

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

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

2022/23 Sport Premium Improvement Plan

	No. Pupils KS1/KS2: 361	Sport Premium Funds			
<p>5 Key Indicators</p> <ol style="list-style-type: none"> 1. 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>) 2. 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>) 3. increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) 4. broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) 5. increased participation in competitive sport (<i>Intra & Inter</i>) 		<p>Total amount carried over from 2021/2022 - £0</p> <p>Total amount for Sport Impact 2022/2023 - £10,207.20</p> <p>Total amount allocated for 2022/2023 - £19,600</p> <p>Total amount of funding spent in 2022/2023 - £14,482.80</p> <p>How much do you intend to carry over for 2023/2024 - £0</p>			
RAG rating key	<table border="1" style="display: inline-table; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 33%; background-color: red; color: white;">Emerging</td> <td style="width: 33%; background-color: yellow;">Established</td> <td style="width: 33%; background-color: lightgreen;">Embedded</td> </tr> </table>	Emerging	Established	Embedded	
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 <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 1: The engagement of all pupils in regular physical activity					

<p>Introducing Wellness Warriors to increase Physical Activity Levels of all children</p>	<ul style="list-style-type: none"> ● In Autumn 2 Subject Lead will give assemblies to explain what is happening. ● Subject Lead (JFR) to distribute resources needed in classrooms and purchase Trophy for winning class. ● Winning class to be celebrated at the end of the competition 		<ul style="list-style-type: none"> ● Students and staff are more aware of the importance of Physical activity and are actively encouraging doing more physical exercise ● Students were motivated to take part in the competition as the winners were rewarded with an extra active breaktime ● Wellness Warriors sheets completed and returned to PE lead 	<ul style="list-style-type: none"> ● Target classes who scored the lowest or didn't take part in activity this year ● Brief staff at the start of next year to help them prepare their classes to take part and make plans to help support students who may find it harder to take part 	<p>As part of SI budget (10,207)</p>
<p>Walk to School month (October)</p>	<ul style="list-style-type: none"> ● To have a primary wide competition to track how many students walk to school in each class. Subject Lead to distribute details to all classes and track numbers. ● Subject Lead provided an incentive of an active prize to encourage students to walk to school 		<ul style="list-style-type: none"> ● Increase in numbers of students who are walking to school ● Students educated on different ways they can get to school. eg, bike/walk/run ● Results compared to previous month and recorded. 	<ul style="list-style-type: none"> ● Target classes who scored lower or didn't take part in activity this year ● Broaden the competition to allow students to walk from school and not just to school ● Y6 students to take part in bikeability sessions next year to increase likelihood of them actively getting to school 	
<p>Whole primary 'Plank off' for national fitness day</p>	<ul style="list-style-type: none"> ● Promote health and fitness throughout the primary school by holding a primary wide plank competition. Subject Lead will disseminate information in Autumn 1 ready for 21st September 		<ul style="list-style-type: none"> ● Increase in awareness of health and physical benefits. ● Photos of competition and winner shared in assembly and in whole-school newsletter 	<ul style="list-style-type: none"> ● Introduce the plank into core lessons prior to the competition and increase awareness of health and fitness in the run up to the competition 	
<p>Koboca used to help identify the wide variety of clubs and activity levels within PE</p>	<ul style="list-style-type: none"> ● PE Specialist from Sport Impact to help Subject Lead with how to use the Survey tools. Classes to use the link on Google Classroom. Link to be sent out and completed by end of Autumn 1 		<ul style="list-style-type: none"> ● All students feel like they have a voice for PE and their suggestions are implemented into the PE curriculum ● Students identified they would like football as a 	<ul style="list-style-type: none"> ● Continue to promote the use of koboca to identify the impact of PE provision throughout the school ● Use student feedback to adjust the PE curriculum for next year. Eg: students 	

			lunchtime club which was implemented in Autumn term 2	highlighted volleyball as a sport they would like to take part in next year	
Students taken off timetable to focus specifically on the importance of living healthy and active lifestyles	<ul style="list-style-type: none"> The whole-school participated in a day where they were taken off timetable and focused on the importance of living healthy and active lifestyles. Sessions included a mile run, smoothie making, fitness sessions and the importance sport has on mental health 		<ul style="list-style-type: none"> All pupils completed a mile run Students have a greater understanding on the importance of living a healthy and active lifestyle Event showcased in school-media 	<ul style="list-style-type: none"> Continue to offer a day per year where students are taken off timetable to focus on the importance of living healthy and active lifestyles Implementation of student voice to contribute to the shape of the day 	
Equipment introduced to keep students physically active throughout break times	<ul style="list-style-type: none"> All students have the opportunity to be physically active for 30 minutes twice a day Equipment such as tyres, piping, planks, sacks and frisbees available for students of all ages 		<ul style="list-style-type: none"> All pupils can now be consistently active at break times and have a wide-variety of opportunities to be active Students educated in form slides or at break times on how to use the equipment effectively and safely 	<ul style="list-style-type: none"> Continue to introduce a wide-range of equipment at break times to keep children engaged and active Continue to implement equipment in stages so that children use the equipment equally 	1931.70
Purchase of new equipment to develop extra sporting activities	<ul style="list-style-type: none"> All students to have access to high-quality equipment throughout PE and extracurricular activities 		<ul style="list-style-type: none"> All students can access equipment in lessons All students can access sufficient and high-quality equipment in extra-curricular activities 	<ul style="list-style-type: none"> Continue to monitor and recycle equipment as necessary Termly audits of PE equipment 	£3,186.28
Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement					
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 <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Bought into Sport Impact	<ul style="list-style-type: none"> To buy into Sport Impact to have a well-supported network in place for PE at Reach. Subject Lead to liase with Sport Impact Specialist 		<ul style="list-style-type: none"> Pupils and staff to continue to receive high quality lessons and CPD from Sport Impact specialists which 	<ul style="list-style-type: none"> Continue to buy into sports impact Sports impact specialist to 	£10,207.20

	regarding key dates		<ul style="list-style-type: none"> results in increased confidence and delivery Sports impact specialist to work directly with the PE lead on strategy and curriculum work in PE 	<ul style="list-style-type: none"> work directly with new members of staff and ECT's to improve the standard of PE lessons being delivered 	
Whole primary 'Plank off' for national fitness day	<ul style="list-style-type: none"> Promote health and fitness throughout the primary school by holding a primary wide plank competition. Subject Lead will disseminate information in Autumn 1 ready for 21st September 		<ul style="list-style-type: none"> Increase in awareness of health and physical benefits for National Fitness Day Continued to promote healthy and active lifestyles throughout the school Students became stronger as all core PE classes practised the plank in the lead up to national fitness day 	<ul style="list-style-type: none"> Continue to promote national fitness day throughout the primary school next year through the same or similar fitness challenges 	
Introduction of assessment through ASC data and targeting students	<ul style="list-style-type: none"> Use data to identify which students are accessing after-school clubs (PP,SEN,Gender etc) Use pupil surveys to identify which clubs would increase participation levels. Subject Lead to identify these in Autumn 2. Surveys to go out in Autumn 1 Compare data from previous years to assess for improvement in ASC participation levels 		<ul style="list-style-type: none"> Wide-range of clubs provided throughout all 3 club cycles Identified that female participation was lower than expected so survey carried out and all-female gymnastics club started as a result Increase of SEN students with clubs from cycle 1 to cycle 3 Amount of students partaking in clubs who are entitled to FSM doubled due to promotion of discounted prices 	<ul style="list-style-type: none"> Continue to offer a wide range of extra-curricular clubs through staff members and external companies Continue to target specific students to increase their extra-curricular opportunities Continue to offer a discounted rate for students who are entitled to free-school meals 	
Allow students to experience sporting experiences outside of school	<ul style="list-style-type: none"> Provide sporting experiences outside of school that some students would not usually be able to access. Subject Lead to research with Sport and PE specialist in Autumn 1. Increased amount of competitive fixtures and competitions entered throughout the year 		<ul style="list-style-type: none"> Increased amount of external competitions attended across all year groups compared to previous years Students selected to attend a trip to the Olympic Park to help promote a lifelong love for sport 	<ul style="list-style-type: none"> Continue to participate in the wide-range of competitions provided by Sports Impact Attempt to enter more phase KS1 competitions Continue to host and attend fixtures with other local schools across both KS1 and KS2 	

Participated in the Youth Sports Trust girls survey	<ul style="list-style-type: none"> Aimed to gather the opinions of females in KS2 to understand how to fully support them in the next academic year so they can have more opportunities within the PE curriculum and within our extra-curricular clubs offer 		<ul style="list-style-type: none"> Female students wanted more access to dance opportunities and we have introduced a dance extra-curricular club starting from september 2023. Females can now wear navy leggings for PE lessons which will increase participations levels and confidence 	<ul style="list-style-type: none"> Continue to adjust our curriculum to increase the participation levels of females in core PE and extra-curricular clubs 	
PE kit purchased for core PE teachers	<ul style="list-style-type: none"> Introduced to increase the profile of PE across the school for both staff and students 		<ul style="list-style-type: none"> Acted as an example for students on the importance of wearing the correct PE kit Acted as motivation and inspiration for students 	<ul style="list-style-type: none"> Continue to provide core PE staff with Reach Academy core PE kit 	£487.14
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					
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 <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Sport Impact to mentor several different teachers and support them with their PE lessons.	<ul style="list-style-type: none"> Staff Mentoring/ CPD Sport Impact Specialist to mentor selected members of staff chosen by Subject Lead PW to model PE lesson PW to team teach with teachers PW to observe teachers and feedback to them. 		<ul style="list-style-type: none"> Sport Impact specialist has observed Y1 class teacher, the PE trainee and PE lead to improve quality of PE being provided in core PE lessons 	<ul style="list-style-type: none"> Sports Impact specialist to have the opportunity to observe more non-PE specialist teachers (JLA in Y3) Sports Impact specialist to work with PE Lead on how to provide effective practical CPD sessions 	AS part of SI budget
Master PE doc to be created to help support staff in their delivery of PE	<ul style="list-style-type: none"> To provide a template for PE across the whole school To support teachers in the delivery of PE to students who are both low and high attainers To provide a thorough and 		<ul style="list-style-type: none"> Increase in quality of PE lessons through an effective and thorough PE document which consists of curriculum, spacing and long term plans Direct links to Ofsted PE preparation and 	<ul style="list-style-type: none"> Continue to add to master PE document with more detail such as rationale behind assessment and curriculum maps behind specific singular and invasion sports 	N/A

	<ul style="list-style-type: none"> continuous plan for the delivery of PE throughout the school Make sure that expectations are consistent across the school 		<ul style="list-style-type: none"> expectations behind all core PE lessons Electronic PE Handbook created in shared area 		
Showing teachers how and why we assess in PE	<ul style="list-style-type: none"> Subject Lead to find a date for some INSET in Spring 2 or Summer 1 and pencil in with SLT 		<ul style="list-style-type: none"> Subject lead provided PE specific inset training on assessment at the end of autumn 2 Subject leader gave practical CPD on how to assess in sports including gymnastics, tennis and cricket 	<ul style="list-style-type: none"> Subject lead to find time to provide additional PE practical inset to class teachers 	
Buy into Get Set 4 PE	<ul style="list-style-type: none"> This allows for staff to have access to detailed and high-quality PE lesson plans which they can access at any time All sports in the curriculum are available on this platform 		<ul style="list-style-type: none"> Pupils receive consistently high-quality PE lessons due to staff being able to access and edit these lesson plans 	<ul style="list-style-type: none"> Subject leader to continue to monitor staff lesson planning and make sure that staff members are adjusting lessons plans as appropriate for facilities and students 	£528.00
Key Indicator 4 - broader experience of a range of sports and activities offered to all pupils					
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 <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
To increase participation in competitive and inclusive sport.	<ul style="list-style-type: none"> Provide a wide-range of extra-curricular clubs through PE lessons and Sport Impact Competition such as football, basketball, multi-skills and karate To enter and compete in a wide variety of tournaments for all ages and abilities. Subject Lead to complete intention to enter document at the start of each term. Subject Lead to liaise with Sport Impact Specialist on types of 		<ul style="list-style-type: none"> All children have access to a different range of activities than before Registers from all the different types of clubs attended Target students who may be interested in attending specific clubs Students have greater 	<ul style="list-style-type: none"> Continue to offer a wide-range of competitive sport and opportunities for students Use student voice to identify which clubs and competitions students would like to access 	

	competitions (tier 1,2 and 3 and their meaning to ensure level of competition is right)		experience levels of competing in external competitions against other students		
Koboca used to help identify the wide variety of clubs	<ul style="list-style-type: none"> PE Specialist from Sport Impact to help Subject Lead with how to use the Survey tools. Classes to use the link on Google Classroom. Link sent out and completed by all students 		<ul style="list-style-type: none"> First time all children have had a say in what clubs activities should be delivered using survey tool Results stored online ready to be compared for next year. 	<ul style="list-style-type: none"> Continue to use Koboca as a tool to gain insight into student opinions 	
Introduction of more inclusive sports to the PE curriculum	<ul style="list-style-type: none"> Students took part in short tennis in their tennis module and also walking football in their football module 		<ul style="list-style-type: none"> Increased accessibility levels in core PE for students with special educational needs 	<ul style="list-style-type: none"> Continue to offer a wide-range of sports and opportunities for all students Fully embed a disability sport into the PE curriculum 23/24 	

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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 <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 5 - increased participation in competitive sport

To increase participation in competitive and inclusive sport.	<u>Extra-curricular Clubs</u> <ul style="list-style-type: none"> Subject Lead to help decide which clubs to put on offer Promote the clubs and give out letters Source and communicate with external companies to build on the extracurricular offer. 		<ul style="list-style-type: none"> Children report enjoyment from taking part in after-school clubs . More children get the opportunity to take part in different activities Increased numbers of students taking part in 	<ul style="list-style-type: none"> Continue to promote extra-curricular sport and inclusive sport in the newsletter and on social media 	
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			extracurricular activities		
Students to take part in intra-school competitions	<ul style="list-style-type: none"> All students had the opportunity to participate in competition through year group multi-sport competitions 		<ul style="list-style-type: none"> All students know how to participate in competitive situations 	<ul style="list-style-type: none"> Continue to provide inter-school opportunities for competitive sport Increase the range of sports offered in the inter-school competitions 	n/a
Increase participation for Inter School Competitions using different tiers of students	<ul style="list-style-type: none"> To follow sport impacts competition guidelines to allow students of all of attainment levels to experience sport outside of school Make sure that students can experience at least one extra curricular club cycle per academic year 		<ul style="list-style-type: none"> Students were able to enjoy all competitions as they were pitched at the correct standard for the students to enjoy themselves and be competitive 	<ul style="list-style-type: none"> Continue to offer the Sports Impact tier system so all students can take part in the correct standard of competitive sport 	

SWIMMING DATA

<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 then 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 2023.</p> <p>Please see note above</p>	% 52
<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>	%70
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%48
<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

Signed off by	
Head Teacher:	Matilda Browne
Date:	21/07/23
Subject Leader:	Jason Free
Date:	16/07/23
Governor:	

Date:	
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