



curiosity Compassion Courage

# PE & Sport Premium Action Plan 2022-23

Key achievements to date:	Context of areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Excellent results in PE show high level of skills being developed and taken further by pupils outside of school and in extra-curricular clubs.</li> <li>• Further upskilling and confidence building for teachers and TAs in teaching and support of PE has helped reach excellent targets for ARE in PE.</li> <li>• Good achievement in resilience building and competition participation which can now be built up within the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Golden Mile analysis shows that several year groups need targeting for further motivation and personal drive and strands within tracking of engagement and discipline need continued work to maintain the level we have reached and beyond.</li> <li>• Build on increasing confidence levels by developing leadership skills in children in Year 5 and 6 in school based events e.g. Golden Mile/ Courage Cups at lunchtimes. (Sport Premium Legacy)</li> <li>• Success in locally arranged competitions and careful targeting of children for lunchtime clubs would suggest that similar competitions with small schools would be of benefit next year.</li> <li>• Teachers should continue to be upskilled within PE sessions in order to improve the teaching and learning of PE within the school and ensure sustainability in the future.</li> <li>• If possible, further equipment should be purchased in order to help children with sensory issues within the school. available to them.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	53%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	92%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	92%
Schoolscanchoosetouse 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?	no

## Whole School Impact of the PE & Sport Premium Funding

Our PE and Sport Premium plans and key actions have become embedded within, inform, and support the achievement of our whole school Vision and Priorities identified within our Whole School Improvement Plan.

This ensures the most effective, sustainable use of the funding with PE and School Sport becoming a tool for whole school impact, outcomes and improvement.

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

## Partney Church of England (Aided) Primary School: School Development Plan (SDP) (2021/2022)

### Key Priorities:

1. Leadership and Management
2. Quality of Education
3. Personal and Spiritual Development

Academic Year: 2022/23		Total fund allocated: £16,517		Date Updated: 2.9.2022	
<b>Key indicator 1: Engagement of all pupils in regular physical activity.</b> <i>The promotion of personal fitness throughout the school in order to achieve a greater degree of mental and emotional wellbeing and self-esteem.</i>					
School focus with clarity on intended impact on pupils:	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Focus on improving Personal fitness, mental health benefits and wellbeing, through targeted programmes	Priority SEND	<p>To address nurture of Life Skills in conjunction with self-esteem, through 6 week programme of Life Skills (Game of Life) with Premier Education. (year 5 and 6)</p> <p>To purchase further sensory equipment for the provision well-being in targeted children.</p> <p>To improve leadership skills: children in Year 5 + 6 to lead lunchtime skills based personal best opportunities.</p> <p>To continue the Golden Mile baselines at 3 points in the year (Encourage young leader to run these events).</p>	<p>£1000</p> <p>£1000</p>	<p>Before and after Life Skills evaluation shows a rise in confidence and well-being.</p> <p>Children overwhelming 100% positive evaluation response to GOAL day.</p> <p>Sensory shed and sensory circuits are up and running on a regular basis. (With equipment in sensory shed to follow after further fundraising.)</p>	

--	--	--	--	--	--

**Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement**

**To Achieve our vision of enabling “everyone to go forward as champions of compassion, curiosity and courage. “**

School focus with clarity on intended <b>impact on pupils:</b>	Link to Priorities in School Improvement	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To develop our Sports competition programme along with Sports Coach and TA.	SEND and curriculum	<p>To link our PE programme with developing skills in team and individual events e.g. football/running etc.</p> <p>To encourage ‘courage’ at having a go at competition sports outside of a comfort zone utilizing non-traditional sports where appropriate e.g. lunchtimes for targeted</p> <p>To encourage high participation in competitive event e.g. at least one competition of appropriate nature per child during the academic year through external and internal events through the year.</p> <p>Evaluation style questions to reflect on experience after each event.</p>	(see below)	<p><b>Data will show that every child has had an opportunity to compete at an appropriate level at least once in the year.</b></p> <p><b>Celebration shows that this has had an impact on their personal wellbeing in a positive way.</b></p> <p><b>Questionnaires show a high level of impact on self-esteem and ‘living the values’.</b></p> <p><b>Sports impact report show a consistent termly rise in competence and engagement strands. (Premier termly reports) (on portal)</b></p> <p><b>(This is usually done in September)</b></p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport					
Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils					
School focus with clarity on intended <b>impact on pupils</b> :	Link to Priorities in School Improvement Plan	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Engage Premier Sports to coach and assess our pupils, improving outcomes and introduce non-traditional sports where indicated on long term plan.	Key Priority 2	<p><b>Purchase Premier Sports Coaching Membership to deliver high quality PE sessions</b></p> <p><b>Provide CPD in key P.E curriculum areas.</b> <b>Support to include:</b></p> <ul style="list-style-type: none"> <li>• Coach working alongside teachers and TAs with the children to plan and deliver high quality sessions</li> <li>• Coach to be available to whole school for PE support.</li> <li>• Coach providing good practice for TAs</li> <li>• Each year group to receive 6 weeks' worth of per term in key areas of the P.E curriculum</li> <li>• Bring additionality by extending the PE curriculum to include more non-traditional activities (at lunchtimes)</li> <li>• Use of Portal for data capture and further support in delivering PE.</li> </ul>	£13,650	<p><b>We will have been successful if:</b></p> <p>Autumn assessment tracking shows that at least 70% of pupils are working at expected ARE across strands with an improvement in engagement from targeted year groups. (portal)</p> <p>March assessment shows an improvement on Autumn's percentage working at Expected ARE with improvement in targeted engagement and discipline in targeted year groups (portal)</p> <p>Sensory skills have been highlighted and provision explicitly made for these individuals.</p> <p>Outcomes for the end of Summer 2023 show that children with no physical or developmental barriers are working at ARE or have made progress from their starting points. (Premier Reports on portal)</p> <p>Pupil voice shows a positive</p>	<p>Evidence from observations and pupil voice will show that Provision is highly effective and attitude towards PE is very positive and has had an impact on the children's wellbeing.</p> <p>The coach has been a new recruit and has therefore been receiving high quality support from Premier himself.</p>

		<ul style="list-style-type: none"> <li>• Use PE Learning Walk sheets to quality assure teaching and learning in PE</li> <li>• Include some paired observations to support moderation, quality assurance and sustainability</li> <li>• To include a regular clubs in order to encourage pupils to extend their physical fitness including 1 x lunchtime club</li> </ul>		attitude to PE sessions. (September survey)	
Engage Premier Sports to coach and assess our pupils, improving outcomes and introduce non-traditional sports where indicated on long term plan.		<p><b>3. Support from Internal PE TA</b></p> <ul style="list-style-type: none"> <li>• Working alongside Class 1 TA to supply PE at a distance x 2 lessons a week for the whole year</li> <li>• Working alongside Class 1 -2 TA to supply PE at a distance x 1 lessons a week and assessment for the whole year</li> </ul>		<p><b>We will have been successful if:</b></p> <p>TAs are assessing accurately Promoting and delivering high quality teaching and learning support throughout lessons.</p> <p>Measured by observations – joint HT and Premier Sport</p> <p>Sports impact report show a consistent termly rise in competence and engagement strands.</p>	A change here as the coach was new to the post and therefore learning how to utilize TA support himself.
		<b>Maintenance and safety check of all equipment</b>	£50	<b>Undertaken and certificate given</b>	
		<b>Total Budget</b>	£16,510		Total was spent.