



Evidencing the Impact of Primary PE and Sport Premium.

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 - Autumn Term

School: Beavers Community Primary School	No. Pupils KS1/KS2: 660	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, CAL, 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> 		Total amount carried over from 2021/22	£0.00
		Total amount allocated for 2021/22	£22,140.00
		How much if any do you intend to carry over from this total fund into 2022/23?	£0.00
		Total amount allocated for 2022/23	£21,500.00
		Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£21,500.00

RAG rating key

Emerging	Established	Embedded
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Autumn Term

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 (evidence) <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					
For pupils to have fun and use their energy during play and lunch in order to have increased focus when returning back in class.	<p>OPAL playtimes/lunchtimes:</p> <p>AR to monitor that OPAL (that was introduced towards the end of last year) is still being used effectively by the children and that the pupils continue to use outdoor play and learn to engage and enjoy playtimes and lunchtimes.</p> <p>OHM staff to plan and deliver fun activities linked with PE sports for all children at lunchtime.</p>				

For pupils to have specialist support in relevant areas, allowing them to develop key skills in playing tennis. Children develop key understanding of tennis and the skills needed to play the game.	External Coaching: Duke's Meadows Coaching to be booked by AK, for the year group completing tennis this year.				
To develop an understanding of how pupils' fitness levels and other areas impact their lives. Encourage children to develop a love of physical literacy.	St Mary's University Research: AK, JM and one other to collaborate on a research project into children's fitness. Group 1: Y6's to visit St Mary's University to conduct research in the laboratories. Group 2: Y4/5's to participate in sessions at school delivered by the university encouraging children to live fit and healthy lives.				
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 (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £

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

The profile of PE and sport being raised across the school as a tool for whole school improvement.	Action planning: JM to support AK with action planning and website documentation.				
To ensure that the children get the best PE provision across the school and are able to enjoy and engage in PE lessons.	Subject lead support: JM and AK to regularly meet and discuss and evaluate PE provision across the school.				
To make life easier for those accessing the PE cupboard when getting equipment. To be up to date with equipment and for safety reasons remove old equipment and order new.	PE Cupboard: AK alongside PE logistics children in Y6 to organise and spend time making sure the PE cupboard is up to date with equipment and remains tidy and well kept.				

<p>For the selected children to have a responsibility and understand the importance of organisation in physical education.</p> <p>To become independent in following the timetable and assisting staff members with their lessons and equipment required.</p>	<p>PE Logistics Team: Y6 PE logistics team to be set up by AK to manage PE across the school.</p> <p>Children ask staff who have PE which equipment they need and organise this prior to lessons. Logistics children to have responsibility with the key and PE cupboard ensuring equipment is returned in the correct place.</p> <p>Children to work with AK.</p>				
<p>Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i></p>	<p>Implementation <i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>RAG Rate</p>	<p>Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i></p>	<p>Next steps (sustainability)</p>	<p>Funding Allocated £</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>					
<p>To increase the confidence, knowledge and skills of all staff in teaching PE and sport.</p> <p>As a result, teachers will deliver higher quality PE lessons to children.</p>	<p>Staff Mentoring/ CPD: JM to mentor selected members of staff over the course of the year.</p> <ul style="list-style-type: none"> • JM to contact staff. • JM to model PE lessons. • JM to teach a team with staff. • JM to observe and feedback. • JM to carry out joint PE assessments with teachers. 				
<p>To ensure all staff members are aware of the expectations of how PE is taught across the school.</p> <p>New staff to become familiar with the LTP/Get Set 4 PE etc.</p>	<p>PE Curriculum Meeting: AK to hold a PE curriculum meeting regarding PE at Beavers. AK to introduce new staff to how PE is taught and ensure current staff are up to date with information.</p>				

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 (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key Indicator 4 - broader experience of a range of sports and activities offered to all pupils					
<p>To encourage engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles.</p> <p>To provide a broader experience of a range of sports and activities offered to all pupils.</p> <p>To increase participation in competitive and inclusive sport.</p>	<p>Extra curricular: With OHM support, BM to organise and provide opportunities for children to attend clubs during and after school.</p> <p>Dodgeball Football Multi-sports Gymnastics/Dance</p>				
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 (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 5 - increased participation in competitive sport					
<p>To give an opportunity to those children who are keen to further extend their physical and social skills by attending a club.</p> <p>To give selected children an opportunity to participate in inter school competitions experiencing the honour of being selected, representing their school and the thrill of a competition.</p>	<p>Competitions: School Games Mark</p> <p>AK to look into the possibility of offering and increasing the availability of extracurricular clubs at lunchtime and after school.</p> <p>AK to enter all competitions run by sport impact following the new competition format. AK to enter the intention to enter form.</p>				

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 2020.</p> <p>Please see note above</p>	%
<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>	%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	%
<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>	Yes/No

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	