

Evidencing the impact of the Primary PE and sport premium



Commissioned by



Department
for Education

Created by



Slade Primary

PE and Sports Premium Report

2022-2023

Details with regard to funding

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| Total amount allocated for 2022/23 | £19,600 |
| How much (if any) do you intend to carry over from this total fund into 22/23 | £0.00 |
| Total amount allocated for 2022/23 | £19,600 |

Swimming Data

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| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 80% |
| 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? | 80% |
| 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, due to lack of swimming throughout COVID pandemic |

Action Plan and Budget Tracking

| Academic Year: 2022/23 | Total fund allocated: £19,600 | 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 allocation: 138% (additional covered through school budget) |
| 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: |
| Children should actively engage in regular physical activity on a daily basis whilst in school. Regular physical activity brings both physical and mental health benefits for children so it is vital that children be given access to opportunities to engage in physical activity on a daily basis. | Multiple sports clubs available each week for all children in Key Stages 1 and 2, across a range of individual and team sports to provide the widest possible interest and participation. | £6,000 | All children were given opportunity to engage in regular physical activity whilst in school. | Children have missed opportunity for regular physical activity as a result of Covid lockdowns and restrictions. It is therefore vital that they are given an opportunity to “catch-up” regular physical activity during the next academic year. |
| As above. | Access to swimming lessons for Year 2 and 3 with specialist swimming teachers, including additional ‘top-up’ swimming provided for year 6. | £3,430.00 | Children able to access swimming tuition at an earlier age than previously. Year 6 children had an additional term of swimming lessons where they had not reached the end of year standard. | Further swimming “catch-up” sessions to include Year 6 |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
|--|--|--------------------|--|--|
| | | | | 0% |
| 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: |
| Children and staff should value PE, school sport and physical activity within school and understand the lifelong benefits that the subject area can bring to children. Children and staff should understand that access to physical activity brings with it improvements to both physical and mental health that can help with other aspects of learning within school. PESSPA should be made up of a broad and balanced curriculum that gives children the opportunity to experience a range of sports and physical activity. | Continuation of PE development with Aston Villa | £9,000 | Teachers feel more confident in the delivery of PE skills | Calendar of professional development |
| | | £0.00 | School and community aware of multiple events that raise the profile of sport at participation and competition levels. | Continue good practice. |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 0% |
| 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 | 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: |

| consolidate through practice: | | | | |
|---|---|----------------------|---|--|
| Children should have access to high quality PE teaching that will help them to learn and acquire the skills and qualities needed to participate in a range of sports. Teachers and TAs should feel confident to deliver PE lessons that allow children to gain these skills and qualities. As a school, we need to focus on helping staff improve their subject knowledge and skills across the PE and sports spectrum. | PE lessons and sports clubs continue to be delivered by qualified sports coaches. | £ N/A included above | All experiences of sport were delivered by competent and qualified staff, maximising outcomes for pupils health, fitness and skill development. | Continue to look for training opportunities to develop staff where possible. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 0% |
| 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: |
| Children should be given access to a range of sport and exercise. We want children to develop a life-long love and passion for sports and exercise. We believe that by allowing them to participate in a broad range of sport and exercise, they are more likely to discover a sport that they wish to continue. | Extend sports provision to include sports requested by pupils such as archery, golf and tennis. | N/A in house | Children experience a wider range of sports and start to develop an interest in sports that they pursue. | Wider group of staff needed to deliver on this |

| Key indicator 5: Increased participation in competitive sport | | | | 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 | 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 | Sustainability and suggested next steps: |

| | | | | |
|--|---|-------|--|---|
| what they need to learn and to consolidate through practice: | | | changed?: | |
| Competition is an important element of sport. Children must be allowed and encouraged to participate in competition. | Coaching cover to allow children across the school to attend competitions as organised by the school sports partnership and local leagues | £ 800 | A range of sports competitions have re-started post-COVID and Slade participated in all opportunities provided, including SEND competitions. | Continue to maximise opportunities to take part in competitive and recreational sports events for all children. |

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| Signed off by | |
| Head of School: | Danny Jones |
| Date: | 19/09/2022 |
| Subject Leader: | Danny Jones |
| Date: | 19/09/2022 |