

Sports Premium Impact Report 2022-23 Mid Year



ALLOCATION OF MONEY 2022

Allocation for September 2022 - July 2023	£18,500
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INTENDED OUTCOMES

- 1) The engagement of all pupils in regular physical activity – kick-starting healthy, active lifestyles.
- 2) Raise the profile of PE and sport across the school as a tool for whole school improvement.
- 3) Increased confidence, knowledge and skills of all staff in teaching sport and PE

INTENDED OPPORTUNITIES AND SPEND

1) Increase daily exercise: £450	7) PE curriculum resources: £2000
2) Lunchtime opportunities: £1000	8) Bell boating: £600
3) Swimming: £1700	9) External agencies: £2500
4) Outdoor resources for Year 1: £1000	10) OAA equipment: £2000
5) Sport Tournaments: £750	11) Team sports: £3000
6) Staff CPD: £3000	12) Balance bikes £500

IMPACT

Focus Area	Action	Impact
The engagement of all pupils in regular physical activity – kick-starting healthy, active lifestyles.	<ul style="list-style-type: none">• All pupils Year 1 – 6 take part in daily physical exercise. Varied in time and challenge appropriate to age and individual.• Range of sporting apparatus available throughout free time to encourage children to be active. Games led by adults within school	Through discussion with children, we have found: <ul style="list-style-type: none">• Children are confident and happy to participate.• Children can talk about the benefits of exercise.• Children are keen to join in with sporting activities in their free time. Parents have sent photographs of children's achievements which have been shared on our school newsletter.• Children are able to exercise for longer periods of time.• Children understand how exercise is good for their mental wellbeing.• Children are happy to select a range of apparatus to play with during recreational time to remain more active.

<p>Raise the profile of PE and sport across the school as a tool for whole school improvement.</p> <p>Increased confidence, knowledge and skills of all staff in teaching sport and PE</p>	<ul style="list-style-type: none"> • CPD for all staff, either updates or as more focused coaching for less experienced staff • CDP for all staff on the teaching of gymnastics • Further development of the planning of PE to ensure that children are able to make connections between sport – through fundamental movement skills. • Leaders have a secure understanding of the development of PE – through action research and through Trust collaboration. 	<p>Monitoring by school leaders has shown that:</p> <ul style="list-style-type: none"> • High quality teaching has been observed across the school. Teachers have improved subject knowledge which leads to children's knowledge and techniques improving. • Child voice shows that children can talk about their learning within PE and how teachers help them to learn (Peer review and OFSTED evidence). • Subject Lead is able to articulate the strengths of the curriculum and where further development is needed. • Staff knowledge about gymnastics has improved through CPD from an SLE, who showed a range of progression within this strand. • Through the redevelopment of the PE curriculum, staff are aware of sticky knowledge across the subject and how key skills can link to different sports. • Subject leader has an in-depth knowledge of the curriculum design and is able to provide constructive feedback to enhance the teaching and learning of PE. • Staff know the three domains (psychomotor, cognitive and affective) and how these can impact the teaching of a lesson. • OFSTED deemed the curriculum as good.
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<p>Broader experience of a range of sports and activities offered to all pupils.</p> <p>Increase participation in competitive sports</p>	<ul style="list-style-type: none"> • Increased range of after-school sports/ clubs e.g. yoga, archery, multiskills • Increased range of sports within curriculum 	<p>Through monitoring and surveys we have found:</p> <ul style="list-style-type: none"> • Children who may not have taken part in clubs or sports before are keen to try wider their experiences. • Children are happier to participate in team games and understand how to be a better sportsperson. • Through residential, children from year 4-6 have had an opportunity to build resilience within sports that may lie out of their comfort zone. • Children have a better understanding of rules and can apply these to a range of different sports. • 80% of year 6 children are able to swim 25m and perform self-safe rescue. • 92% of parents say that their children can take part in wider sporting activities.
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