

Academic Year: 2022 2023		Total fund allocated: £17,740		Date Updated: July 2023	
<b>Key indicator 1:</b> 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:
					%
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?
<b>To employ a qualified Sports coach (Full of Beans) to run lunchtime agility club and promote physical challenges, team games and mental well being</b>		Children will access short intense sessions which will help them develop and improve fundamental skills-jumping, hopping, agility, coordination, balance, strength and speed of movements. Children will be able to improve their ability to move quickly and develop their awareness of their own ‘personal bests’. They will develop their competitive natures as they compete against their peers. This will include targeted pupils from Y1–Y2 throughout the week		£6000	10 Y2 targeted pupils attended lunchtime club Improvements in agility/ speed Strong pupil voice, pupils actively engaged
<b>New track around the back field to be utilised by all children</b>		Children will be encouraged to use the track for various types of activity to improve overall fitness and enjoyment of activity throughout the day/breaks/lunchtimes			14 Y1 targeted pupils attended lunchtime club. All pupils made progress with throwing and catching skills. Some individual showed high levels of improvement.
				Used throughout the year for various activities including scooting, relay races, walking, running Pupil voice positive	Next year to run this more in house with support via MDAs/ Play leaders  Subject Lead to identify target children from data / discussion with teachers and coaches.
<b>Key indicator 2:</b> The profile of Physical Education School Sport Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					%
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:
<b>Celebration time within classes to highlight achievements of pupils who have taken part in either representing the school or in games (e.g. dance competitions, awards)</b>	Ensure all staff are celebrating talents outside of the classroom		Regular opportunities to share have taken place within classes/ year groups	
<b>Pupils to have a voice about PE provision and active play/play leaders</b>	Regular meetings – play leaders	Teacher time used for after school meetings	Play leader decisions approved and allocated resources and provision	
<b>Promotion of after school clubs and continuation of increasing number of physical activity clubs available to F2-Y2</b>	Flyers, letters, communication with parents/ families		Increased physical activity clubs available all year round run by sports coaches. Registers indicate popularity in all year groups new skills including musical theatre, dance, tennis, basketball	Continue to offer a wide range of clubs on a rolling timetable. Ensure variety and accessibility for all children – continued target DA/SEN
<b>Promotion of tennis and tennis roadshow taster for Reception-Year 2</b>	Flyers, letters, communication with parents/ families	Coaches CPD for staff	Tennis and roadshow took place. Very popular by all involved. Strong pupil voice and uptake high to LTA out of school provider.	
<b>Tennis sessions Y1 LTA summer term</b>	Promotion of tennis Timetabled	£300 coaches	Y1 focused sessions- strong voice by all 'I can do a back hand. This is when you hold the bat next to your ear.' 'I learnt how to hold the racket in the centre. I held it at the end first.' 'I liked it. I can now hit the ball before it hits the ground.'	
<b>Health Week Annual Autumn term</b>	Promotion of healthy body and healthy mind Additional speed agility exercises-time		Parental involvement high Strong promotion across the school	Seek further CPD 2023-24 CPD across the MAT for subject leaders

<p><b>Subject Leader CPD</b></p> <p><b>Full of Beans ‘Super Beans’ programme</b> -To show children how they can support each other, manage their own behaviour and get help for themselves or their friends when they need it, realise the importance of physical activity and the effect it has on mental health.</p> <p>Play leaders to be reintroduced in Y2 and to provide support across the school</p>	<p>comparisons Healthy eating promoted Mindfulness though Jigsaw PSHE</p> <p>Use of sports coaches to provide CPD for subject leader/ teachers Reports to Governors-link governor, action plan and impact Regular emails updating staff about PE / sporting events and areas for development. Utilisation of assessments to target specific individuals e.g. motor skills</p>	£370	<p>Sport coaches provided CPD for all staff and subject lead throughout the year. Focus on accurate use of vocabulary/ definitions and team teaching</p>	Continue to next academic year.
	<p>Identified Y2 children to be taught a specific programme with an emphasis on pupil well-being designed to include a mix of discussion, teamwork and physical activity. Self-development, wellbeing and physical activity will be promoted throughout This will also support transition from infant to juniors.</p> <p>Y2 pupils to apply for the position of play leader, access training and promote active play at lunchtime in F2 and Y1/2 playground.</p>		<p>Took place Spring term Children more able to express their emotions during and after attending programme. Positive parental feedback</p> <p>Over 50% of Y2 cohort trained as play leaders. Play leaders extremely popular by children signing up and children utilising support. Reintroduction successful and positive voice from children involved and pupils being supported</p>	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
<p><b>Staff to continue to work with qualified Sports Coaches to ensure high standards are achieved by all children and children demonstrate a progression of skills across the school. Continued use of new coaching company employed to support PE curriculum.</b></p>	<p>Formulation of P.E. action plan based on reviewed outcomes. Staff and coaching staff to formulate, implement and evaluate revised LOs and refined school assessment procedure.</p> <p>Improved skills across all elements of physical education.</p> <p>Sharing of best practice – increase in depth P.E. subject knowledge and expertise.</p> <p>Promote effective behaviour management techniques when team teaching curriculum PE.</p> <p>Excellent planning and challenge.</p> <p>Provide detailed assessments and target setting through the use of AfL strategies and ongoing observations/dialogue.</p> <p>Accurate and precise target setting for individuals and groups.</p> <p>Reduced ratios: adults/pupils.</p> <p>Increased amount of individual/small group coaching available to pupils.</p> <p>Secure understanding of how to measure pupils' progress accurately in PE</p> <p>Additional support from subject leader/coaches for planning</p> <p>Provide quality CPD for staff particular focus around vocabulary - extension/definitions/ sticky knowledge</p>	<p>Sports coaches</p> <p>£10,000</p>	<p>End of year</p> <p>77% Y1 on track or above in PE</p> <p>Y2 85% on track or above in PE</p> <p>Throwing and catching strongest area in Y1 end of year</p> <p>Ball skills strongest area in Y2</p>	<p>Different approach next academic year. Use of MAT CPD and support for lead, sharing of best practice</p>

<b>To continue to provide existing staff with both training and resources to help them teach PE and sport more effectively</b>	Continue to use the 'IPEP' online training package so children continue to benefit from structured plans and use of school's own assessment procedure Increased subject knowledge across the whole PE curriculum Children will benefit from the enhanced skills of teaching staff and the use of video clips and photographs within the package. Planning will continue to be enhanced through detailed units of work relevant to the overall school curriculum	£495	Continued use of Ipep planning and coaches supported teachers to provide high quality sessions throughout year. Teacher voice strong Progressive/ sequential curriculum in place and used consistently across school Staff continued to utilise the IPEP planning in weekly sessions. LTPs can be revised to ensure the planning is appropriate for the cohort.	Continue with current curriculum  Possible trial of new curriculum across MAT
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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: <b>Promotion of tennis and tennis roadshow taster for Reception-Year 2</b>  <b>Provide tennis tuition from a qualified tennis coach Y1</b>	Raise profile of Tennis outside of school.  Children will have the opportunity to begin to learn how to use equipment to play tennis Children will improve their hand/eye co-ordination and their striking and receiving skills. They will develop their	£300	New skills Tennis has a high profile in school. Link with local tennis club is strong – to be continued next year. Tennis was positively mentioned by most children during pupil voice discussions. Pupil voice is extremely positive about Tennis coaching. Partnership with LTA is strong Y1 focused sessions- strong voice by all 'I can do a back hand. This is when	To be continued next year

<p><b>New equipment purchased for use across the school</b></p>	<p>ability to work with others and enjoy a new recreational sport. Their physical and emotional development will improve.</p> <p>Renew indoor and outdoor equipment to ensure full coverage of curriculum Develop new skills to develop gross motor and specific PE objectives, play leaders equipment Play leader equipment</p>	<p>£400</p>	<p>you hold the bat next to your ear.’ ‘I learnt how to hold the racket in the centre. I held it in the end first. ‘I liked it. I can now hit the ball before it hits the ground.’</p> <p>Equipment has been ordered at various intervals. Coaches/ staff make requests for equipment needed. Play leader equipment utilised with training for children successful</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
<b>Organise and participate in infant cluster sporting competitions</b>	Provide Sports Subject Leader with non-contact time to liaise with other schools and sporting venue during the organisation of inter-school competitions and games. Run sporting competitions with other schools Children will be able to participate in inter-school sporting competitions Pupils will be provided with opportunities to take part in larger sporting experiences through competitive sporting events within the local area.	£175	Concordia games took place for groups of Y2 pupils across the MAT Positive voice from all involved  Y2 Speed Bounce competition across MAT schools introduced this year by PE lead  Sports Day-Children are confident taking part in competitive sports and confidence in the sports and enjoyment were evident. Children able to confidently compete in a range of events with confidence, demonstrating a wide range of fundamental skills such as throwing, catching, running and jumping.	To be agreed across the Trust
Signed off by				
Head Teacher:	K Large			
Date:	24.7.2023			

Subject Leader:	J Bithell
Date:	20.7.23
Governor:	Quality of Education link governors
Date:	27.7.23