



Evidencing the Impact of the Sports Premium 2022-2023

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

| | |
|--|---------|
| Total amount carried over from 2021-22 | 0 |
| Total amount allocated for 2021/22 | £18,040 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2023 | £17,970 |

Swimming Data

Please report on your Swimming Data below.

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| 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 |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | | Total fund allocated: | | Date Updated: | |
|--|--|-----------------------|--------------------|---|--|
| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | | | Percentage of total allocation: 18% |
| Intent | Implementation | | Impact | | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Continue to rebuild physical and mental health/stamina through an active and creative PE curriculum and an active playtime. | <ul style="list-style-type: none"> Throughout the year, pupils will be taught all aspects of physical education including gymnastics, yoga, dance, invasion type games. Top up playground class boxes of equipment for their use at playtime and lunchtime – pupil voice to ensure tailored to the interests of the pupils. PE lead/Aspire coach to work closely with all lunchtime staff to increase pupil participation in sports and physical activities. Organise Healthy Schools Week in Summer term. Introduce intraschool competition using gym area and activall to increase activity at playtimes. Pupils to organise and run lunchtime competitions. | | £1000 | <ul style="list-style-type: none"> The stamina of some pupils improves through regular PE and additional sporting opportunities. Pupils develop a range of skills due to the range of sports pupils access through the curriculum. Some pupils are more physically active due to opportunities provided at playtimes such as activall, gym and playground boxes. LTs beginning to provide activities for the children to participate in and in turn is contributing to pupil activity levels and lunchtime behaviour. | <ul style="list-style-type: none"> Well-being to remain a focus on the timetable. Yoga to be timetabled as part of the PE curriculum. Regular mindful sessions to be planned into the curriculum Friends of Pegasus to support funding of physical activity resources to ensure boxes remain high quality. |

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|--|--|------------------------------------|--|--|
| <ul style="list-style-type: none"> Reignite pupil's love of being active and learning in an active and fun curriculum. | <ul style="list-style-type: none"> The need to engage our pupils with a love of learning is a high priority for all pupils. Pupils will be given opportunities to think creatively in PE and in active lessons. Teachers will use a range of low threat/high challenge activities to engage pupils. | £0 | <ul style="list-style-type: none"> Pupil voice suggests that most pupils enjoy their PE lessons and feel that they are active enough during lessons. | <ul style="list-style-type: none"> Ensure staff given time to consult the pupils on provision and support for physical and mental health |
| <ul style="list-style-type: none"> Introduce daily sports activities run during lunch times run by sports coaches to provide high quality 'active playtimes' for all pupils (KS1 and KS2). | <ul style="list-style-type: none"> Sports coach 1 x weekly over whole academic year. LTSs to run sports activities in different zones (football, basketball, skipping, athletics track) | £ included in K13 | <ul style="list-style-type: none"> More pupils are involved in physical activity during lunchtimes. | <ul style="list-style-type: none"> Ensure value for money with specialist coaches Staff after school activities if they wish to offer these |
| <ul style="list-style-type: none"> School swimming sessions in place for all pupils in order to be on track to meet the Curriculum expectation of being able to swim 25m by the end of KS2. | <ul style="list-style-type: none"> -Swimming sessions arranged with Castle Vale pool every Friday from 11-12. Years 1 -6 will all have opportunity to swim. | £1500 school budget + £1200 top up | <ul style="list-style-type: none"> Most Year 6 pupils are able to swim 25m by the end of the academic year 2022-23. | <ul style="list-style-type: none"> Transport costs may need to be factored in if we cannot swim at Castle Vale pool. |
| <ul style="list-style-type: none"> Engage all pupils in regular (daily) physical activity. | <ul style="list-style-type: none"> Subsidise clubs for disadvantaged families/those with more than one child so these pupils have opportunities to participate in clubs. Provide four after school clubs per week so further physical activity opportunities are available to pupils. PE lead to identify key children who are less active and target these pupils to be involved in competition. Yoga as part of in school and after school provision. Wake and Shake run daily by PS to provide further opportunity for daily activity. | £1000 | <ul style="list-style-type: none"> Wake and Shake is well attended and pupils engaged. Less active children identified. Clubs have been consistently well attended which indicates they are affordable for most families. Yoga lessons increases pupils' awareness of alternative exercise to traditional sports and then positive link between exercise and mental health and well-being. | <ul style="list-style-type: none"> Build in regular school and trust competitions Pupil voice regarding the clubs they would like to see offered No charge for Wake and Shake |

| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
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| | | | | 6% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> - Pupils have greater ownership of the type of PE/sports on offer. - PE and sporting achievements are celebrated and Pegasus is promoted positively. - Celebration assemblies ensure the whole school is aware of the importance of PE, School Sport and Physical Activity. | <ul style="list-style-type: none"> - PE Lead to identify Sport's Ambassadors in all KS2 year groups. - Pupil voice – consult with pupils about the sports that they would like to participate in. - Use of class dojo, website and Twitter to promote and celebrate sporting events. - House captains organise sporting inter house competitions. - Pupils have opportunity to share out of school sport achievements in assembly. | £1000 | <ul style="list-style-type: none"> - Children have had opportunities to voice what sports takes place in school and clubs tailored to pupil voice. - Sports ambassadors identified. - Children proud of their sporting achievements and inspire their peers. - Sporting achievements are shared regularly and promote school ethos of healthy living. | <ul style="list-style-type: none"> - Continue to develop PE/Sport's Ambassadors to work with House Captains - Promotion of after school sport activity in newsletters and on the website |


| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
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| | | | | 51% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> Support staff with planning so that they ensure pupils gain the relevant knowledge and skills and acquire the subject specific vocabulary in all aspects of physical education including yoga | <ul style="list-style-type: none"> All staff have logins and access to planning from Get Set 4 PE. PE lead to share long term overview and support staff in accessing, adapting and applying lesson plans from GS4PE in practice. Aspire coach to team teach with less confident class teachers using the Get Set 4 PE planning. | £ included in KI3 | <ul style="list-style-type: none"> Staff have access to high-quality pre-prepared planning which has supported them in delivering PE and develops subject knowledge and confidence in teaching PE. Most pupils make significant progress in PE due to consistent and high quality provision with support from Scheme (School monitoring) Aspire coaches using school planning is helping to prepare teachers for teaching PE independently. Pupils develop knowledge and range of skills in PE. | |
| <ul style="list-style-type: none"> Ensure newly qualified teachers and those new to Pegasus are confident in the teaching of PE | <ul style="list-style-type: none"> ECT and new teachers work with Sports Coach to develop subject knowledge and pedagogy. PE leader to liaise with Sports Coach to observe/discuss quality of teaching in PE . PE lead to deliver CPD and team teach where appropriate. | £9215 | <ul style="list-style-type: none"> ECTs and less confident staff are beginning to be more confident delivering PE lessons to their class and developing subject knowledge. Classes that are working with the sports coaches are benefiting from high quality coaches and therefore skills are developing. Quality of PE teaching is good in most year groups. (Lesson visits/observation) | PE Lead is able to deliver in house CPD using Get Set for PE and monitoring shows that the quality of lessons is increasing as staff are more confident. |

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| <ul style="list-style-type: none"> Ensure high quality PE lessons are taught Implement rigorous assessment tool and monitor progress made by all children | <ul style="list-style-type: none"> PE lead to support all staff with the delivery of PE through Get Set for PE via CPD. PE lead to monitor provision and support staff where necessary. Support staff in using the Get Set for PE assessment and monitoring information to track progress. | <p>£0</p> | <ul style="list-style-type: none"> Pupils have made good progress from their PE starting points. Some teachers deliver PE sessions with confidence and as consequence, pupils acquire the knowledge and skills appropriate for their age. (School monitoring/Aspire monitoring and feedback) Most teachers have completed their assessments of children in each sport and therefore pupils can be identified for targeted support in lessons. | <ul style="list-style-type: none"> Get Set for PE framework and assessment will be embedded and evaluated to report on progress and monitor Continue to improve the confidence, knowledge and skills of the PE lead |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
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| | | | | 19% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Additional achievements: <ul style="list-style-type: none"> – Pupils have access to a wider range of activities at lunchtime to engage them and improve behaviour as pupils are more engaged in activities. | <ul style="list-style-type: none"> – Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga areas. – Make use of power outlets in playground to engage pupils in activity – dance/yoga. | £1000 | <ul style="list-style-type: none"> – Pupil voice shows that they enjoy participating in a wide range of activities during lunchtime – Behaviour analysis shows that incidents of poor behaviour at lunchtime is reducing. | <ul style="list-style-type: none"> – Replacement sound system to enable better quality activity |
| <ul style="list-style-type: none"> – Ensure all children in Year 5/6 are road aware when cycling in the local community. | <ul style="list-style-type: none"> – Bikeability organised for Year 5 and Year 6. – Awards for successfully completing the training. | £80 | <ul style="list-style-type: none"> – Pupils become more aware of how to stay safe on the road when cycling. | <ul style="list-style-type: none"> – Promote walking to school for more parents where possible to reduce traffic, environmental benefits |
| <ul style="list-style-type: none"> – Develop peer leadership opportunities to promote active, positive playtimes and lunchtimes | <ul style="list-style-type: none"> – Train pupils in Year 3 & 4 as new play leaders so that they can promote physical activity amongst their peers. – Organise play leaders course with Aspire for 2022/23 so these pupils can contribute to active lunchtimes by running activities with LTS. | £500 | <ul style="list-style-type: none"> – Play leaders identified. – Pupils begin to organise and run lunchtime competitions. – Behaviour at playtime is further supported as children more active and engaged. | <ul style="list-style-type: none"> – Continue to develop play leaders from Y3/4 each year to ensure a continuous series of trained pupil leaders |

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| <ul style="list-style-type: none"> - Continue to raise awareness of the importance of PE by extending the range of sports on offer, including unusual sporting activities. - In the Autumn term, increase uptake of and participation in enrichment activities – with a particular focus on target groups, e.g. disadvantaged, SEND | <ul style="list-style-type: none"> - Continue to provide a range of physical activities before and after school. Offer free/subsidised activities to targeted pupils in order to increase their participation and engagement. - Take pupils to sporting competitions run by Kingsbury SSP that are targeted at pupil premium and SEND. | <p style="text-align: center;">£1380</p> <p style="text-align: center;">£500</p> | <ul style="list-style-type: none"> - After school clubs are well attended by pupils, including those from the target groups. - Pupils have positive attitudes towards the activities on offer and are keen to try new/unusual activities. - Participation in a range of sporting and physical activities helps pupils to: <ul style="list-style-type: none"> - work as a team - be more confident - Communicate effectively. | <ul style="list-style-type: none"> - Continue to use pupil voice to organise which after school sports clubs are offered - Continue to monitor the quality of after school provision to ensure high quality coaches support the children in being more active. |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|--|--|---|--|
| | | | | 7% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <ul style="list-style-type: none"> – Continue to engage with local schools and outside agencies to enable pupils to participate in competitions. – Sports day supports pupil's participation in competition and develops their sense of teamwork and collaboration. | <ul style="list-style-type: none"> – School to be supported by the KSSP to provide competition opportunities. – SB to organise football fixtures for girls/boys team. – Purchase a range of medals and trophies for Sports Day – Top up equipment needed for sports day. – Liase with local schools to organise competitions for pupils in range of sports. – Liase with trust colleagues to organise competition between trust primaries. | <ul style="list-style-type: none"> – £1000 – £100 – £95 | <ul style="list-style-type: none"> – Pupils beginning to understand the importance of working as a team and demonstrate good sportsmanship when competing against each other. – Medals/stickers awarded on sports day means pupils are recognised for their sporting achievement and children gain sense of pride. – Established links with local schools and competition in range of sports beginning to be arranged. – Pupils thoroughly enjoy sports day and opportunity for competition. Pupils continue to develop their understanding of teamwork, communication, determination and respect. – Parents enjoy sports day and provide positive feedback. – Football club well attended and enjoyed by pupils. – Competition between trust schools is in place. | <ul style="list-style-type: none"> – Explore further options for whole school events in the City and the local community. |

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| Signed off by | |
| Principal: | Vanessa Wardle  |
| Date: | 17.11.22 |
| Subject Leader: | Shaun Barnett |
| Date: | 16.11.2022 |
| Governor: | |
| Date: | |

| Total Sport Premium £29,759 (£11,789 carry forward) | <u>Estimated Cost</u> | <u>Actual Cost</u> |
|--|------------------------------|---------------------------|
| Sports Aspire CPD/After School Clubs | £7215 | |
| After School Sports clubs subsidies | £1380 | |
| Marathon Kids – renewal/rewards | £300 | |
| Equipment – top up/new sports equipment | £1000 | |
| Outdoor yoga and dance provision | £1000 | |
| Playtime active boxes | £600 | |
| Swimming top up lessons | £1200 | |
| Kick Start Lunchtime/After school Clubs | £975 | |
| Play Leader training | £550 | |
| PE Ambassadors sports equipment | £1000 | |
| Rewards | £250 | |
| Summer Commonwealth Games events | £500 | |
| School Games Competitive Sports | £1000 | |
| Youth Sport’s Trust membership | £200 | |
| AfPE membership | £95 | |
| Printing costs for letters/certificates | £300 | |
| Bikeability | £10 | |
| Transport – Swimming | TBA | |
| TOTAL COST | £17,575 | |
| Pooled funding | | |
| | £12,184 | |
| | | |