

Evidencing the impact of the Primary PE and sport premium

22-23 Academic Year

Review

Commissioned by the
Department for Education

Created by



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:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> PE has developed a leadership team across the school (3 members of staff are part of this) Subject development plans and evaluation procedures are in place. Subject has received external support and challenge. Weekly PE lessons have a high level of engagement from children. KS2 Weekly PE lessons are now led by an external PE specialist Lessons are well structured and provide a range of sporting opportunities for children. Football club has been re-established and is well-attended. All children took part in Outward Bound and engaged in a huge range of activities including rock climbing, mountain biking, fencing, kayaking, raft-building, archery, high ropes. All children participated positively in sports day. Facilities have been developed well including the 4G floodlit 7-a-side football pitch that has become a key facility for the learning of PE in school as well as being utilised during extra-curricular provisions. This facility has also been extended to community use. Used the newly established PE overviews and medium term planning documents to ensure all sports are suitably equipped with effective resources and equipment. Ensured 'Wellbeing week' becomes a sustainable yearly occurrence at Peters Hill, which offers health, fitness and wellbeing opportunities for all children. Developed staff subject knowledge in relation to all pathways and key competencies, with particular focus on gymnastics. To continue to provide high quality PE and sports opportunities during curriculum time, break times, lunch, as well as before and after school Assessment opportunities and systems have been reviewed and updated in line with the whole school subject review. 	<ul style="list-style-type: none"> Developing opportunities for competitive sport for children as appropriate to their social and emotional development. Increasing level of physical activity for all children across the education day. Continue to develop staff skillset in teaching of PE. Create a new PE pathway- SMSC and cultural capital. Ensure that key people and famous figures from the world of sport are celebrated through PE across the whole school. To continue to provide high quality PE and sports opportunities during curriculum time, break times, lunch, as well as before and after school by introducing sports ambassadors, peer-supporters and a progressive and developmental PE curriculum. To continue to aim for all children to be active for a minimum of 30 minutes a day.

Did you carry forward an underspend from 20201-22 academic year into the current academic year?NO

+ Total amount for this academic year 2022/2023 PE and SP budget: £22,835.00

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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 transfer to the pool when school swimming restarts.</p> <p>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.</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above.</p>	88%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above.</p>	88%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<p>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?</p>	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.

Allocation – £22,835

Academic Year: 2022-23	Total fund allocated: £22,835	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 spend
			3%
Intent	Implementation	Impact	
<ul style="list-style-type: none"> Children will undertake 30 minutes of physical activity during the education day 	<ul style="list-style-type: none"> Consider introduction of daily mile and procedures in place to timetable/record this across the school. Re-establish movement group (weekly). One member of staff to be trained on BUSS model to ensure that children receive physical activity that links to their sensory profiles. <p>Funding - £655</p>	<p>Positive impact on children's physical health, mental wellbeing and academic performance.</p> <p>Improvements in cardiovascular fitness, as well as a reduction in sedentary behaviour.</p> <p>Positive impact on children's mental wellbeing. Significantly lower levels of stress and better emotional wellbeing compared to those participated less.</p> <p>Positive impact on cognitive function, including attention, memory, and academic achievement.</p> <p>Effective way to promote and raise the profile of physical activity and the link to mental wellbeing and academic performance for this targeted group of children.</p>	

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

Percentage of total spend:

18%

Intent	Implementation	Impact
<ul style="list-style-type: none"> Structured PE curriculum in place and published, providing different pathways for children through their placement at the school. Key competencies reviewed and shared with all staff on a termly basis. Evidence of assessment opportunities taking place against key competencies. Attainment and progress tracked and measured each term with data available to all stakeholders. Profile raised for all pupils. 	<ul style="list-style-type: none"> Whole School PE Curriculum Review. PE team responsibilities reviewed with rolling programme of support through allocate senior leader. Non contact time in place to achieve outcomes. Giving children the opportunity to see what is on offer within school and from local sports facilities Encourage children to celebrate the certificates and medals they achieve. -A bi-weekly newsletter to be uploaded to the school website, with a section dedicated to the achievements made in PE Purchase storage and equipment Create designated areas for sports leaders Identify through academic assessment the children required to receive sporting intervention <p>Funding - £4000</p>	<ul style="list-style-type: none"> Designated areas support children to participate in sporting activities. Curriculum engagement significantly increased throughout the year. Parents and children have a greater understanding of what is happening in school and a higher perceived importance of PE. PE Team have enhanced the development of sport across the school. Assessment of specific children and the equivalent units is in place for all pupils. The high-quality Physical Education (PE) curriculum is having a positive impact on students' physical, social, emotional, and academic development. The PE curriculum is playing a pivotal role in reducing the gaps that exist between children from different backgrounds. Pupils developing competences to excel in a broad range of physical activities, Pupils are physically active for sustained periods of time, engage in competitive sports and activities, and lead healthy, active lives. Improvements in academic achievement, cognitive function, and mental wellbeing. PE curriculum helping to reduce inequalities by providing opportunities for all students to benefit from physical activity and sport. PE curriculum helping to close gaps within specific sports and physical activities, such as swimming and water safety.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total spend:
			25%
Intent	Implementation	Impact	
<ul style="list-style-type: none"> Staff supported with quality professional development to ensure that teaching and learning in the subject is strong and consistent. Subject based CPD library to be in place and accessible to all. Plan, Deliver, Assess as the key drivers for staff confidence 	<ul style="list-style-type: none"> Subject Action Plan in place. Subject SEF up to date. Opportunities for external provider to team teach. Staff self evaluations complete to identify CPD needs. CPD library in place with research available for all. Outdoor learning provision to be in place for all year groups. School grounds to be updated to support this provision. Poolside rescue training to be complete by staff new to swimming. Swimming curriculum to be reviewed with provider. Playground activities to be reviewed <p>Finance - £6000</p>	<ul style="list-style-type: none"> Teachers developed skills and knowledge on planning and delivering effective PE lessons Evidence: planning and pupil PE Subject confidence audit Staff questionnaire confidence and feedback Providing high-quality professional development opportunities: Teachers of PE and relevant support staff benefiting from subject-specific specialist training. CPD planned with clear and specific goals. Encouraging collaboration and sharing of good practice: Teachers learning from each other by sharing good practice and collaborating on lesson planning and delivery. Technology to enhance learning: Technology used to enhance learning and teaching in PE. For example, video analysis used to provide feedback on performance, while online resources used to support learning and Providing opportunities for leaders to observe and learn from experts: PE team benefiting from observing and learning from experts in the field. Achieved through attending conferences, workshops, and training sessions. Encouraging reflection and self-evaluation: PE team regular self-evaluation and reflection sessions, peer feedback and observations. 	

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

Percentage of total spend:

36%

Intent	Implementation	Impact
<ul style="list-style-type: none"> Increase the broad offer of a wider range of activities both in and out of the school curriculum. 	<ul style="list-style-type: none"> Continue to enhance the school's PE provision by providing additional activities including Outward Bound week Allocate one member of the PE lead with a focus on developing clubs and secondary experiences with a sport focus. Develop yoga project, with staff training to enable staff to teach yoga in classrooms Communicate with professional sports clubs to enhance the sporting opportunities of our children. <p>Finance - £7800</p>	<ul style="list-style-type: none"> Higher number of children involved in a range of competitive sports throughout the year. Team ethos created across the school. Children more confident and enthusiastic regarding their abilities. A systematic approach to planning and delivering extra-curricular opportunities in place. Enabling pupils to participate beyond their PE lessons, giving them more time to practise, extend and refine their knowledge. Celebrating a variety of different activities, some of which are not included in the school PE curriculum. Providing all pupils with access to a range of extra-curricular opportunities that punctuate the school day, week and year, in conjunction with a carefully selected and sequenced PE curriculum. PE, school sport and physical activity at the heart of the school community. Increased take-up of extra-curricular provision providing a useful indicator of the value of physical activity, PE and sport within the school. Including opportunities for pupils to participate in physical activity and sport during breaks and lunchtimes.

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

18%

Intent	Implementation	Impact
<ul style="list-style-type: none"> For children who are ready, access to competitive sports opportunities. Regular semi-competitive internal events. Peters Hill Primary School to cover members of staff who go out of school with children to attend sporting events. These sporting events will be entered at every available opportunity. 	<ul style="list-style-type: none"> Access to Dudley Central to ensure less travel when entering competitions through Windsor and school games. Develop opportunities for competitive sport with fixtures against other schools Ensure staff are willing to attend events with the children without causing disruption to school day. Provide regular opportunities for competitive sports within the school, including annual sports day. Create links with local sporting establishments Weekly sporting clubs to be held during lunchtimes <p>Finance - £4300</p>	<ul style="list-style-type: none"> Increased uptake of children wanting to be involved in competitions. – Children gaining confidence and experience from competing against each other and other schools. Evidence of teamwork and pride in representing the school against other schools. Evidence of children becoming members of sporting clubs outside of school as a result of school-based clubs. Development of fair-play behaviours and teaching the more hidden aspects of sporting etiquette, including how to win and lose gracefully and how to treat others with respect.. Stimulating innovation by adding additional challenge to practice and giving pupils opportunities to refine their knowledge of rules, strategies and tactics. Encouraging self-improvement by providing varying degrees of challenge. Building confidence and self-efficacy, especially where pupils have been able to successfully participate in competition. Opportunities for pupils to apply skills during game-play. Development of physical fitness and overall health.