

Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

2022 to 2023 report

Commissioned by



Department
for Education

Created by



YOUTH
SPORT
TRUST



Details with regard to funding 2022 to 2023

Total amount carried over from 2021/2022	£0
Total amount allocated for 2022/2023	£17,760
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2022.	£17,760

Swimming Data 2022/2023

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 2021. Please see note above	89 %
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	87%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	97%
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 £4000 pools to schools

Action Plan and Budget Tracking

Academic Year: 2022/2023	Total fund allocated:	Date Updated: 12/01/23		Percentage of total allocation: %
Key indicator 1: The engagement of all 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				
Intent	Implementation	Funding allocated:	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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
A. Provide a broad and balanced programme of physical activity throughout the school day which is effectively monitored, including lunch and break time activities for all.	A. Each Key Stage will have a programme of activities that are timetabled for lunchtimes and playtimes to ensure there are opportunities for 30 active minutes a day. Play leaders support the implementation of active play and develop their own and their peers' skills and qualities through their role. Regular monitoring will ensure the levels of physical activity are sustained in length and frequency. The Sports coach will support teaching staff to effectively deliver a range of games and activities during break times. More equipment will be available for this.	£2000	Class teachers and teaching assistants are now more confident at leading a range of physical activities over the lunch and break time period. We have used pupil voice to involve children in the activities that take place and invite/target children to take part. Monitoring has shown that children know what activities are taking place and enjoy the range that is offered to them. Children are partaking in a range of activities and are supported to do so effectively by staff and high quality resources.	Consider the introduction of interform and house competitions over the lunch period, ensuring that all children get to partake. Continue to train play leaders to effectively support games, activities and interform competitions.
B. Provide positive experiences with an aim to establish lifelong interest in	B. Active break times which will be led by teachers and PE staff. This includes use of the activity markings on the		There have been a variety of pre, during and post school clubs this	

<p>physical activity by increasing the range of physical activities to include: athletics, dance, games, gymnastics, swimming and outdoor education. Both in PE sessions and in school clubs which all children have access to.</p> <p>C. Promote active transport to school</p>	<p>playground. Provide opportunities to access high quality sporting clubs before, during and after school. These will be monitored through session registers. Pupil voice and parental surveys on survey monkey will also support monitoring of these clubs to ensure positive experiences.</p> <p>C. Monitor and reward physically active transport to school through the 'TravelTracker' app. Each class will have a travel tracker monitor and badges and rewards are given to those children who increase and show active transport to school.</p>	<p>year, offering opportunities for children to engage in activities that would not normally have access to. All children have taken part in kurling sessions and we have taken part in Cross Country competitions at Walton Gardens. School clubs have been popular</p> <p>Classes complete the travel tracker regularly and are awarded for active school journeys. Most children have badges and wear them proudly around school.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

Percentage of total allocation:
%

Intent	Implementation	Impact	
<p>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:</p> <p>A. Support will be targeted to involve the least active children by providing targeted activities and extending school sports choice, resulting in the children identified becoming more active.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Targeted children are invited to before school, during and after school clubs that are designed to promote physical activity e.g. Judo and dance clubs.</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>The least active children have been targeted to join specific clubs such as Taekwondo and dance. These have taken place before school and during school. Children are also monitored on</p>	<p>Sustainability and suggested next steps:</p> <p>Identify the least active children and share with class teachers from September. Compile evidence through photos and specific pupil voice of targeted children.</p>
	<p>Funding allocated:</p> <p>£ 2000</p>		

<p>B. Involve the school council in key decisions around which sports need accessing on a daily basis and how to develop the playground further.</p>	<p>B. PE lead to work closely with school council lead. Meeting time given to play leads and school council to work with teaching staff to create active lunch and play timetables.</p>	<p>PE passport and targeted for physical activity at lunch times through the activity timetables ensuring that they are active by class teachers and support staff.</p> <p>Play leaders have met together and spoken to their classes, becoming involved in the selection of lunch and break activities. Activities have changed across the year, based on pupil voice and communications with play leaders to ensure that children have opportunities for a wide variety of games including tennis, volleyball, basketball, netball, boules, dodgeball, obstacle courses/fitness trails etc.</p>
<p>C. Barriers to engagement are identified and plans are in place to remove or reduce these.</p>	<p>C. Sporting activities externally are mapped out in advance to allow parents/carers to plan for transport. Liaise with parents for transport. When possible, interschool sports will take place at ESP. All children will have the chance to represent the school in sporting activities. This will be monitored through registers and tracking.</p>	<p>Parents are involved in transport for such events and minibuses have been organised to allow all children to access sports events. Registers are taken and the children taking part in matches and events are monitored. All children have represented their class or school in some form. All have taken part in sports day and a Christmas charity run. 3/4 children have taken part in the rugby half time dance. 5/6 children represented the school at</p>

<p>C. Ensure that PE and school sport is visible in the school. Acknowledging school and individual achievements in sport, promoting on the school website, involving parents and inviting sports people to speak about their sport and the values and qualities they possess linked to our school aims e.g. resilience, honesty etc.</p>	<p>D. Achievements will be recognised on the newsletter (weekly) and within celebration assemblies (weekly). Parents will be invited to coffee mornings to promote PESSPA and healthy lifestyles. Special guests invited in for assembly on a termly basis (monitored and planned)</p>	<p>the PAN dance. The Cross country team entered the Warrington trials and some have represented the school in Tag rugby after working with Warrington Wolves. This has been monitored. Parent coffee mornings have regularly taken place. A doctor visited year 5 to speak about heart health.</p>	
<p>D. To promote healthy lifestyles; Nutrition</p>	<p>E. Nutritionist to attend Coffee morning; offering families who have food related concerns surgery. Ensure free meal KS1 offer taken up.</p>	<p>Planning has been updated with the support of consultants and this has taken Healthy Participation into consideration throughout. This central to our planning and provision.</p>	
<p>E. Promote collaborative team activities, leadership skill development</p>	<p>F. Coaches teaching sporting activities that focus on collaborative team building and leadership skills. Pupil to lead activities both within PE and within the wider curriculum, especially when active. To introduce sports ambassadors at the school</p>	<p>Twitter and newsletter updates around PE and achievements are regular so that parents are informed and that PE takes a central and important visual role in school. Sports ambassadors and house captains supported the sports day and other major events (organisation and leadership)</p>	<p>Interform events will be organised for next year to support leadership and collaborative team sports further.</p>

<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>Percentage of total allocation:</p>
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Intent	Implementation		Impact	%
<p>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:</p> <p>A. To provide high quality teaching for all pupils in sporting activities.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>A. Coach works with targeted CT for a year to support subject knowledge and pedagogy. The Coach is the lead teacher for KS1/2 for PE. Regular staff cpd - once per term team teach with coach to support development of substantive and disciplinary knowledge.</p>	<p>Funding allocated:</p> <p>£9,000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Consultants have supported the development of the curriculum to ensure high quality, high standards and an ambitious curriculum for all our children and for the community we serve. Teaching staff and support staff have been present in lessons and now feel more able to plan, deliver and assess PE (based on staff voice) PE lead has been supported by the MAT lead to support provision and competitions.</p>	<p>Sustainability and suggested next steps:</p> <p>Train teaching staff further next year – one session to be delivered each week alongside PE coach. PE will now take place over two lessons for each class.</p>
<p>B. Support teaching staff to use the PE Passport to effectively monitor and assess children within PE so that lessons are carefully planned to meet the needs of all pupils (particularly SEND), and to ensure progression and skill development.</p>	<p>B. Coach and PE lead (SP) support and train teaching staff on the use of PE Passport and the coach will model how it can be used through team teaching.</p>		<p>Based on staff voice, teachers now use this with confidence to plan, deliver and assess PE.</p>	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:

Intent	Implementation		Impact	
	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>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:</p> <p>Additional achievements:</p> <p>A. Promote sporting activities to targeted groups of children PP and SEND</p> <p>B. Increase sport participation by introducing children to new sporting activities including non-traditional (e.g. Kurling and fencing)</p> <p>C. Increased involvement in non-invasion and team sports to increase variation</p>	<p>A. Targeted children invited to a range of activities before, during and after school. Based on pupil voice. Registers monitor clubs.</p> <p>B. 12 new sporting clubs over the year with spaces full. Registers monitor the uptake. Pupil voice. 4 sport/physically active clubs per week.</p> <p>C. Involvement in Cross Country events across Warrington. Weekend events and weekly club.</p>	<p>£2300</p>	<p>Morning groups and lunchtime clubs have taken place where SEND and PP have been specifically invited and encouraged to attend first</p> <p>Children have had the opportunity to engage in activities that would normally be very costly or that they would not normally have access to. All clubs are very popular and are usually fully subscribed.</p> <p>Yes and been successful in that. Cross country provided mental and physical challenge – some children completed all 3 events and received a medal. Staff were positively engaged in this and supported at the weekends.</p>	

Key indicator 5: Increased participation in competitive sport

Intention		Implementation		Impact	Percentage of total allocation:
Intention		Implementation		Impact	%
<p>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:</p> <p>A. Continue to develop partnership with other MAT schools (including Penketh Primary, Alderman Bolton, Birchwood CofE and Beamount Primary) and also partnered with SSG to increase participation in competitive sport.</p>	<p>Make sure your actions to achieve are linked to your intentions:</p> <p>Buy into intersport competition programme.</p> <p>Audit competitive sport in all MAT schools working with other PE leads.</p> <p>Identify target pupils. All children will have the chance to represent the school in sporting activities. This will be monitored through registers and tracking.</p> <p>A. Arrange MAT competitions. B. PE coach available at events. C. Buy resources to accommodate multiple schools attending. D. Support teaching and support staff to lead interclass and within school competitive activities at lunch and break times.</p>	<p>Funding allocated:</p> <p>£2460</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p> <p>Children from Evelyn Street Primary have played against all the schools in the MAT this year.</p> <p>Equipment and resources have been purchased to host matches at the school. These events have run smoothly and more are planned for next year. A wider range of sports competitions are in the process of being arranged.</p> <p>Competitive matches are played regularly at lunchtimes between home classes within key stages but these are not organised. Next year, we aim to have more healthy competition and participation during break and lunchtimes.</p>	<p>Sustainability and suggested next steps:</p> <p>More interform events (house events) to add to overall house competition</p>	

Signed off by	
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Date:	14/9/23
Subject Leader:	<i>S. Pembrett</i>

Date:	14/9/23
Governor:	Juliet Bras
Date:	14.09.23