**Evidencing the impact of Primary PE and Sports Premium 2022-23 at Mayespark Primary School.**

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| Key achievements to date until July 2023: | Areas for further improvement and baseline evidence of need: |
| * Develop teachers’ confidence in using the scheme of work and providing children with the year group coverage while understanding the intended outcomes. * Children have an increasing amount of opportunities to participate in competitive activities which are inclusive. * Daily Mile and indoor alternatives available to teachers. * Purchased age appropriate PE equipment. * Extensive range of equipment and appropriate storage. * Continued using different resources (daily mile, walk to school, online, DVDs, Joe Wicks) to keep children active during school times. * Taking part in the ‘Walk to School’ challenge through Living Streets. * Maintaining sports facilities around the school to promote daily physical activity. * Teachers increasingly more confident using assessment grids on scheme of work to assess their children. * Introduced a sporting role model to visit and inspire the children. * Sport Leaders having an effective role at lunch times. * 5 sport clubs taking place every week with good attendance and mix of girls/boys attending. * Girls after school club and lunch times on MUGA promoting girls being active. * CPD has improved teachers’ confidence leading outdoor PE. | * Support new teachers in using the new scheme of work and providing children with the year group coverage while understanding the intended outcomes. * To continue the development of Sports leaders (Year 4 and 5). * Continuing to find effective ways for children to be more physically active within the classroom. * Continue to offer a wide range of extra-curricular sporting activities with a focus on introducing new sports. * To lead workshops and further parent support. * Develop partnerships with outside agencies and links with community sports. * To restart participation in the School Games. * Beginning to include support staff in more PE based activities. * To organise trips to sporting events. * Increasing contact with sports networks to increase competitive sport across schools. * Introduce a female sporting role model to inspire girls in sport. * Promote sporting achievements of women in the wider sporting world. * CPD arrangements to be made to increase confidence of teachers to lead indoor sports. * Promoting sporting excellence within the school. * Using outside agencies to further promote PE at the school. |

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| **Meeting national curriculum requirements for swimming and water safety.** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 11% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 11% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 2% |
| 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**

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| **Academic Year:** 2022/23 | **Total fund allocated:** £22000 | **Date Updated: 25th July 2023** | |  |
| **Key indicator 1:** The engagement of all 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: |
| 8.3% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding allocated: |  | Sustainability and suggested next steps: |
| Continue to encourage children to be more physically active at playtimes and lunchtime.  Opportunities for pupils to be physically active within the school day.  Develop a system of year 4 and 5 sports leaders to further support the engagement of children in physical activity throughout the day.  To ensure equipment available enables all pupils to participate in physical activity.  Girls in KS2 have the opportunity once a week to use the MUGA facility exclusively. | Purchase a range of playground equipment that meets the sporting interests of the children.  Delivered session to midday staff to promote being active at lunch time as well as having stations set up before children arrive on the playground to inspire them.  Extra midday staff were deployed to lead a table tennis club for targeted year 6 pupils.  Promote the Daily Mile.  Take part in Living Street Walk to School Competition.  Demonstrating alternative methods of being physically active when the weather does not allow for Daily Mile.  Year 5 children were chosen to become sports leaders. They received training at the beginning of the year to promote being active during lunch, lead and set up a range of games. Year 4 children have been leaders too, particularly on sports day and will be our new sports leaders from September.  Sports leaders worked with Middays to engage KS1 children to be active during lunchtimes.  Sports leaders were provided with jackets, badges, passes and new equipment to use.  Equipment has been purchased to support inclusion within PE lessons for children with additional needs. The equipment purchased has also been used to ensure children have access to good resources to enhance their learning experiences.  Drop ins with teachers have provided the opportunity to demonstrate how to use specific resources to enhance the learning experiences of those with additional needs.  Middays have facilitated the MUGA space to be solely for the use of girls on Wednesdays. This is exclusively for girls but they can also use the MUGA and/or other spaces as and when they choose. It is intended to promote the profile of girls in sport by giving them a platform to be active. | £415.70  £273.50  £320  £743.75  £75 | There has been a reduction in the number of playtime incidents due to stations being set up with different equipment to keep the children engaged.  Children have the opportunity to play games/sports they choose which has continued to show an increase in participation. Teachers, LSA’S and middays organise equipment during play/lunch sessions.  Middays reported they were more confident to lead lunch sessions after CPD delivery.  Midday staff described sports leaders positively in the role they play at lunch time.  Currently, all the pupils in our school have the Daily Mile timetabled at least 3 times a week on average.  Pupil voice shows that children enjoy the regular opportunity to get outside in the fresh air and be active with their friends and teacher.  During the week of ‘walk to school’, numbers of walks to school from children was recorded and revealed over 65% of children in most classes regularly walked.  The engagement of sports activities during lunch time has continued to be high for KS1. Pupil voice with year 1 children showed that they enjoyed having the older children there to support them and enjoyed new games being introduced.  Sports leaders helped during sports days and supported the SEN children across the school. This meant that the children with more profound needs were able to take part and compete in the activities.  Children who may have previously been unable to participate or may have found lessons difficult to access have been able to take part in physical activity appropriate to the level of support they require.  Children have been able to access the lessons.  Girls who take part in activities in the MUGA have said they enjoy the Wednesday’s on the MUGA most across the week as it improves their confidence to take part in sport. | Equipment will be made available for future years. Sports leaders have been trained to support mid-day supervisors in leading activities and games with the new equipment. Continued monitoring of equipment and confidence of staff. New sports leaders to be trained with the help of previous sports leaders.  Incidents on the playground monitored and targeted pupils will be given alternative provision if the need is there.  Raise the profile of the Daily Mile further and continue to monitor participation to increase class average. Track KS2 results in the coming years to see what role the daily mile is having on academic success by improving our pupils’ confidence, focus and resilience.  Continue to promote actively traveling to school. Take park in the WOW Living Streets project.  Promoting healthy living with further workshops and prizes for children making positive changes in the Daily Mile.  Workshop for 23/24 already booked in September – Fit4Kids.  The current year 5 sports leaders will continue their roles in September. The children will receive more training on how to coach the KS1 children in games.  The sports leaders going into year 6 will now work with the KS2 children and middays at lunch.  In January 2023, a new group of children will be selected from year 4 and trained as sports leaders.  Monitor the use and continue to train staff on how to lead activities. Staff will receive training on how to adapt lessons to meet the needs of the children within their classes. CPD to support further.  Regular checks to be carried out to ensure the upkeep of the area.  These resources are sustainable and can be used for a variety of uses with all children, not just those with additional needs. The next step is to expand the amount of equipment the school has for children with additional needs in the coming academic year.  Take part in upcoming SEN tournaments.  Continue to promote girls in sport with set days facilitated for their use.  After school clubs for girls to continue to make link between lunch time confidence. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 2.31% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding allocated: |  | Sustainability and suggested next steps: |
| Increase the amount of sports specific equipment across the school.  To remove any potential barriers to participation in PE lessons.  Equipment purchased and maintained to enhance the experience of sporting role model’s appearance. | An audit was carried out and items were brought or replaced and stored securely to ensure all lessons across the curriculum could be completed as intended.  Further spare school PE kit bought in a range of sizes for each year group. Consisting of top, bottoms, shorts and appropriate footwear.  Further equipment was bought to ensure children could witness athlete inspiring them. | £201.70  £200  £108 | Teachers have reported that equipment is available and easier to find. Curriculum can now be followed and children have the opportunity to use a range of different sports specific equipment.  More children will be able to take part in essential learning opportunities and be active during the school day. Non-participation numbers in PE for year 6 at beginning of year was high comparative to once the new spare kit had become available.  Over £500 was raised by children to take part in sporting activity with sporting role model. All children had opportunity to ask questions and learn more about what it takes to achieve your potential, in whatever field you choose. Those who raised over £35 individually were able to meet the athlete and have a picture taken that they could keep. | Equipment will continue to be monitored and serviced for future use. Children have been taught how to use and value the equipment. Teachers and middays to supervise to ensure correct usage.  PE kits to be returned after lessons and washed after use. A new tracking system will be put in place to record which children do not have PE kit, letter to be sent home (via email) and call from class teacher to follow up if children continue to not have kit. This to be in line with school reluctant readers procedure.  Athlete visit already booked for next year. The intent is to book a female sporting athlete to inspire girls in the school. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 27.96% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding |  | Sustainability and suggested |
|  |  | allocated: |  | next steps: |
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| To develop the subject knowledge and standard of delivery in PE lessons for all staff.  .  To continue to support staff with the high-quality whole school P.E scheme to ensure skill progression is on show as children move through the school. | Use of PE specialist coach to mentor and support teaching staff over a six-week block of lessons.  Training staff on how to deliver the scheme with the use of a specialist coach. | £3076  £3076 | All staff received 6 lessons of support from a specialist coach. Staff members reported they felt more confident in teaching PE after the 6-lesson block.  The scheme provides a range of activity-based units of work that are progressive from Key Stage One upwards: fundamental  movement skill units for Key Stage One, progressing into generic activity areas in Key Stage Two and then specific activity focus in higher Key Stage Two, which complements the National Curriculum Key Stage One and Key Stage Two National Curriculum programmes of study for Physical Education.  Attainment of children working at or above the expected level in PE is 88%. | CPD to continue next year, all teachers said they would like to have the support again. A focus on the delivery of indoor sports to be the priority.  ECTs to have additional support.  Hold training on how to use the scheme of work for ECTs and introduce the latest curriculum map with progression embedded. Monitor teachers understanding of the scheme and its impact on attainment and progress.  The updated curriculum map and scheme of work will be used for the foreseeable future (with yearly reflections) to ensure as many children at the school as possible receive high quality PE lessons.  Teaching staff to have minimum 6-week block of CPD on the delivery of indoor sport in 23/24. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 55.85% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding |  | Sustainability and suggested |
|  |  | allocated: |  | next steps: |
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| To offer a wider range of afterschool clubs both within and outside the curriculum in order to get more pupils involved in sports.  Extend the use of specialist equipment for children.  Support the Forest School concept to embed physical activity in learning.  Swimming for year 4 and 5 pupils to support children in meeting the national curriculum requirements for swimming and water safety.  Unique sports have been delivered throughout the year. | 5 afterschool sports clubs on offer weekly, sports to be changed termly. A sports specialist to run the extracurricular clubs.  Girls to be surveyed on which afterschool clubs they would like the school to offer.  Climbing wall hire.  Working with members of Our Space and school Learning Mentors to arrange equipment and cover for training.  Book swimming facility and instructors for an extra term of swimming. Schedule swimming into the PE curriculum map. Work with swimming instructors to identify children needing extra support.  Particular days across the calendar have led to children taking part in unique sports such as archery when other children are away. | £7968  £500  £390  £3036  £375 | Growing attendances over the course of the year. Children were offered a range of different sports throughout the year including football, athletics, cricket, karate, multi sports, gymnastics, basketball.  Clubs grew in popularity as the year went on. 30 children regularly attending cricket club in summer.  Majority of children who participated had not taken part in such an activity before. This gave children the opportunity to see if they enjoyed a new experience and potentially inspired them to go to PGL next year.  This encouraged our children to be active while learning. It also allowed children who may not cycle outside of school to experience this.  Children in year 4 and 5 received 12 swimming sessions to improve their ability to swim up to 25m.  Children unable to go on trips have had the opportunity to take part in enrichment type activities to ensure they continue to enjoy sports. | Continue to offer a minimum of 5 different after school sports clubs a week per H/T while possibly looking in to clubs at lunch time.  A pupil voice to determine which sports they would like to experience next year.  Ask staff members to run clubs as well as outside coaches.  To continue working alongside companies that offer unique experiences for the children.  Continue to monitor the children who are in most need of the Forest School concept. Work with learning mentors on expanding the opportunities on offer currently.  Monitor outcomes of lessons on meeting national requirements.  Seek alternative provisions to support our children.  Continue to promote a variety of different sports across the school at greater intervals. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 4.54% |
| **Intent** | **Implementation** | | **Impact** |  |
|  |  | Funding |  | Sustainability and suggested |
|  |  | allocated: |  | next steps: |
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| To provide children with opportunities to apply the sporting skills they have learnt to compete against children at their school setting as well as externally.  To promote Sports Day and competitive sport. | Identify opportunities within the borough and build relationships with nearby schools to create competitions and tournaments.  Continue working alongside 5 other schools in the borough to set up a Sports and PE Network. The Network is also seeking to be as inclusive as possible with local special needs schools attending the events.  We have altered the intra competition format for all years by now having a minimum of 2 dance/gymnastic performances to be completed at the end of a unit of work. This allows competition to grow across a greater range of sports and means children are exposed to performing in front of audiences from a young age to improve resilience.  The highest achievers in a year 6 class demonstrated an end of unit gymnastics performance during a whole school assembly to show what can be achieved.  Identify events children enjoy taking part and provide equipment.  Reward children demonstrating the School values and for taking part. | £348  £650.80 | This academic year we have increased participation opportunities by increasing the competitive time spent doing this during clubs as well as intra competitions. Children have shown lots of enthusiasm, asking when tournaments will be held and if they can train during lunchtimes. More external events to be attended in future with relationships built.  KS2 girls football club was very popular and provided girls with the opportunity to take part in competitive sport.  Pupil voice in year 6 when asking them to share favourite memories of the year, many said intra competitions such as tag rugby and hockey as highlights of their final year at the school.  Pupil voice in years 1-6 showed children loved the day. Teachers also stated that the day was a success and children were very excited to take part in competitive sport. Year 6 children also gave feedback on their favourite events and made suggestions for future years. | Continue to work with the surrounding schools to provide regular competitions. Increase the number of SEN events attended next year.  Offer training to staff to take on a sport to develop with pupils - lunchtimes / afterschool (particularly for girls).  Work with Early Years Foundation Stage (EYFS) and Key Stage One (KS1) staff to provide appropriate competitive opportunities.  Pupil voice to determine which sports children enjoy competing in and look to enter competitions in those areas.  Equipment to be stored away for next year.  Pupil voice to be carried out to find out the success of the day. |

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| Signed off by | |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | R Lawless |
| Date: | 20/07/23 |
| Governor: |  |
| Date: |  |