

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

2023/24 Sport Premium Improvement Plan

| School: The Blue School | No. Pupils KS1/KS2: | Sport Premium Funds | |
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| 5 Key Indicators <ol style="list-style-type: none"> 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>) 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>) increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) increased participation in competitive sport (<i>Intra & Inter</i>) | Total amount carried over from 2020/21 | £ | |
| | Total amount allocated for 2022/23 | £ | |
| | How much if any do you intend to carry over from this total fund into 2022/23? | £ | |
| | Total amount allocated for 2022/23 | £ | |
| | Total amount of funding for 2022/23. To be spent and reported on by 31st July 2024. | £ | |
| RAG rating key | Emerging | Established | Embedded |

| 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 £ |
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| Key indicator 1: The engagement of all pupils in regular physical activity | | | | | |
| Well-being Clubs offered Play & Engage; parent and child session. | Well-being Clubs offered SLT & RLO to choose when to ask parents programme (play & engage) | Green | Hugely successful play and engage programme at reception age group. The school ran morning session in all 3 terms with well over 50% of parents who attended a block of 5 weeks from the two classes. Classroom teachers could see the benefits from attendance of those children through increased confidence in object control. | Continue to run this scheme all year 2024/25. | |

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| | | | Locomotion and social interaction with pupils and with adults within the classroom. | | |
| 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. | Aim to deliver 2 hours of PE per week (or two lessons a week) for all classes. | | The school delivers one lesson per week for PE. All lessons are delivered by classroom teachers and in some cases by a sports coaching company. | See if there is potential to increase exposure to PE on the school timetable; possibly to one key stage initially. | |
| Active Travel Plan | 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. | | The school is effectively contributing to the pupils active 60mins per day of physical activity by promoting active travel to and from school and many parents encourage their pupils to walk, scooter, bike and run to and from school. | Continue to promote active travel amongst parents especially those who new to the school in nursery and reception classes in September. | |
| Regular physical activity outside of PE Daily physical activity programme through a timetable of short physical breaks | 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 <ul style="list-style-type: none"> o Mile a Day/The Blue Blitz o Active Blasts (GetSet4PE) o Go Noodle o 5 a day o Cosmic Yoga | | Staff given resources to help them better plan time away from sedentary learning. Sports council also involved in helping class teachers delivering brain breaks. | Look to use sports councils members to help record which strategies they are using and involve the pupils in more choice of the type of breaks from learning. | |
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| 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 2: the profile of PE and sport being raised across the school as a tool for whole school improvement | | | | | |

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| Action Planning | MWH to support RLO in action plan and long term goals for the year & website documents | Green | MWH helped complete action plans throughout the year and keep a focus each term. | Support the new PE lead in 2024/25 | |
| Games Mark Award | JLO to look over Gold standard Gamesmark criteria; competition entries, focus groups, commitment to extra-curricular and commitment to increased PE time on the timetable. | Yellow | Games mark criteria successfully met this year but regular check-ins are needed per term to ensure the school remains on track to meet its outcomes. | Pencil in termly meetings with PE lead to look over curriculum and competition targets. | |
| 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. | Yellow | Assemblies which follow borough wide event always feature a celebration of the teams and individuals that took part. Notice boards could do with updating and possibly creating a new space for a PE board with updates and competition information for pupils. | Potential to organise a sports report section in the newsletter and notice boards. The idea being that after each off-site competition someone would write up a short report on how the team got on. | |
| Sports day | Review to take place on last year's successful event: -Parent involvement a success -Off-site event -Review of points | Yellow | Reception sports and KS1/2 sports days were run on separate days. Reception sports day was a great opportunity for many parents to experience their first sports day; a really positive experience for pupils with lots of celebrating, cheering, each child received medals and stickers. KS1 & KS2 was a successful event, particularly the track events. A review of the carousel events are needed to increase the level of competition and also the quality of the activities. | Staff feedback on each event would help for next years event. A review of the yr 6 leaders helping with scoring events needs to be looked at. | |
| Sports Council | Sports Council/ WELL-BEING WARRIORs to have more pivotal role within school life: 1. Help fundraise (2k sponsored run?) for equipment for the playground 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 | Yellow | Initial meetings were positive with the sports council but only one meeting in the first term allowed for pupil voice to be heard. No time was given for a fundraising event. | Allow more time with the sports council and increase their responsibility through: -warm up leader roles -regular meetings - sponsored event run to increase the awareness of physical activity within the school | |

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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | | |
| Subject Leader Support | RLO to attend 1.Sport Impact annual conference 2. HEP zoom meetings (termly) 3. Face to face professional development (Autumn term national tennis centre) | | RLO attended all meetings and face to face HEP meetings including the conference. A huge part of the Sport Impact conference is the sharing of ideas with other PE leads. | New PE lead to be given time to attend all meetings and the annual conference. Possibly given a 'buddy' from another school to share ideas with/provide guidance on the role. | |
| Teacher support programme Matt to contact staff members in advance of their half termly (6 week block) with him | 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: | | Hugely successful part of what MWH does with staff and feedback has been extremely positive. Comments from staff via staff surveys include: 'highly supportive' 'outstanding expertise' | Encourage ECT teachers to receive support from MWH in the first term. Send our surveys to staff to see which area they would like help with. | |
| 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. | | Teachers have all been consistent with using getSet4PE lessons. All staff feel confident in the style of lessons used. | | |
| 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 | | | | | |

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| Lunchtime leaders to help broaden access to activities | Utilise the leaders at lunch to introduce a variety of physical activity games |  | Yr 6 pupils received training in Term 2 and enjoyed spending time with younger children at lunchtimes. | Train the pupils earlier and ensure that a timetable (and suitable space) is in place for them. | |
| Sports Council survey to review extra-curricular activity successes | -Class surveys -Sports Council to feedback to class around physical activity breaks |  | Pupils did not get the opportunity to feedback to MWH as follow meetings were cancelled. | Pupils voice play an important role with regards to selection of clubs. Feedback from pupils can help influence which activities are being offered. Class surveys possibly organised by MWH in the first term could help influence the delivery of certain activities after school. | |
| 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 given a curriculum map at the start of the year which provides a broad and balanced experience of activities at all key stages. | Yr 6 experimentation of activities in the Summer term. | |
| 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. |  | Unfortunately, the yearly competition at Dukes Meadows was cancelled due to poor weather. Rescheduled for next year. | Take advantage of the free coaching from Dukes Meadows in September by booking in coaching sessions in preparation for the tennis tournament in May. | |
| 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

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| 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 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 |  | A successful year in the borough wide competition with multiple events entered. The yr5 team were successful in winning the tag rugby event. The Blue School continues to feature in schools finals. | Target a few competitions once the calendar is released in September and use JA Sports to help coordinate training so chances of success in those events increases. | |
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| Increased PE & Sport information available to parents via Newsletter (every 2 weeks is a Gold requirement) | Website updated Newsletter sent to parents via email | | Parents are kept up to date with all sporting success throughout the year through newsletter and school website. | New PE Lead to continue to coordinate with school office with regards to informing parents of events and successes. | |
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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

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

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

%

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

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| Signed off by | |
| Head Teacher: | |
| Date: | |
| Subject Leader: | |

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| Date: | |
| Governor: | |
| Date: | |