**East Stanley Primary School**

**Physical Education, School Sport and Physical Activity Develoment Plan and Premium Impact Report 2022/2023**

In 2022 – 2023, East Stanley Primary School received **£17,700**  Primary PE & School Sport Premium. This will be used in conjunction with other grants and funds from the school budget to raise standards in curriculum **Physical Education, School Sport, Physical Activity** and Healthy living (PESSPA).

**Vision**: **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 build **capability** within school and achieve **self-sustaining** **improvement** in the **quality** of PE and sport in primary schools against the 5 key grant condition indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles. Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

**Total amount carried forward from 2021/2022 £0**

**Total amount allocated for 2021/2022 £17,750**

**How much do you intend to carry over from this total fund into 2022/2023 £0**

**Total amount allocated for 2022/2023 £17,700**

**Total amount of funding for 2023/23. To be spent or reported by 31st July 2023 £17,700**

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| Key achievements to date: July 2022 | Areas for further improvement and baseline evidence of need: |
| * Enhanced P.E equipment stock providing high quality equipment across an increasing range of sports to facilitate more participation within P.E sessions.
* Football goals purchased to support schools football team and enhance after school football club provision, competitive sport.
* Higher uptake of clubs in the local community by children in our school due to promotion of local clubs especially cricket where a number of children attend All Stars cricket sessions.
* Staff skills and knowledge is being increased through observing and working alongside coaches.
* Staff have taken part in CPD sessions, which will upskill staff delivering PE sessions.
* Invested and implemented iPEP planning tool to support staff with planning and assessment.
* Sports Leader training for year 5/6 children.
* Sports Leaders have led lunchtime activities and inter-school events.
* Sports week held to raise the profile of PE and sport in school.
 | * Continued investment in resources for the teaching of P.E. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports.
* Continued investment in resources for after school clubs. Maintain a good level of high quality equipment whilst broadening the resources so we can offer a wider range of sports.
* Continued staff training and awareness of high quality P.E teaching.
* Staff training in facilitating active classrooms and playtimes and purchase of further resources to support this.
* Staff CPD with iPEP training with an aim to further increasing staff confidence, using and implementing the plans, and also assessment and evidencing.
* Build further links with local sports clubs and coaches to encourage continued high take up of sports out of school hours.
* Further use Sports Premium to enhance children’s mental health and wellbeing.
* Sports Leader training for all year 5/6 children.
* Continue to develop Sports Crew roles and Sports Leader roles.
* Develop Personal best challenges so all children can take part in competitions.
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r review and reflection - considering the 5 key indicators

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| 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 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. | 68 % |
| 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. | 62 % |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 75% |
| 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?Extra sessions for children who attended our school gala.  | Yes |

from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect

**Action Plan and Budget Tracking**

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| **Academic Year:** 2022/23 | **Total fund allocated:** £17,700 | **Date Updated: July 2023** |  |
| **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 | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | 22% |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:£3,900 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| Access to high quality resources during PE sessions. Enough quantity of resources to enable access for all. | * Purchase of additional PE resources to support PE sessions e.g. Balls/Racquets.
* All sports and activities taught in PE sessions to be fully resourced.
* All individuals have access to sufficient resources to be able to engage fully in lessons
 | £800 | * Purchase of equipment has enabled staff to resource lessons effectively and deliver the correct skills and knowledge in each unit of sport. Children are using a variety of PE equipment.
* Sufficient resources have enabled children to have maximum time practicing the specific skills.
 | * Audit PE equipment to ensure we have the correct resources to teach each unit for the current long term plan.
* Ensure teachers have equipment requirements on long term plans.
* Purchase additional equipment after audit.
 |
| To continue to make the school day active for ALL pupils.To include both active classrooms and play/lunch times. | * Sign up to Active Durham 30
* Further develop strategies for active classrooms.
* Playground Leaders to engage pupils in active play/lunch times.
* Sports Leader training for year 5 and 6.
* Purchase of new playground equipment e.g. long skipping ropes.
 | £500 | * Active 30 sign up has ensured most year groups are delivering at least 30 minutes of physical activity each day.
* Teachers have been using imoves, Go Noodle and other resources, to make their classrooms more active. Children enjoy these short bursts of activity and find it ’wakes up their minds’
* Sports Leaders have taken part in training. They have delivered daily lunchtime activities for KS1 and KS2 children and have also lead intra and inter sports events in school.
* Active breakfast club. Children have been given a healthy breakfast ensuring children are ready to start the school day. An active start to the day has improved concentration and behaviour. Children who have attended breakfast club are at school on time, have better concentration and are ready for learning at the start of the school day. After school sessions have given the children who attend an opportunity to take part in further school physical activities.
* Children have been taught playground skipping games to make playtimes more active especially for girls.
 | * Staff meeting to inform staff of the current Active 30 campaign and share resources to ensure all pupils are taking part.
* Further develop use of active breaks during lessons in KS2 through staff CPD.
* Continue sports leaders training for year 5 and 6 support these children throughout the year with continued development of skills and knowledge.
* CPD with DMc for breakfast club and afterschool staff to support them in delivering active wrap around clubs.
* Continue to keep playground games like skipping current. Ensure there are enough resources and the equipment is available for children to use. Further develop playground games in school playtimes.
 |
| Healthy Lifestyle club to engage pupils who are less active. Link to PSHE, Science and PE curriculum. | * Deliver lunch time/after school club/ for children in year 4 and 5.
* Children will learn and understand the importance of a healthy lifestyle and a balanced diet. They will gain knowledge about what a difference 60 minutes of activity a day can make. Children will maintain a food diary to create SMART goals for their food and fitness at the end of the programme
 | £600 | * Active lunchtime club for children in year 5. Significant improvements in behaviour during lunchtime has been evidenced. Less children receiving behaviour slips. Children have been taking part in team games which is helping to build team work within the class. Children who have behaviour issues and find lunchtimes difficult have been given an adult directed active task which has given them structure during lunch hour.
* Continue into next academic year as this did not happen due to staffing issues.
 | * Ensure active lunchtime club continues as these children move into year 6.
* Healthy lifestyle club to run academic year 2023/24 following a whole school healthy lifestyle workshop delivered by Fit4kids in the Autumn term.
 |
| Funding for sports coach to lead specialist coaching sessions for small groups from KS2 across a range of sports | * Use external sports coach and create a rota for KS2 children’s access to ensure all children can participate across the year with a focus in those preparing for sports teams or competitions.
 | £800 | * Children who attended specific sports events had improved sport specific skills, a better understanding of team rules and how to compete against another team.
* DMc has worked alongside coaches. This has further developed key knowledge preparing children to take part in competitions and in knowing competition rules.
 | * DMc to continue to work alongside coaches and the SGO. DMc to work with key staff to continue to further support the development of specific skills and implementation of game/competition rules.
 |
| Funding for sports coach to run breakfast or lunch time active sports sessions once per week. | * Use external sports coach and create a rota for children’s access to ensure all children can participate across the year.
 | £1200 | * An active start to the day has improved concentration and behaviour. Children who have attended breakfast club are at school on time, have better concentration and are ready for learning at the start of the school day.
 | * Children who attended were in breakfast club.
* Ensure information is passed on to parents with regards to the active breakfast club.
* DMc to work alongside the coach in order to upskill staff in delivering active sessions.

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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** | 33% |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:£5,900 | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |
| SLP School Passport | * Includes maximum participation from every child.
* Balances the enjoyment of participation with the desire for healthy competition and sportsmanship.
* High activity and participation levels that encourages wellness and creates a positive mindset for all.
* Attendance of festivals and events.
 | £1,800 | * KS1 won the passport event for maximum attendance for the second year.
* Increased participation in lots of different sports.
* Children have enjoyed visiting different schools to take part in activities.
* Increased ‘buzz’ around the school – raising the profile of PE.
* Whole school participation each term.
* Children have become more engaged in sport and leading a healthy active lifestyle.
* KS2 children have engaged in an increased number of competitive events as well as festivals.
* Children have been given the opportunity to attend sport specific venues, including Northern Hope Gymnastics Centre, South Moor Golf Club, Louisa Sports Centre, Shotley Bridge Tennis Club, Beamish and East Stanley cricket club.
 | * Ensure all staff know the aims of the SLP PE passport and how it will be implemented throughout the year.
* To continue to promote the SLP PE passport with maximum attendance from all classes.
* To work alongside SLP coaches in order to develop staff subject knowledge in specific sports, including competition rules of the game.
* To further support our children/teams who take part in competitions.
 |
| SLP Sports Awards | * School will nominate children for sporting awards and accreditations.
* A celebratory awards ceremony will be held at the end of the academic year to present children with their achievements.
* Finalists will receive a complimentary ticket for the evening with families being given the option to purchase additional tickets for the event.
 | (£1800 above) | * School football team nominated for team of the year.
* A greater number of individual children were nominated for awards this year.
* Many of our children who were nominated won SLP sports awards. These were Inspirational sports Person of the Year, Young Sports Person of the Year, Outstanding Achievement in Sport awarded to a KS1 pupil.
* Raised the profile of sport in school.
* By celebrating the success and achievements of our children in school it helps to motivate other children and inspire them to take part in sport and challenge themselves to get better.
 | * Continue to collect evidence of children’s achievements both inside and outside of school.
* Gather information of children’s achievements from parents.
* Ensure staff know about the about the awards and what information is to be collected.
* Celebrate the achievements of the children who are nominated in school assemblies, social media and PE display board.
 |
| Whole school sports week. | * Following success in previous years of raising the profile of PESSPA across the school.
* Whole school sports week. Classes to take part in a range of different sports and physical activities.
* Participation in whole school competitive sports day.
* Use pupil voice questionnaires from last year to plan activities.
* Sponsored Fun Run for Cancer
 | £1100 | * All children took part in a range of different activities.
* All children took part in a sponsored fun run for children’s cancer. We raised £2800. Which was a super achievement and was celebrated in school and with parents.
* A focus on physical activity activities included, a fun run, skipping work shop, football fun, street games and dodgeball fun.
* Resilience and team work.
* Whole school competitive sports day, with parents/carers/family spectating.
* Shared whole week on our social media page.
* Questionnaires to see what children enjoyed and what they would like to take part in next year.
* Children were proud to get a medal for taking part.
 | * Questionnaires to see what children enjoyed and what they would like to take part in next year.
* To plan whole school sports week for 2024.
* Include pupils voice for the activities/sports they would like to try.
* Ensure all children take part.
* Promote and celebrate children’s participation to both parents and governors.
 |
| School Games Sports Mark | * Attendance at school games events.
 | £3000  | * Children attended events.
* Applied for sports mark 2023. Silver award achieved (new criteria)
 | * Continue to attend SG events.
* Apply for 2024 SG Sports Mark.
* Work towards the new criteria in order to achieve at least Gold award.
* Support from SGO to achieve this.
 |
| Girls Football | * Girls football event organised.

National event - Let girls play.  | £50 | * High percentage of girls from KS1 And 2 attended the event.
* Girls enjoyed taking part and said they had lots of fun. Through pupil questionnaires girls would like a girls football after school club.
 | * Girls after school football club engaging girls to be more active through football.
* Girls football team.
* Support from SGO
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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | 14% |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated:£2,520 | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Continue to use Mr Football in EYFS to develop readiness for KS1 curriculum.  | * Children to develop fundamental movement skills in EYFS and Year 1.
* Coach to work alongside class teachers every half term in order to further upskill staff in the delivery of PE skills and behaviour management and class organisation during the PE lesson.
 | £1920 | * Reception children developing a physical readiness for KS1.
* Staff have gained knowledge of different behaviour strategies and class management strategies to use within their PE lessons. This has enabled them to become more confident and effective when delivering lessons without a coach.
 | * Ensure all staff who are teaching PE work with a specialised coach in order to upskill themselves.
* Ensure a variety of skilled professionals are used in order to gain the best knowledge in each sport.
 |
| iPEP Planning and Assessment tool | * Supporting teachers with planning skill specific PE lessons, progression in planning for ALL abilities, tracking progress of pupils.
* Supporting PE Lead to track pupils progression and identify gaps in skills.
* iPEP CPD for all staff.
 | 3 year subscription£1713.60 | * Staff are more confident delivering PE.
* Long term plans are in place.
* Staff have access to both medium and short term plans.
* Lessons are clearly structured, fun and key skills are being taught.
* There is a clear progression in skills.
* Planning meets the needs for all abilities including SEND and challenging skilled pupils.
* Staff iPEP training was delivered by PE lead. Assessment is to be implemented for the next academic year.
* PE lead subject monitoring took place in the summer term. This included student interviews/pupil voice. Finding were shared with the SLT. In summary planning is being followed and staff are delivering the specific skills to children. Children are engaged and have shown progress in developing their skills and knowledge.
 | * Staff iPEP CPD did not happen as the company had staffing changes. PE lead delivered this. Follow this up for the next academic year.
* Continue to support staff in using the planning tool.
* Continue to monitor how lessons are delivered by staff.
* To fully implement assessment.
* Monitor each term to ensure coverage across the year.
 |
| CPD for staff | * DM to complete skills audit.
* CPD in specific areas for targeted staff.
* Whole school staff training.
* DM and iPEP to train staff on using new planning tool.
* Durham Cricket coach for year 1-6 to upskill staff. Access to the chance to shine and all-stars cricket portal.
 |  | * Staff CPD offered throughout the year.
* DM had supported staff in the use of iPEP planning and delivery of lessons.
* Whole school staff training.
* Most staff are more confident using the planning tool.
* Durham cricket coach club and development officer has worked alongside staff from year 1-6 developing planning and upskilling staff in the delivery of cricket.
* Access to the Durham cricket portal which has supported staff with effective planning and progression of skills when delivering cricket.
 | * Continue to offer training for staff.
* Plan online iPEP training sharing new content.
* Maintain links with skilled coaches.
* Teachers to work alongside these coaches in order to further develop their sport specific skills and how to deliver these skills to ALL pupils, including challenging those at club level.
* Ensure new staff have the relevant support and training.
 |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | 0 |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | achieve are linked to your intentions: | allocated:Included in other indicators | pupils now know and what can they do now? What has changed?: | next steps: |
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| To offer opportunities for more children to partake in sporting activities both in school and after school. | * Participation in SLP PE passport events.
* Cross country events.
* Athletic events.
* Football for boys and girls.
* Participation in festivals.
 | (£1800) | * Maximum participation in festivals for most year groups.
* KS2 children participated in competitive football, cross country, swimming, netball, cricket and athletics events.
* Through promoting taster sessions in school DM had maintained links with local clubs and sports providers.
* There has been a good uptake in out of school clubs which include cricket, golf and dodgeball.
 | * Further develop attendance in KS2 competitive sports – cricket, tag rugby, netball.
* Continue to maintain links with local clubs.
* Further develop links with other local clubs – basketball, Derwentside athletics club, swimming club and dance.
 |
| To allow the PE curriculum and sports clubs to run effectively and to ensure the smooth implementation of the new PE planning scheme in September. | * Purchase of new equipment and planning scheme.
 | Included in other key indicators.  | * Staff have fully implemented the long term PE scheme effectively.
* Staff have been feeding back to PE lead after each module has been delivered.
 | * Continue to audit PE equipment to ensure teachers have all equipment they need to deliver PE and clubs.
 |
| Whole School sports week.  | * ALL children to take part in a range of sports and activities.
 | Included in Key indicator 2 | Include in Key indicator 2 |  |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** | 11% |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  | £2,000 | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Continued promotion of local sports clubs. Good take up of sports outside of school by children.  | * Promotion of clubs through assemblies, visiting coaches, try it out sessions and signposting local clubs to families.
 | £400 | * We have well established links to local clubs. These clubs offer taster sessions in school PE. PE lead continues to maintain links with local clubs and sports providers.
* There has been a good uptake in out of school clubs which include cricket, golf and dodgeball.
 | * Continue to maintain links with local clubs.
* Further develop links with other local clubs – basketball, Derwentside athletics club, swimming club and dance.
* Monitor uptake through pupil questionnaires and registers.
 |
| To attend local sports competitions. To work alongside and compete against other local schools. All children in year 5/6 given opportunity to compete and represent the school. | * Attendance of school passport events and activities.
* Attendance of Level 2 and 3 School Games events.
* Level 3 events represent at County level.
 | Transport costs | * Maximum participation in festivals for most year groups.
* KS2 children participated in competitive football, cross country, swimming and athletics events.
* All year 5/6 given the opportunity to compete and represent the school in a range of sports.
* KS1 won the passport event for a second time for maximum attendance.
* Increased participation in a many different sports.
* Children have enjoyed visiting different schools to take part in activities.
* Increased ‘buzz’ around the school – raising the profile of PE.
* Whole school participation each term.
* 9 Year 5/6 children competed in Athletics Level 3 representing Derwentside in the SG County Athletics Final.
 | * Further develop attendance in KS2 competitive sports – cricket, tag rugby, netball.
* To continue to promote the SLP passport with maximum attendance from all classes.
* To work alongside specialist coaches in order to develop staff subject knowledge in specific sports eg cricket, netball, tag rugby etc. To further support our teams who take part in competitions.
 |
| Pupils from years 1, 2, 3 and 4 all to attend local sport festivals. | * They work with and compete against other local schools.
* Festivals give experience of taking part in organised sporting events at a different venue.
 | Transport costs | * ALL children in year groups 1,2,3 and 4 have participated in local SLP festivals.
* Children in year 3 and 4 have taken part in a range of new sports, expanding their experiences in other sports activities.
* Children in year 3 and 4 have taken part in competitive sporting events – swimming, cross country, quad kids. These children have enjoyed the competitive aspect and are beginning to understand the difference between participation and competition, to win and to achieve their best.
 | * Continue to offer a varied range of sports.
* All pupils in year 1-4 to attend at least one festival each term.
* To develop competitive skills against other pupils but also against themselves.
* Personal best challenges.
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| Signed off by |
| Head Teacher: | J Williams |
| Date: |  July 2023 |
| Subject Leader: | D McAlinden |
| Date: | 17th July 2023 |
| Governor: |  |
| Date: | July 2023 |

**Action Plan and Budget Tracking**

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to eval

re.