

# Evidencing the use of the PE and Sport Premium funding: Action plan and Impact Review

## The 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.

The funding has been provided to schools to make **additional and sustainable** improvements to the quality of PE and sport they offer. This means that you should use the funding 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

Schools need to ensure **impact** against the following 5 Key Indicators:

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

It is a statutory requirement of Ofsted, under their Common Inspection Framework, to ensure that information on the use of the Primary PE and Sport Premium and the impact it has had on pupils PE and sport participation and attainment is available on the school website by **31st July 2023**. Schools also have a responsibility to publish on their website the % of children who achieve the expectation for swimming by the end of Year 6.

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum – including those specified for swimming
- fund capital expenditure

<b>Academic Year:</b>	2022-2023
<b>Total Funding Allocation:</b>	£17,160 + £18,516 carry forward 21/22 =£35,676
<b>Actual Funding Spent:</b>	£35,828

## PE and Sport Premium Action Plan

<b>Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport the profile of Physical Education and sport is raised across the school as a tool for whole school improvement</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated outcomes</b>
CPD for the PE leader to ensure she is equipped to support other staff to confidently deliver an inspiring, enriching curriculum.	PE lead to attend annual PE conference	£180	Attendance at annual PE conference will expose her to new approaches/ thinking which can be implemented in school.
Increase the confidence of staff when teaching PE	Renew subscription to PE scheme Get Set 4 PE. Create a curriculum map for staff to follow throughout the year. Complete staff audits to identify strengths when teaching PE and any support that is needed.	£330	Staff feel confident when teaching PE and have a secure understanding of the lessons they are delivering. Staff to know what they are teaching and when and how teaching builds upon prior learning.
Identified staff to complete Resuscitation training to ensure staff accompanying children to sports festivals and swimming sessions hold the relevant qualifications	Staff to update qualifications by attending resuscitation training	£100	Staff accompanying children to sports festivals and swimming will hold relevant first aid and resuscitation training which will enable children to attend and participate in such events.
Upskill and develop MDSAs to supervise and lead lunchtime sports and activities.	MDSAs to receive training to upskill them and provide them with a variety of fun simple games and activity ideas to help keep children active and engaged.	£0 (good will gesture)	MDSAs will be able to promote positive lunch times, by providing fun simple games and activities around 3 key areas: traditional games, modern games, fitness activities as well as an understanding on the impact of positive play times in reducing lunch time issues and inactiveness.
<b>Indicator 2: Engagement of all pupils in regular physical activity</b>			<b>Percentage of total allocation:</b>

Intent	Implementation	Allocated funding	Anticipated outcomes
To ensure PE resources are available, appropriate and fit for purpose	Ongoing audit of resources to ensure they are of suitable quality. Purchase additional PE resources to replace old/damaged equipment to ensure each PE lesson is fully resourced with appropriate equipment enabling all children to fully engage and participate in lessons.	£250	All PE lessons will be fully resourced leading to greater participate and quality PE lessons. Staff and children will have the correct equipment which they need for PE lessons.
Children to participate in physical games at break times and lunchtimes.	Year 4 Play leaders to take part in sports leader training led by Premier Sports. Sports Leaders to take part in autumn term leadership training. Ongoing training to support success. Play leaders to support children to take part in physical activity during break times and lunchtime.	£720	Children will feel confident leading physical activities at break times and lunchtime. They will be able to say which activities the children enjoy and how they are benefitting from playing those games. Children participating in the games receiving additional physical activity during their day.
Increase physical exercise for all	Regular movement breaks for all within the classroom with the use of Fitness fun on the timetable daily <ul style="list-style-type: none"> <li>• Go Noodle</li> <li>• <a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a></li> </ul> Identified children participate daily in sensory circuits	£0	Children across the school to understand the importance of keeping fit and healthy. They will take part in regular movement breaks which will energise them and improve engagement and concentration.  The sensory circuit aims to facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.
Ensure that disadvantaged children are participating in regular physical activity	Disadvantaged children personally invited to sports clubs and where there is a cost associated to it, it is subsidised to ensure that financial circumstances are not a barrier to children accessing and engaging in sports.	Use of PPG funding	Children despite financial circumstances are able to participate in sports. The children will feel proud of their achievements and enjoy taking part in a variety of sports.

<b>Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>	<b>Percentage of total allocation:</b>
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Intent	Implementation	Allocated funding	Anticipated outcomes
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Sporting achievements shared in Celebrations assemblies and newsletters to help raise the profile of PE across the school	Children's achievements in sport celebrated with the school community which exposes other children to a variety of sports.	£0	Celebrating children's sporting successes. Valuing their sporting contributions. Exposing other children to a variety of different sports.
Ensure children understand the importance of healthy living and the impact that regular exercise has on their bodies.	Specially trained Coram Life Education educators to visit the school to teach children about healthy lifestyles and the effects of exercise on their bodies. All children participate in a progressive programme of activities throughout the day to help them be aware of strategies to keep safe, healthy and active.	£385	Children learn about healthy lifestyles. This experience will enable the children to make links with other subjects such as PSHE and Science.
PE display board in school to celebrate sport, develop understanding of skills, language and development.	Boards designed by the PE Leader	£0	Profile of PE will be raised, as the children will be able to talk more confidently about sport and their participation.
School staff to have a PE kit to raise professionalism of PE lessons.	Purchase Stondon staff PE kit	£400	Profile and professionalism to be raised and recognised by children. Staff wearing safe kit. Staff to role model high expectations of PE kit to the children.
Improve Children's oral language skills and vocabulary	Teachers must specifically teach key vocabulary, model its use in lessons and support children to use this vocabulary when discussing their work and use it in their written communication ensuring vocabulary is correctly spelt	£0	Improved oral language and vocabulary Children will make links within other subjects to help consolidate vocabulary
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated outcomes</b>
Use of Sports Coach to provide extracurricular opportunities for children.	Lunchtime clubs provided by specialist coaches meet the varied interests of children and provide opportunities for children to participate in activities they may not have participated in before.	£1330	Increase children's knowledge and confidence of a range of activities/games. Increase children's cultural capital.
Encourage physical activity outside of school and increase the number of children walking/scooting/riding to school.	Promote the free app <b>Street Tag</b> (The Children and Young People team and School Games Organisers working with the Active Lifestyles department at Central Bedfordshire to deliver Street Tag) for parents/carers to download on to their phones. Encourage children to participate in locating the virtual 'tags' placed around	£0	Children to be physically active outside of school and to encourage more children to walk/scoot/ride to school whilst locating 'virtual' tags.

	local area and earn points for each tag visited by walking or riding a bike to collect it. Monitor school leader boards and community leader boards for schools ranking		
Increase in the amount and variety of activities available at playtime to encourage more physical activity.	Sports equipment purchased from previous years funding to continue to be used during playtimes. Equipment should encourage physical active play.	£0	For use of equipment to encourage active play and for children to foster a love of physical play as oppose to screen time.
Provide all children in Y4 with the opportunity to learn how to ride a bike.	Organise Bikeability sessions for Year 4. Children learn how to cycle safely and how to be safe near roads. Children to be reminded of storage available for bikes and encouraged to cycle to and from school.	£0	Children show more confidence and have a better understanding of how to ride a bike safely.
To develop and improve trim trail to increase active play all year round	Develop and extend an exciting and challenging activity trail to ensure that all children have the opportunity to play outdoors and keep fit throughout the year.	£31,500	Improved trim trail to provide children with a variety of physical challenges helping them to improve balance, climbing confidence, upper and lower body strength, core stability, coordination, and gross motor skills which can be accessed all year round.
Funding for Yr 3& 4 children to help them meet the 3 national curriculum requirements in swimming by end of KS 2 to attend swimming sessions at federated school (Shillington Lower)	Year 3& 4 children to attend at least weekly swimming/ water confidence sessions during the summer term	£936.25	All children to make good progress towards achieving National Curriculum swimming target.
<b>Indicator 5: Increased participation in competitive sport</b>			<b>Percentage of total allocation:</b>
<b>Intent</b>	<b>Implementation</b>	<b>Allocated funding</b>	<b>Anticipated outcomes</b>
Children to have the opportunity to compete against each other within the school	Arrange intra competitive sports activities within the school where children compete to be the school winners, comparing scores across classes	£720	Children to experience competitive sports and to understand what is required to achieve success and to learn how to manage winning and losing.
Transition sports activities with federation school to aid transition to middle schools	Year 4 children given the chance to compete with federated school during events organised by the federation.	£0	Children to develop friendships with children from federated school through sport which will help with transition to middle schools.

## PE and Sport Premium Impact Review

Indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport the profile of Physical Education and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
CPD for the PE leader to ensure she is equipped to support other staff to confidently deliver an inspiring, enriching curriculum.	PE lead to attend annual PE conference	£180	Attendance at annual PE conference has exposed subject leader to new approaches/ thinking which can be implemented in school.	PE lead to implement ideas gained for attending PE conference and monitor the impact.
Increase the confidence of staff when teaching PE	Renew subscription to PE scheme Get Set 4 PE. Create a curriculum map for staff to follow throughout the year. Complete staff audits to identify strengths when teaching PE and any support that is needed.	£330	Staff feel confident when teaching PE and have a secure understanding of the lessons they are delivering and the sequence of learning. They have an understanding of what they are teaching and when and how teaching builds upon prior learning.	Continue to monitor the impact and effectiveness of the new scheme of work.
Identified staff to complete Resuscitation training to ensure staff accompanying children to sports festivals and swimming sessions hold the relevant qualifications	Staff to update qualifications by attending resuscitation training	£100	Children have been able to attend swimming and sports festivals as staff have the necessary first aid and resuscitation training.	Review staff expiry dates of qualifications and make provision for relevant updating of training to ensure lack of trained staff is not a barrier to participating in supporting swimming.
Upskill and develop MDSAs to supervise and lead lunchtime sports and activities.	MDSAs to receive training to upskill them and provide them with a variety of fun simple games and activity ideas to help keep children active and engaged.	£0 (good will gesture)	MDSAs promote positive lunch times, by providing fun simple games and activities around 3 key areas: traditional games, modern games, fitness activities and understand the impact of positive play times in reducing lunch time issues and inactiveness.	Continue to include organised activities during lunchtimes.

Indicator 2: Engagement of all pupils in regular physical activity				Percentage of total allocation:
				%
Intent	Implementation	Actual Cost	Impact	Sustainability and suggested next steps
To ensure PE resources are available, appropriate and fit for purpose	Ongoing audit of resources to ensure they are of suitable quality. Purchase additional PE resources to replace old/damaged equipment to ensure each PE lesson is fully resourced with appropriate equipment enabling all children to fully engage and participate in lessons.	£27	All PE lessons are fully resourced resulting in greater participation and quality PE lessons. Staff and children have the correct equipment which they need for PE lessons.	The school will continue to audit resources both for wear and tear and fitness for purpose in order to identify gaps in resources.
Children to participate in physical games at break times and lunchtimes.	Year 4 Play leaders to take part in sports leader training led by Premier Sports. Sports Leaders to take part in autumn term leadership training. Ongoing training to support success. Play leaders to support children to take part in physical activity during break times and lunchtime.	£720	Children gain enormous confidence from the opportunities this programme presents as it challenges their collaborative, communication and problem solving skills taking children at all levels of the physical ability spectrum outside of their comfort zone and allowing them to identify new strengths and skills.	Programme to continue.
Increase physical exercise for all	Regular movement breaks for all within the classroom with the use of Fitness fun on the timetable daily <ul style="list-style-type: none"> <li>Go Noodle</li> <li><a href="https://www.bbc.co.uk/teach/supermovers">https://www.bbc.co.uk/teach/supermovers</a></li> </ul> <p>Identified children participate daily in sensory circuits</p>	£0	Children understand the importance of keeping fit and healthy. They take part in regular movement breaks which energises them and improves engagement and concentration.  Daily sensory circuits facilitate sensory processing to help children regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.	School to continue regular movement breaks as both staff and children respond positively to the wide range of movement ideas, including mindfulness and mental well-being focuses.
Ensure that disadvantaged children are participating in regular physical activity	Disadvantaged children personally invited to sports clubs and where there is a cost associated to it, it is subsidised to ensure that	Use of PPG funding	Children despite financial circumstances are able to participate in sports.	School to continue to offer disadvantaged children the opportunity to participate in sports ensuring financial

	financial circumstances are not a barrier to children accessing and engaging in sports.		The children will feel proud of their achievements and enjoy taking part in a variety of sports.	circumstances are not a barrier to accessing sports.
<b>Indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement</b>				<b>Percentage of total allocation:</b>
				%
<b>Intent</b>	<b>Implementation</b>	<b>Actual Cost</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Sporting achievements shared in Celebrations assemblies and newsletters to help raise the profile of PE across the school	Children's achievements in sport celebrated with the school community which exposes other children to a variety of sports.	£0	By celebrating children's sporting successes, children's self-esteem has risen and an increase in children wanting to celebrate their achievements.	Continue to promote school sport, including extracurricular clubs through regular updates with school community.
Ensure children understand the importance of healthy living and the impact that regular exercise has on their bodies.	Specially trained Coram Life Education educators to visit the school to teach children about healthy lifestyles and the effects of exercise on their bodies. All children participate in a progressive programme of activities throughout the day to help them be aware of strategies to keep safe, healthy and active.	£365	Children learn about healthy lifestyles. This experience will enable the children to make links with other subjects such as PSHE and Science.	Continue next year as cross curricular to PE and PSHE curriculum.
PE display board in school to celebrate sport, develop understanding of skills, language and development.	Boards designed by the PE Leader	£0	Profile of PE raised. Focus of PE displays on equality and inclusion within sport enabling children to have an awareness that sport provides opportunities for people irrespective of race, gender, disability, belief, sexual orientation, age or socio-economic background.	Continue next year
School staff to have a PE kit to raise professionalism of PE lessons.	Purchase Stondon staff PE kit	£340.25	Staff clearly modelling high expectations of appropriate attire for physical activity. Kit safe and appropriate for the delivery of both inside and outside learning.	Ongoing replacement for damaged items or purchase of kit for new staff where clothing cannot be redistributed.



			Promotes a professional appearance when leading children outside of the school, and clearly identifies school staff.	
Improve Children's oral language skills and vocabulary	Teachers must specifically teach key vocabulary, model its use in lessons and support children to use this vocabulary when discussing their work and use it in their written communication ensuring vocabulary is correctly spelt	£0	Improved use of children's language and PE specific vocabulary when talking about their PE learning.	Continue to focus on explicit teaching of vocabulary and review its impact.
<b>Indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				<b>Percentage of total allocation:</b>
				%
<b>Intent</b>	<b>Implementation</b>	<b>Actual Cost</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Use of Sports Coach to provide extracurricular opportunities for children.	Lunchtime clubs provided by specialist coaches meet the varied interests of children and provide opportunities for children to participate in activities they may not have participated in before.	£1330	Children have demonstrated their enthusiasm for the sports they have engaged in; which has also transferred into lessons and also participating in clubs outside of school.	Investment in this area will continue. Continue to broaden scope of clubs to include other activities in order to engage and interest all the children.
Encourage physical activity outside of school and increase the number of children walking/scooting/riding to school.	Promote the free app <b>Street Tag</b> (The Children and Young People team and School Games Organisers working with the Active Lifestyles department at Central Bedfordshire to deliver Street Tag) for parents/carers to download on to their phones. Encourage children to participate in locating the virtual 'tags' placed around local area and earn points for each tag visited by walking or riding a bike to collect it. Monitor school leader boards and community leader boards for schools ranking.  Participate in walk/scoot/cycle/street tag to school week initiatives	£0	Children to be physically active outside of school and to encourage more children to walk/scoot/ride to school whilst locating 'virtual' tags.  Children benefit both socially and physically from having the opportunity to walk to school with their grown-ups/ peers. In addition, the initiatives improve the safety of parents/children accessing the school by minimising the number of cars stopping immediately outside of school.	The school will continue to actively promote the such initiatives to all pupils and parents.

Increase in the amount and variety of activities available at playtime to encourage more physical activity.	Sports equipment purchased from previous years funding to continue to be used during playtimes. Equipment should encourage physical active play.	£0	Children enjoy the variety of different equipment available.	Continue to provide opportunities for children to use the equipment at playtimes.
Provide all children in Y4 with the opportunity to learn how to ride a bike.	Organise Bikeability sessions for Year 4. Children learn how to cycle safely and how to be safe near roads. Children to be reminded of storage available for bikes and encouraged to cycle to and from school.	£0	73% of year 4 children participated in the Bikeability programme. Children's confidence and knowledge of how to ride safely improved.	To continue next year
To develop and improve trim trail to increase active play all year round	Develop and extend an exciting and challenging activity trail to ensure that all children have the opportunity to play outdoors and keep fit throughout the year.	£31,500	Improved trim trail to provide children with a variety of physical challenges helping them to improve balance, climbing confidence, upper and lower body strength, core stability, coordination, and gross motor skills which can be accessed all year round.	Children have all year around access to improved trim trail accessible to all children in all year groups.
Funding for Yr 3& 4 children to help them meet the 3 national curriculum requirements in swimming by end of KS 2 to attend swimming sessions at federated school (Shillington Lower)	Year 3& 4 children to attend at least weekly swimming/ water confidence sessions during the summer term	£936.25	All children made good progress towards achieving National Curriculum swimming target.	Monitor the needs of the children and arrange additional support where necessary
<b>Indicator 5: Increased participation in competitive sport</b>				<b>Percentage of total allocation:</b>
				<b>%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Actual Cost</b>	<b>Impact</b>	<b>Sustainability and suggested next steps</b>
Children to have the opportunity to compete against each other within the school	Arrange intra competitive sports activities within the school where children compete to be the school winners, comparing scores across classes	£0	All children participated in Sports Day Increased demonstration of sporting values	Continue to look for opportunities to organise intra-school sport for children in addition to annual Summer term sports day.

Sports activities with federation school	KS2 children given the chance to compete with federated school during events organised by the federation.	£0	Children to develop friendships with children from federated school through sport which will help with transition to middle schools.	Continue next year.
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Total spend: £35,828.50

## Meeting National Curriculum Requirements for Swimming and Water Safety

<b>The pupil outcomes of the statements below <u>must</u> be reported on the school website for the current Year 6 cohort</b>	
What percentage of Year 6 pupils can swim competently, confidently and proficiently over a distance of at <b>least 25 metres</b> ?	%
What percentage of Year 6 pupils can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of Year 6 pupils can perform safe self-rescue in different water-based situations?	%

Schools can choose to use their 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/NO
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### Additional information that could form the basis of a report to governors

Financial Year	Budget	Actual Spend	Key Impact for each year
2013 - 2014	£	£	
2014 - 2015	£	£	
2015 - 2016	£	£	
2016 - 2017	£	£	
2017 -2018	£	£	
2018 - 2019	£	£	
2019 - 2020	£	£	
2020 - 2021	£	£	
2021-2022	£	£	
2022-2023	£	£	

<b>Summary of key achievements for 2022-2023</b>	<b>Summary of key plans for 2023-2024</b>

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<b>Signed off by</b>		<b>Date</b>
PE Lead		
Headteacher		
Governor		