

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.

Created by:  Association for Physical Education  Active Partnerships  YOUTH SPORT TRUST

Supported by:  LOTTERY FUNDED  SPORT ENGLAND  UK COACHING  UK ACTIVE

		<p>are also helping to improve the confidence of teachers.</p> <p>Curriculum shows clear progression and provides teachers with clear differentiation strategies and 'I can' statements to support assessment.</p> <p>Pupil voice has shown that the children are enjoying the lessons and are able to talk about their lessons and learning. For example, year 2 children were able to tell me that warming up helps to prepare the body for exercise and helps prevents injuries. They also told me they have been creating balance routines and that you need strength and flexibility to be able to hold different balances. Children were also proud that they had learnt how to perform new gymnastics skills such as forwards rolls.</p> <p>A varied curriculum map ensures that children are experiencing a wide range of sports and activities throughout the year and are developing a number of different skill and fitness areas. Children take part in gymnastics, dance, fitness, yoga, fundamentals, OAA, ball skills and striking and fielding units. Clear lesson objectives and key vocabulary on the GetSet4PE lessons plans is used by teachers</p>	<p>progression and assessment of skills.</p> <p>PE lead to continue to use GetSet4PE platform to create vocabulary cards and differentiation cards for teachers and TA's to use in lessons.</p>
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			<p>and coaches in lessons so that children develop their language in PE as well as their understanding of what they are learning and how they are being assessed. PE subject definition used by teachers at the start of every PE lessons helps children understand PE as a subject as well as aims and objectives as set out if GetSet4PE.</p> <p>Where possible, activities are linked to termly Topics, particularly dance units. In the last term, children complete the OAA teambuilding unit which links in to the transition process of moving up to a new year group.</p>	
<p>Ensure that all pupils have access to physical equipment, a range of resources and activities that are available to them every day in PE lessons and at playtimes and lunchtimes.</p> <p>All pupils to be physically active throughout playtimes and lunchtimes.</p>	<p>Lunchtimes: PE coach employed to run specialised sports activities during lunchtimes, which are open to all of the children every day of the week. PE coach to use their expertise to help to upskill the lunchtime assistants so that they can help to lead daily activities at playtimes and lunchtimes such as on the daily mile, adventure playground and circle games. Develop zoned physical activity areas during lunchtimes and playtimes with the use of quality physical activity equipment.</p>	<p>£14,625 - £4365 = £10,260.</p>	<p>Children are engaged in physical activity at lunchtimes and pupil voice has shown that children enjoy taking part in these activities. This gives the children purpose and focus to be physically active at lunchtimes. Children are also able to work on developing specific skills and fitness in fun ways. The zoned physical activity areas at lunchtimes ensures we are making the best use of our outside/playground space. In addition lunchtime staff are more confident to support physical activities.</p>	<p>PE coach to continue to work with the lunch time staff to review and monitor outdoor lunchtime provision and activities.</p> <p>PE coach from Premier Education to be booked to continue to run lunchtime sessions for Reception and KS1 children</p> <p>SLT to continue to monitor accident book.</p>

	<p>SLT to monitor the playground rota and the accident book.</p> <p><u>Premier Education</u></p> <p>PE coach to deliver additional PE lessons as well as a varied after school/extra curricular club on all days of the week.</p> <p>PE coach to also deliver short small group targeted sessions to vulnerable children, on a rotation system.</p> <p>Key strand focus:</p> <ul style="list-style-type: none"> • Developing resilience • being able to talk about things we are good at • working / communicating with others. 	See total cost for premier education	<p>All classes have one lesson of PE per week with specialised PE coach from Premier Education.</p> <p>Children also enjoy a range of extra-curricular PE clubs after school. These include, football, gymnastics, multisports and basketball and dodgeball.</p> <p>Lots of the children have attended the after school clubs (most days there are between 15 and 20 children attending).</p> <p>The children have grown in confidence. They have been able to practise a variety of skills outside of their PE lessons but also receive more professional support with skill development. The children have had an insight to lots of different games and sports. The children have had the opportunity to learn about teamwork and to take part in team building activities supporting their PSED.</p> <p>The sports coach also makes links between the afterschool club and the skills that the children are working on in their PE lessons and gives the children the opportunity to use these skills in different ways.</p>	<p>Continue to offer a range of after school clubs for children in all year groups. Clubs to change half termly to ensure a variety of after school club activities are offered, hopefully therefore appealing to all children. A specific target for next year is to encourage more of an uptake from girls in the after school clubs.</p> <p>The vulnerable groups coaching sessions have been very successful. A positive relationship has built with the SEN children (he has two SEN groups and then one PPG group, as well as two pastoral groups). And that this has stretched to the coach being able to support individuals at lunch time as well as he has got to know them.</p>
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			<p>The vulnerable groups coaching session will give SEN, pastoral and PPG children to opportunity to develop the skills to become more confident, more resilient, better able to self regulate and develop crucial team-work skills. It also give these children a further opportunity to be physically active in smaller group sessions, developing key fine motor and gross motor skills as well as fitness and mental benefits.</p>	
	<p><u>Playground Markings</u></p> <p>New playground markings to be installed to support the provision during outdoor learning times, break times and lunchtimes.</p>	£4116	<p>Re-inforce Maths and Phonics skills learnt in the classroom. Encourages children to learn skills through outdoor play and develop gross motor skills.</p>	<p>The playground markings are used and enjoyed by children in all year groups both during specific activity sessions with as well as in their own time with friends at break time and lunch. They have also been used by the vulnerable groups children in their coaching small group sessions with the PE coach.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				1.3%
				£270
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:
To ensure pupils in all year groups have access to high quality sports teaching through additional specialist coaching.	<ul style="list-style-type: none"> • Stortford Gymnastics Club to deliver 3x 1 hour specialist sessions for Year 1 children in March 2023. • PE coordinator to keep up to date with guidance and sporting opportunities. • To take part in the BSP competitions and workshops (cost dependant). 	£45 per hour=£270	Children experienced specialist gymnastics coaching (March 2023), embedding fundamental gymnastics skills. The sessions also encouraged further participation outside of school. Children are provided with performance opportunities and working beyond children are able to challenge themselves through competition opportunities.	<p>Continue to develop good links with clubs outside of school.</p> <p>Gymnastics competition did not run this year as schools pulled out due to price increase.</p> <p>Currently looking at a link between a local tennis club and organising KS1 athletics competitions between local schools in September.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				4.7%
				£916.82
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:

To ensure that the PE subject leader has allocated time to monitor and track the opportunities available for pupils as outlined in this action plan and ensure that the profile of PE and sport is being raised across the school.	<p>PE coordinator to have half a day per half term to monitor PE across the school and to review the teaching.</p> <p>PE Coordinator to use this time to work with the PE coach and class teachers and to meet with the children to discuss future plans.</p> <p>To create a portfolio of the PE teaching and opportunities across the school.</p>	£521.82	<p>L&M time helps to ensure that children are accessing a high quality PE curriculum and that teachers are confident to deliver a high quality PE curriculum.</p> <p>PE portfolio is up to date.</p> <p>PE progression has been mapped out across the school in all areas of sport and the progression documents have been made, accessible to all members of staff.</p> <p>PE Coordinator conducted pupil voice and lesson-learning walks, including a joint learning walk with the PE governor in July 2023.</p>	<p>To provide yearly refreshers on how to use the equipment and have the opportunity for class teachers to share what they have done and successes as well as learn new strategies.</p> <p>PE subject leader to provide workshops and seek CPD for the teaching staff.</p> <p>PE Subject leader to continue to update the PE portfolio and monitor the progression and assessment of skills.</p>
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To have staff CPD sessions regularly throughout the year to upskill them in different sports and to build upon delivery and confidence.	<p>'Dance to School' to provide fun and engaging dance curriculum on their online platform as well as CPD for all teaching staff.</p> <p>Subscription to dance to school lesson plans and schemes which are topic based and provide fun and engaging links to topics being taught in the classroom.</p>	£395 (starting after October half term)	<p>Teachers more confident in delivering high quality, engaging dance units across all year groups because teachers expressed that dance was a particular area of the PE curriculum where they feel less confident.</p> <p>Teachers can also link current classroom topics to dance lessons/units as well.</p>	Continue to provide workshops and CPD for staff and TA's to ensure staff are confident in delivering all areas of the curriculum and that their PE knowledge is up to date.
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

27.3%

£5359

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:
To provide an afterschool sports club to all of the children (Reception upwards) post COVID 19 to encourage them to be active and to help them to develop/improve their gross motor skills and PSED.	PE coach to run a range of sports clubs after school accessible for all children.	See total cost for premier education.	<p>Lots of the children have attended the after school clubs (most days there are between 15 and 20 children attending).</p> <p>The children have grown in confidence. They have been able to practise a variety of skills outside of their PE lessons but also receive more professional support with skill development.</p> <p>The children have had an insight to lots of different games and sports. The children have had the opportunity to learn about teamwork and to take part in</p>	Continue to offer a range of after school clubs for children in all year groups. Clubs to change to ensure a variety is offered and also activity choice will be based on numbers and demands. A specific target for next year is to encourage more of an uptake from girls joining in with the after school clubs.

			<p>team building activities supporting their PSED.</p> <p>The sports coach also makes links between the afterschool club and the skills that the children are working on in their PE lessons and gives the children the opportunity to use these skills in different ways.</p>	
<p>To provide skill builders for the Nursery children to help to improve their physical development post COVID 19 as this is an area that has been highlighted to us in our assessments.</p>	<p>To provide cycling skills builder sessions to the children in Nursery through Foxy Cycling.</p> <p>Once per week – nursery.</p>	<p>£90/w x 39 w</p> <p>£3510 total</p>	<p>Developing co-ordination, safety, spatial awareness and fundamental cycling skills.</p> <p>The cycling workshops have helped the children to develop their coordination, their muscle strength, turn taking and confidence. The Nursery staff and the parents have given good feedback on the sessions. These sessions have encouraged more of the children to be active and the children have then used the skills that they have learnt/continued to practise their skills outside of school with their families.</p>	<p>Book Foxy Cycling for next year for Nursey</p> <p>Buy some balance bikes and helmets to help the children to continue to practise these skills during ChIL time.</p>
<p>To provide further opportunities to be engaged in physical activity, developing fitness and teamwork skills.</p>	<p>Install one stationary inclusive active play board in the playground and one mobile inclusive interactive play board for the children to use in lessons, at break time and at lunchtimes as well as during small group focus sessions</p>	<p>£1849</p>	<p>Children enjoy being physically active using the different engaging reaction games. The games can be played individually or in pairs/small groups encouraging teamwork and competition opportunities.</p>	<p>The boards can be used by children in all year groups, they are fully inclusive and all teachers have received training on how to set up and use the boards with the children.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.5%
				£100
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>To ensure all pupils will access competitive activities as part of Sports Day.</p> <p>Contact local primary infant schools and organise competition opportunities particularly for KS1 children</p>	<p>Sports Coach to help run sports day and to help the children with their skill development.</p> <p>To ensure Sports Day is competitive with pupils competing in houses within school.</p> <p>To coordinate Sports Day with our Junior School Reedings so that we can use their school field.</p> <p>Sports Day resources: Medals Ribbon Certificates</p>	<p>£100 (provisional cost).</p>	<p>Opportunities to showcase skills learnt through-out the year. Children develop teamwork, co-operation and sportsmanship skills. Children experience competition and learn key values of winning and losing.</p>	<p>Junior School next year- date needs to be organised.</p> <p>Medals will be bought for next year.</p> <p>Speak to GC sports about having the coach run the event.</p>
	<p>To enter children in to gymnastics competition (cost dependant).</p> <p>To enter children in to Athletics competition.</p>	<p>£50 (provisional cost)</p> <p>POSTPONED</p>	<p>Stretch and challenge more able children.</p>	<p>Gymnastics completion – too expensive.</p> <p>Athletics competition postponed to September 2023 due to teacher strike days.</p>

Swimming Data

Please report on your Swimming Data below.

<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>	N/A
<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 2021.</p> <p>Please see note above</p>	N/A
<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>	N/A
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	N/A
<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



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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	20.07.23
Governor:	
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