

# Evidencing the Impact of the Primary PE and Sports Premium

Review of spending for academic year 2022 – 2023



Supported by



### **About the PE and sport premium**

All young people should have the opportunity to live healthy and active lives. A positive experience of sport and physical activity at a young age can build a lifetime habit of participation and is central to meeting the government's ambitions for a world-class education system.

Physical activity has numerous benefits for children and young people's physical health, as well as their mental wellbeing (increasing self-esteem and emotional wellbeing and lowering anxiety and depression), and children who are physically active are happier, more resilient and more trusting of their peers. Ensuring that pupils have access to sufficient daily activity can also have wider benefits for pupils and schools, improving behaviour as well as enhancing academic achievement.

The PE and sport premium can help primary schools to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils.

**Department of Education 2021**

Swimming data	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of atleast 25 metres?	<b>15%</b>
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	<b>5%</b>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<b>0%</b>
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	yes

Academic Year: 2022/23	<b>Total fund allocated:</b> Total fund allocated £17,180 Total spent £17,180		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity.			Percentage of total allocation: 34.15%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"><li>Extending the PE provision for Teaching &amp; Learning</li></ul>	<b>Access External Swimming:</b> Provide external additional swimming sessions. <b>£4,757</b>	All learners have been able to follow rules set at external swimming pools and follow these well - e.g. taking off shoes and socks before entering the changing rooms.  They have learnt to be aware of the members of the public that also use the facilities at the same time.  The learners have learnt to listen and respond to new members of staff that help them to swim and most have worked towards 5, 10 and even 25-meter badges. They have also built-up confidence to swim into the deeper end of the pool.	External swimming slots have been booked for 23-24 academic year for primary learners to access additionally to a session onsite.
<ul style="list-style-type: none"><li>Access to increased range of quality resources during lunch and break times to enable access for all.</li></ul>	During the summer of 2022 the school had a new outdoor Muga built that our Primary learners can access. We will use some of the PE/Sport premium to purchase additional resources so that any activities that take place on the Muga are fully resourced and all individual learners have access to enable full engagement. <b>£930</b>	Learners have been more engaged at lunch times playing a variety of activities including basketball, football and taking part in races. This has helped to keep learners focused during lunch times and there has also been an increase of learners taking part in physical activity. This has developed their social and communication skills and has increased their social circles.	Ensure learners continue to have even better quality resources to utilise when accessing both curricula and extra curricular provisions.  PE department to monitor wear and tear of resources and replenish where possible.
<ul style="list-style-type: none"><li>Improving the health &amp; wellbeing of our learners through implementation of the Golden Mile.</li></ul>	Subscription fees for the Golden Mile. The Golden Mile is a safe, simple and measurable way to improve health and physical activity regardless of sporting ability. The Golden Mile aims to inspire and encourage school communities through physical activity with the focus on fun, rewarding personal achievement, pupil leadership, raising money and school competition ( <b>Premier Education</b> ).	Learners have enjoyed completing the Golden Mile as they have the opportunity to get out of the classroom and move around. Class teachers have noticed a significant difference in the concentration and engagement of lessons after they have completed the Golden Mile.	To implement Golden Mile to other classes that may benefit from this.

	<p><b>£180</b></p> <p><b>Key indicator 1 total = £5867</b></p>	<p>Physical activity has increased throughout the week and has gone towards their active 60 minutes.</p> <p>Learners have enjoyed receiving certificates and have been motivated to get further each time.</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:
			2.62%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li><b>Learners, staff and parents are aware of sporting activities and achievements across the school.</b></li> </ul>	<ul style="list-style-type: none"> <li>Promotion of sporting activities and achievements externally via school social media and newsletters. Internally via staff briefings.</li> </ul> <p><b>No cost</b></p>	<p>Sporting achievements have been shared on Twitter and in newsletter to celebrate how participation levels has increased over the 22/23 academic year. This included coming 2<sup>nd</sup> in the West Midlands Boccia finals.</p> <p>Example newsletter here: <a href="#">Sports day newsletter</a></p>	<p>To continue to promote sporting activities on Twitter.</p>
<ul style="list-style-type: none"> <li><b>Resource primary classes with the necessary equipment so that physical development can be encouraged outside set physical development lessons.</b></li> </ul>	<ul style="list-style-type: none"> <li>Purchase additional equipment for primary classes to utilise outside of physical development sessions to assist with the promotion of physical activity and health and wellbeing.</li> </ul> <p><b>£450</b></p>	<p>Classes were given additional PE equipment to use with learners in class and in the playground area. This led to greater participation and active minutes in lessons and during break times. In addition, learner's social skills were developed through taking part in a range of activities with their peers.</p>	<p>Ensure learners continue to have better quality resources to utilise when accessing both curricula and extra curricula provisions. PE department to monitor wear and tear of resources and replenish where possible.</p>

<ul style="list-style-type: none"> <li>Head of PE to work with staff members from our three pathways (Engagement for Life, Learning for Life and Foundations for Life) to monitor and embed the physical development curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Staff in PE department modelling activities within physical development lessons so that class staff develop knowledge of how to incorporate into other areas of the curriculum.</li> <li>Head of PE to work closely with class staff to ensure success stories are celebrated and curriculum offer for physical development is evaluated throughout the academic year.</li> </ul> <p><b>No cost from PE/Sport Premium</b></p> <p><b>Key indicator 2 total = £450</b></p>	<p>Learners are more engaged in PE and want to complete the work that is set in the lesson. Lessons are implemented consistently across all pathways ensuring new knowledge is taught and staff understand when to deliver new topic knowledge. Learners are progressing more rapidly – a higher percentage of learners are meeting their targets</p> <p><b>afPE</b> quality mark with distinction obtained July 2023 for demonstrating outstanding commitment to improvement in PE, school sport and physical activity.</p> <p>Evidence located here: <a href="#">afPE certificate</a></p>	<p>To continue to liaise with head of pathways to develop the curriculum further.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			Percentage of total allocation:
			2.91%
Intent	Implementation & funding allocated	Impact (to be updated at the end of academic year)	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Staff to attend training where possible and where necessary to provide staff with CPD to teach physical development more effectively to all learners.</li> </ul>	<p>Develop physical development knowledge that can be shared and gain an understanding of the areas within school that can be further enhanced.</p> <p><b>£500</b></p> <p><b>Key indicator 3 total = £500</b></p>	<p>Staff have been trained by specialists in areas such as communication, sensory processing, positive behaviour and from the physiotherapy team. This has developed the PE departments understanding of how to support the learners at our school. This has led to lessons being planned that are set at the correct level for the individuals in that class. Lessons support communication and independence.</p>	<p>To receive further training from the physiotherapy team to support PE and implement strategies into PE and swimming lessons.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Percentage of total allocation:
			43.27%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Primary classes to have a regular 1x weekly slot for a half term each at an external venue to experience a range of activities.</li> </ul>	<p>Learners to experience travelling to external venue, participating in a variety of activities that challenge and stimulate them.</p> <p>Learners will develop turn taking, sharing, communication, risk taking and develop their gross motor skills in a challenging and exciting venue.</p> <p>Learners will access venue and activity that they can use outside school hours.</p> <p><b>£4915</b></p>	<p>Hickory Dickorys has made a significant difference in the growth and development of our learners, greatly enhancing their physical abilities, fostering social interactions, and expanding their understanding of the world around them. Through engaging with this activity, they have become increasingly attuned to their bodies within their surroundings, while also gaining newfound independence in their learning journey.</p> <p>Through learners attending Hickory Dickory's Playhouse, they learned how to tolerate other children around them and practiced sharing equipment. They also applied their learning from using tools like PECS or AAC to communicate their needs and wants in different environments. This experience positively influenced their well-being and physical development, as they had the chance to engage with a variety of equipment. Our learners have eagerly anticipated the visit to Hickory Dickory's Playhouse and had a great time during their visit.</p>	<p>Book for next academic year.</p>
<ul style="list-style-type: none"> <li>Funding for sports coach to help run additional activities</li> </ul>	<p>Birmingham was the host city for delivery of the Commonwealth Games 2022 and we want to ensure the legacy of the games has an impact on our learners through broadening our learner experiences within sport and physical activities. In addition to the physical development sessions our learners experience we will seek to use external sports coaches to enrich or physical development curriculum. <b>£500</b></p>	<p>Our learners have enjoyed the Aston Villa programme of activities during physical development sessions. The staff from Aston Villa supported the pupils to develop their physical development skills through planning and implementing a variety of engaging and fun activities. These activities involved developing their gross motor skills through kicking footballs at targets, throwing and catching skills and using the large parachute. They also developed their fine motor skills through engaging in activities such as flipping over small cones and throwing smaller balls/beanbags. Learners enjoyed the session and this was shown through high engagement levels and learners becoming excited when the staff arrived in the classroom.</p>	<p>To continue to use external coaches to further increase the time that learners are being taught sport and physical activity by specialist.</p> <p>To continue to offer a range activities to broaden our learner experiences within sport and physical activities.</p> <p>Continue to extend our community links to support/enrich our PE curriculum.</p>



<ul style="list-style-type: none"> <li><b>Delivery of wider activities to enhance the learner experience of physical development.</b></li> </ul>	<p>Last academic year funded by the PE/Sport premium our primary learners experienced Scoot Fit for one day. Scooting helps to develop confidence and balance. Research suggests scooting burns 30% more calories than cycling and running. We will invest some of our PE/Sport Premium money for this academic year on the equipment to deliver Scoot Fit within our physical development curriculum. This will allow our Primary learners to experience Scoot Fit regularly across the academic year.</p> <p><b>£2018</b></p> <p><b>Key indicator 4 total = £7433</b></p>	<p>Scooters have been introduced to both the Foundation for Life and Learning for Life curriculum. There has been higher engagement levels from learners who would usually be disengaged. It also has developed the independence of the learners as they have been able to independently ride the scooters with little support from staff. Physical activity has increased during sports hall sessions,</p>	<p>Continue to include scooters into the curriculum. To set up a lunch time club to continue to increase the physical activity with disengaged learners.</p>
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Key indicator 5: Increased participation in competitive sport.			Percentage of total allocation: 17.05%
Intent	Implementation & funding allocated	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li><b>Increasing access to competition</b></li> </ul>	<p><b>Continued funding of School Games days at an external venue.</b></p> <p>Learners in Primary will have the opportunity to participate in track and field events at Tudor Grange Leisure Centre during national sports week, competing against peers of similar abilities in a fun, exciting, challenging and rewarding day.</p> <p>Experiencing winning and losing in fun, competitive situations. This will help build confidence, team work, and competitive spirit and allow students to visit an external facility.</p> <p>All learners will receive a certificate and a medal at the end of the event/s.</p> <p><b>£1700</b></p>	<p>Learners attended sports day at Tudor Grange athletics stadium during National Sports Week. Learners spent the morning completing field events working as a class team accumulating points and in the afternoon learners raced against other classes to add to their point score.</p> <p>All learners were rewarded with stickers, medals and certificates which gave them a sense of achievement.</p> <p>More information can be located within our summer newsletter: <a href="#">Sports day newsletter</a></p> <p>As a result of completing sports days against other schools in our Trust, our learners will increase their social circles and develop communication skills further.</p>	<p>Sports day to be re-booked for June 2024 during national sports week.</p>



<ul style="list-style-type: none"> <li><b>Access to External Competition:</b></li> </ul>	<p>Learners to participate in competitive activities with peers from other schools and developing confidence and enjoyment through competition.</p> <p><b>£350</b></p>	<p>The Academy has participated in ALL SEN competitions available through the school games. Pupils are feeling more confident to participate to sport and physical activity in the wider community and increasing their social circles. Participation has increased with a higher number of learners participating in competitions.</p> <p>Learners have developed their understanding of how to show competitiveness but also how they deal with losing. They have improved thinking and decision making.</p> <p>We have obtained the silver school games award this academic year for our commitment to the development of competition across our school and into the community.</p>	<p>Learners to continue to have access to school games competitions and organise inter-trust competitions.</p>
<ul style="list-style-type: none"> <li><b>WOW DAYS</b></li> </ul>	<p>Learners will access activities that will help them to be more physically active and healthy.</p> <p><b>£700</b></p> <p><b>Key indicator 5 total = £2930</b></p>	<p>Primary learners in our Foundations for Life pathway experienced a range of offsite activities to help develop their gross and fine motor skills, general fitness and social skills. The activities included trips to an adventure playground, Revolution gymnastics and an Inflatable theme park. These activities enabled our learners to be part of their community to support learners to make a successful transition into adulthood.</p> <p>More information can be located within our summer newsletter: <a href="#">WOW days newsletter</a></p>	<p>Foundations for life primary learners to access relevant external venues during National Sports week 2024</p>

Impact statement signed off by:	
Head Teacher:	Mounir Meghalsi
Date	July 2023
Assistant Head Teacher:	Andrew Blakeley
Date:	July 2023
Head of PE	Danielle Carrick Perks
Date:	July 2023

