

## Reflection/ Review of 2022-2023 Sports Premium spending and PE action plan

Activity/Action	Impact/ Key achievements to date until July 2023	Areas for further improvement and baseline evidence of need
<p>Improving Lunch time physical activity options available to all pupils – variety of equipment</p> <p>Yoga sessions lead by external coach – teacher CPD</p> <p>Play leaders older pupils working with younger pupils</p> <p>Development of EYFS activities and resources to encourage activity and healthy lifestyles</p> <p>Larger equipment eg bikes purchased and used</p>	<p>Lunchtime and break times- quality of activity and engagement improved greatly. More pupils active throughout the day in a variety of sports and activities. Variety of activities changed and pupils now choose more than just football. Dance, tennis, balance bikes, trikes, hula and skipping games, bop it boards etc. Activities also encouraged healthy competition against themselves and pairs or teams.</p> <p>Through physical activity we have supported pupils' mental health, as good mental health allows pupils to develop resilience and grow into healthy adults. Pupils report improved wellbeing and readiness to learn after the physical activities in break and lunch.</p> <p>Y6 pupils very active in engaging younger pupils in activity, supporting their development and responsibility. Play leaders taught younger children games and activities; this ensured they learnt rules of games and were able to play against each other.</p> <p>Nursery and EYFS pupils have developed an understanding of healthy lifestyles which accompany physical activity. More pupils are trying healthier options in school. Pupils are active during the day in the outdoor area and wider school grounds- on bikes, digging, gardening and building. The gross motor skills, coordination, strength and special awareness have been developed.</p> <p>Pupils with specific needs regarding balance, motor skills, physical activity and communication and interaction have been actively involved in more activities this year and benefited from being active, part of a team, celebrating successes etc. We have ensured we are inclusive.</p>	<p>Continue with applying for Mental Health Award and develop Mental Health Ambassadors through GHLL- work with PSHE lead</p> <p>Train new youth leaders to develop active engagement during play and lunch for more pupils evidence observations of unstructured time in September</p> <p>Further increase opportunities for children to participate in intra school competition in a range of sports and build these into the yearly calendar and long term plans for PE. Last year limited opportunities. Extend the engagement throughout the year. Plan to be devised by PE lead.</p> <p>Increase opportunities for children to become involved in volunteering, both at school events and in the wider community. Link this to community garden – being active outdoors.</p> <p>Improve sustainability of extra-curricular provision including competitions and festivals- plan 'clubs' for year- invite external provider to deliver as last year attendance to clubs reduced.</p> <p>Utilise external support and coaches again for sports/ skills teachers feel less confident in – especially those returning to work or new to school.</p>

<p>PE scheme – progression and CPD built in</p> <p>External experts teaching alongside teachers in areas teachers are less confident due to the need of expertise</p> <p>Sports mark – School games involvement</p> <p>Progressive sports provider of enrichment days</p>	<p>Training for PE Lead has been successful and staff feel more supported in teaching PE</p> <p>The Scheme of work reduced workload and upskilled teachers this year- more confident and pupils making better progress in PE . Staff are developing their understanding and ability to make accurate assessment of PE.</p> <p>Variety of PE resources purchased all pupils to use and develop new skills.</p> <p>The sessions provided by external sporting coaches have developed staffs understanding and provided CPD for specific sports and skills eg swimming, gymnastics, dance and cricket</p> <p>Pupils’ participation in competitions increased after a lag from covid. Inclusive activities targeting pupils who are less active.</p>	<p>All staff receive CPD and all pupils receive high quality sports teaching- promote sustainability for future.</p>
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## Sports Premium plan for July 2023 – April 2024

<b>Academic Year:</b> 2023-2024	<b>Total fund allocated June 2023:</b>	<b>Total fund July 2023 – April 2024:</b> £18,100	<b>Date of creation:</b> 7/7/2023
<b>Children on roll:</b> 266 (inc nursery)	<b>Fund carried forwards from 2022-23 allocation: £0</b>	<b>Planned expenditure April 2023 – April 2024:</b> £18,100 <i>money spent no carry over</i>	<b>Date of next review:</b> 31/11/2023

<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.			<b>Percentage of total allocation:</b> £ 5731	
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<b>What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?</b>	<b>Actions to achieve intentions</b>	<b>Allocated funding</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
Pupils to be active in the day as part of the active initiative	Sports coaches to deliver club/activity an after-school club to target the least active and disadvantaged pupils. – CR	Coach once a week sports club CR	Lunch time clubs have encouraged the less active to be more active and understand the importance of a healthy lifestyle.	Pupils to have more opportunities to be active in a range of curriculum lessons/ include active and outdoor learning opportunities in lessons as much as possible).
Pupils to have happy and active playtimes and lunch time.	Staff Provide after school clubs in a range of sports provided by members of school staff.	6 blocks of 5 weeks a block per term cost for year £1000	Targeted pupils are more involved and participate more confidently in P.E lessons.	
	Play leader TA – provides lunch	TA after school club JB £2731	Daily mile has ensured that pupils are more active and has helped to keep	Raise the profile of the daily mile. Certificates to

<p>Pupils to understand the importance of a healthy lifestyle.</p>	<p>time activities and guidance to MDSA to engage pupils in physical activity</p> <p>Pupils to take place in the daily mile.</p> <p>P.E lead to monitor participation and impact.</p> <p>Celebration in assemblies</p> <p>Planning to provide additional outdoor actively across school above PE sessions</p>	<p>Play leader JB</p> <p>Play leader</p> <p>MDSA</p> <p>£ 2000</p> <p>No cost</p>	<p>pupils focused in lessons.</p> <p>High participation in after school clubs such as football, cricket, netball and gymnastics.</p>	<p>be given out in celebration for those who are putting lots of effort into the daily mile.</p> <p>Look at the use of equipment available at play and lunch times to encourage pupils to have active, happy playtimes to not only raise activity levels but also to improve mental health. Ensure restocked if necessary</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.			Percentage of total allocation: £4000	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Target groups of pupils to improve learning outcomes, leadership skills and health and well-being.	Deploy sports coach for one after school session per week to work with targeted pupils to participate in activities that improve confidence, self-esteem, health and well-being. KS1 – yoga	Yoga instructor £3000	Pupils have increased confidence/self esteem in class P.E lessons as well as fitness levels and fundamental skills.	Encourage pupils to come to school in a physically active way. Involve families with this so that they also see the importance of leading a healthy lifestyle.
	Children play leaders and well being champions to be established linked to Wellbeing GHLL LG leading	£1000 for resources	Pupils feel that their sporting achievements are valued and enjoy participating in sporting events.	Introduce daily mile certificates.
Celebrate sporting achievements and show that they are valued.	Sporting achievements in and out of school are shared in celebration. Sports day certificate/ stickers to be given out in celebration.	NO cost		Utilise pupils' enthusiasm for sports and local/national events by celebrating them and incorporating them into learning.  Take part in more external competitions.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			Percentage of total allocation: 7319	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Provide training and ongoing CPD for teaching staff to ensure that all members of staff deliver/assist with high quality PE teaching to help raise PE outcomes.	Teaching staff receive CPD whilst Team Teaching with an external sporting coach. Once a week following specific skills/ games All day once a week starting Oct 23  Swim TA to demonstrate swim coaching to teachers in targeted year groups	Progressive sports coaches £4684 update not all spend moved over to Key indicator 4  £2635.00	CPD for teaching staff has ensured that lessons are assisted/taught by competent, confident and experienced staff.  Staff now feel able to deliver their own high-quality P.E lessons.	Staff to now deliver their own P.E sessions using the knowledge gained from their sessions with an external sports coach. Purchase a scheme to ensure that progression and coverage in the curriculum remains and guide staff as they move to deliver their own P.E lessons.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Percentage of total allocation: £1050	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
<p>Pupils to experience a variety of physical activities in school.</p> <p>Children to enjoy being physically active through a broad range of structured and unstructured physical activities in the curriculum but also extra-curricular activities.</p>	<p>Specialist dance/ sports/ yoga coaches to provide a series of lessons.</p> <p>Kayaking taster session at Mallards Pike Summer 24</p> <p>Archery sessions School Games</p> <p>Panathalon School Games</p> <p>SEND GAMES</p> <p>Mountain biking</p> <p>New Age Kurling</p> <p>Cricket</p> <p>Football</p> <p>Dance festival September 23</p> <p>Golf day – all classes timetables for session October 23</p> <p>Sports Olympics day all classes timetabled October 23</p> <p>Sport project May 24 fencing offer</p>	<p>Cost of coach in indicator 1and 3</p> <p>School games subscription</p> <p>£450 plus £100 for additional equipment</p> <p>Carried over due to postponed by provider term 6 already purchased</p>	<p>Engaged children who are generally less engaged with traditional P.E.</p> <p>Pupils have found a new sport that they enjoy and have enquired about taking it up outside of school.</p>	<p>Ensure the scheme selected has a broad range of sports. Look at opportunities for pupils to try an even broader range of sports.</p>

	Deploy Sports Coach to deliver 1 afternoon session a week and after school clubs.	Cost in indicator 1		
All pupils provided with high quality sports equipment to meet their needs and facilitate in the participation of the increased offer.	Audit and purchase equipment	£500 Term 5 identified need £3,958.64 +vat added to repair equipment for children to be able to be outside all year round	Pupils have high quality equipment allowing them to participate fully in a wide range of physical activities.  Increased enjoyment and engagement in P.E sessions.	Continue to audit equipment to ensure that a broad range of sports can be offered. Take part in these sports competitively against other schools.  Indoor goals – football ally year round/ introduce to indoor 5 aside.

<b>Key indicator 5: Increased participation in competitive sport.</b>			<b>Percentage of total allocation:</b> See indicator 4	
Intent	Implementation		Impact	
<b>What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?</b>	<b>Actions to achieve intentions</b>	<b>Allocated funding</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
Pupils to have the opportunity to take part in intra and inter school competition.	Pupils to take part in competitive games in P.E lessons.  Pupils to play sports against other	School Games subscription key indicator 4	Pupils have taken part in after school clubs to prepare them for competitive games.	To join forest games membership and play a wide range of sports against a number of different schools.

	<p>schools in the trust. Netball matches played swimming gala</p> <p>Sports mark- School Games participation</p>			
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## Key achievements 2023-2024

This template will be completed at the end of the academic year and will showcase the key achievements schools have made with their Primary PE and sport premium spending.

Activity/Action	Impact	Comments
<p>KS1 Yoga sessions supporting gross motor/ breathing/ stretching and as well as self-regulation and well being</p>	<p>Pupils are developing core strength and skills in a controlled manner, they have developed breathing techniques and balance. These are transferable to other sporting and physical activities. Wellbeing and self-regulation has been an additional positive impact for the pupils.</p>	<p>Continue next year - introduce nursery to sessions earlier in the year due to high need for core strength and mobility.</p>
<p>After school clubs – sports available free of charge to children.</p>	<p>Multi sports, netball, football and yoga have all been popular sports clubs and on offer during the year. Parents have not had to pay and pupils have been active outside of the school hours. Pupils who have not participated in sports clubs and do not join clubs out of school were targeted.</p>	<p>Develop the use of non-teaching staff to run clubs or external agencies. Provide a more varied club offer liaise with local clubs.</p>
<p>Variety of sporting activities throughout the year for all pupils to access</p>	<p>Pupils have had experience of numerous sports which they have not experienced previously. Engaged pupils in sports who had not participated or thought of trying before. Some children have taken up new sports outside of school following the experiences</p>	<p>Develop pupils' interest and take up of sports outside of school. Monitor impact longer term of these experiences.</p>
<p>Fencing, golf, archery, Olympics.</p>		

<p>The offer of core skills, transferable skills and specific sports through teaching sessions.</p>	<p>Pupils more active in PE sessions and can link skills taught across the PE curriculum.</p>	<p>Continue to use PV</p>
<p>CPD for staff through scheme and bought in coaches delivering PE and staff observing/ peer coaching/ team teaching</p>	<p>Staff are increasingly confident in teaching PE, understand the progression in lessons and across a unit of lessons. Ability to assess PE has increased due to the support the scheme provides and the increased knowledge of staff through CPD.</p>	<p>Staff survey on scheme to be repeated</p>
<p>Sports School Games membership and involvement</p>	<p>Number of pupils who were identified as less active participating in activities / representing the school eg panathlon/ send sports/ train and walk session etc</p>	<p>Many pupils who previously not engaged in sports attended. Engagement high but success in terms of winner lower</p>
<p>Use of external sports coaches to promote sports that are then on offer in school holidays for pupils to access and be active.</p>	<p>Pupils have experienced an increase of sports and then can continue to develop an interest in these in school holidays eg camp run Whitsun holiday who introduced the children to fencing in school.</p>	<p>Holiday club well supported and pupils' active during this time.</p>
<p>Community and pupils active in developing the community garden – physically active in a different way.</p>	<p>Pupils physically active with members of the school community, digging, pushing and pulling etc physically active without being a specific sport.</p>	<p>Garden successful – classes timetabled to attend and tend to areas. To be monitored now it is becoming more established.</p>
<p>Swimming Y6/5/4</p>	<p>94% water safety and 70% 25m is good compared to the deprivation ( see National data)</p>	<p>Introducing swimming in younger years improves confidence and outcome.</p>

## Swimming Data

Meeting National Curriculum requirements for swimming and water safety.

*Priority should always be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the National Curriculum programme of study.*

<u>Question</u>	<u>Stats:</u>	<u>Further context</u> <u>Relative to local challenges</u>
<p>What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>25m - 32 children 70% 10m - 11 children 24% Non swimmers - 3 children 6%</p> <p>The 94% who can swim could all perform safe self-rescue</p>	<p>70%</p>	<p><i>We take pupils swimming all year round in blocks to improve the number of pupils who feel confident in the water and can swim 25m. However, many of the children do not attend any swimming sessions outside of the lessons and cannot practise or increase confidence. Some children were pool refusers and getting them into the water and feeling safe was a priority, then being able to save themselves. This was a priority over swimming 25 m. 24% of children can swim 10m and are able to perform self rescue on top of the 70 % who can complete 25m</i></p> <p><i>Cohort with a very high SEND needs –physical, SEMEH and anxiety.</i></p> <p><i>National data 2023 Only 45% of children and young people attending school in the country's most deprived areas can swim 25 metres compared to 76% in the least deprived areas</i></p>
<p>What percentage of your current Year 6 cohort can use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?</p>	<p>70%</p>	<p><i>70 % achieved at 25 m further 24 % can perform all 4 stroked effectively but only at 10m distance anxiety stops them on the 25m and they put feet down.</i></p>

<p>What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?</p>	<p>94%</p>	<p>Only 6 % are non-swimmers and parents have provided information they are taking them for private lessons.</p>
<p>If your schools swimming data is below national expectation, you can choose to use the Primary PE and sport premium to provide additional top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons. Have you done this?</p>	<p>Yes/No</p>	<p>Further session/block were provided for those who could not swim over 10 m to improve their water confidence and stamina. Many of these pupils do not swim outside of school and parents do not provide private swimming lessons.</p>
<p>Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?</p>	<p>Yes/No</p>	<p>Staff accessing swim England for CPD Staff peer coaching with an additional qualified swim instructor develop knowledge, confidence of Severnbanks staff in Y5 and Y4</p>



## Ratification

This plan has been accepted and "signed off" as follows:

<b>Head Teacher:</b>	S Poole
<b>Date:</b>	July 23
<b>Subject Leader:</b>	O Sayers
<b>Date:</b>	July 23
<b>Governor:</b>	Mr R Johnson
<b>Date:</b>	July 23