <li>• All staff are to be given their own PE</li> </ul>	<p>Swimming £5040</p>	<p>EYFS are fantastic and have used PE passport well teaching children the basic skills needed. They use the hall and their outdoor area well and this is greatly celebrated social media.</p> <p>Staff assist during Mr Pooles lesson and then use this to enhance their own teaching in the following lesson. Vocabulary has been shared and this is used well within lessons and children can confidently talk about this in pupil voice.</p> <p>ECT's have been fantastic this year and have promoted PE and physical activity in their key stages. They worked well with Mr Bowman to learn and develop their own teaching and this has been a great success.</p> <p>IPADS shared and used effectively within PE</p>	<p>Continue with the broad curriculum.</p> <p>Vocabulary should now be imbedded. Go over lesson structure for ECT staff.</p> <p>Use same format next year to develop ECT's confidence in teaching PE.</p> <p>Make sure all updates are</p>
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<ul style="list-style-type: none"> <li>To provide a range after school clubs engaging all children. Increase participation of vulnerable pupils - SEND, PP</li> </ul>	<p>IPAD so that PE Passport is accessible for all staff and used effectively..</p> <ul style="list-style-type: none"> <li>PE lead has used questionnaires completed at the end of last year, to plan a range of after school clubs. This is closely linked to competitions being held within NPCAT sport.</li> </ul>		<p>lessons to assess and monitor children.</p> <p>Clubs have been successful and there has been a range of sports to engage all. Links have been made to up coming competitions and this has helped in our success. Some parents have found the use of arbour difficult to book on, but this has improved over the school year.</p>	<p>carried out ready for September start.</p> <p>Questionnaire to be sent out again to children to make sure we are providing appropriate clubs which will engage.</p>
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<p><b>Key indicator 3:</b> The profile of PESSPA is raised across the school as a tool for whole school improvement.</p>				<p>Percentage of total allocation:</p>
				<p>5.97%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>Your school focus should be clear</p>	<p>Make sure your actions to</p>	<p>Funding</p>	<p>Evidence of impact: what do pupils now</p>	<p>Sustainability and suggested</p>

what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	achieve are linked to your intentions:	allocated:	know and what can they now do? What has changed?:	next steps:
<ul style="list-style-type: none"> <li>To promote PE and school sports throughout the school.</li> <li>Continue to organise annual events to promote physical well-being.</li> </ul>	<ul style="list-style-type: none"> <li>Sports crew will be used within school to promote physical activity and keeping fit in school. Inter-house competitions will be organised throughout the school year and sports crew will take a lead on this.</li> <li>-Clear publications of PE success to be shown on different forums.</li> <li>Clear links with partner schools will be made and inter house competitions organised, The focus will be on those children who do not make the competitions within a range of sporting events.</li> </ul>	<p>allocated: £3,000</p> <p>NPCAT resources. £2,000</p> <p>Transport £1000</p>	<p>Sports Crew have been brilliant and worked hard to engage and deliver school sports activities in their own time.</p> <p>All success has been shared on social media and this has been a positive attribute from all staff showing a range of sporting activities and events. We also celebrate sporting success from outside of school.</p> <p>The children organised and led a cluster sports hockey competition. They et fixtures, recorded scores and served refreshments. They have also taken part in many cluster competitions at other schools and have enjoyed these opportunities.</p>	<p>Share expectations with new Sports Crew in the first half term.</p> <p>Continue to use social media forums to celebrate PE and physical activity .</p> <p>Continue to work together with cluster group.</p>

<ul style="list-style-type: none"> <li>Organise extra curricular activities in more complex sports</li> </ul>	<ul style="list-style-type: none"> <li>Trips/events to be planned where possible to the Velodrome, wheelchair basketball etc.</li> </ul>		<p>Unfortunately, we could not fit a trip to velodrome in and the wheelchair basketball was booked.</p>	<p>To plan these in to the curriculum.</p>
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<p><b>Key indicator 4:</b> Broader experience of a range of sports and physical activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
				<p>38.27%</p>
Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £19,240</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>

they need to learn and to consolidate through practice:				
<ul style="list-style-type: none"> <li>All children will have further opportunities to keep fit and healthy and to broaden their experiences of a wider range of sporting activities.</li> <li>Outdoor/extra curricular trips to be made available for all children if they wish to go.</li> </ul>	<ul style="list-style-type: none"> <li>-Visitors and local teams/clubs to be organised so that children gain knowledge of new sports.</li> <li>-ski trips, Carlton and Holland all offer subsidies for those families who may need support.</li> </ul>	<p>Urban Kaos dance £3240</p> <p>Ski- £8000 Carlton- £2000 Holland £6000</p>	<p>Urban kaos provided excellent dance provision both in lessons and at after school club. Bike ability has encouraged children to be able to ride a bike confidently and safely.</p> <p>Both trips were a great success and allowed children to take part in a range of activities. A large number of children too part in these trips and parents have shown interest for these to go ahead next year.</p>	<p>Continue to work with these outside agencies. We would also like to work with a local gymnastic company to make sure children are getting specialist provision.</p> <p>Continue to plan and deliver these trips at a cost-effective price for parents.</p>

<b>Key indicator 5:</b> Increased participation in competitive sport				Percentage of total allocation:
				5.97%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know	Make sure your actions to achieve are linked to your	Funding allocated:	Evidence of impact: what do pupils now know and what can they now do? What	Sustainability and suggested next steps:

and be able to do and about what they need to learn and to consolidate through practice:	intentions:	£3000	has changed?:	
<ul style="list-style-type: none"> <li>Membership of NPCAT Primary Schools Sport Partnership allows more opportunities for children to participate in inter-school competitions and events on a regular basis.</li> <li>Inter-house competitions and events to be organised throughout the year</li> </ul>	Teachers to be linked to specific competitions so that staffing is clear and organised for each event.	<p>NPCAT resources. £2000</p> <p>£1000 transport</p>	<p>All staff and children have enjoyed these competitions and they have been a success throughout the year. We have worked together with partner schools to share transport.</p> <p>As previously mentioned children have had the opportunity both in KS1 and KS2 to take part in inter house and cluster competitions throughout the year. We shared this over a range of schools to help keep cost down.</p>	<p>Continue to work with partner schools.</p> <p>Continue to plan and enter competitions across all key stages. Look out for SEND competitions.</p>

<b>Headteacher:</b>	Mr Conwell	Mr Conwell
<b>Date:</b>	20/09/22	19/07/23
<b>PE Lead:</b>	Mrs Holtby	Mrs Holtby
<b>Date:</b>	20/09/22	19/07/23
<b>Link Governor:</b>	Glenn Morgan	Glenn Morgan

Date:	20/09/22	17/07/23
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