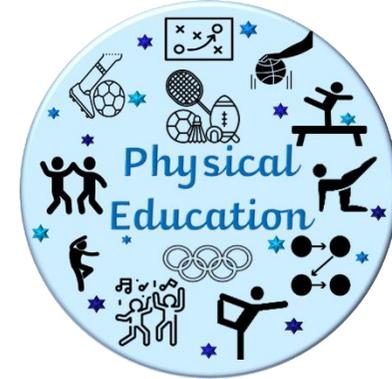
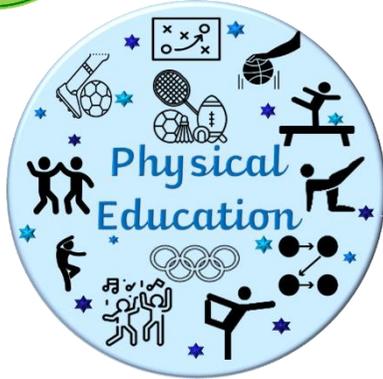




# Sawley Infant & Nursery School PE and School Sport Premium Plan 2022-2023



Academic Year: 2022/23	Total fund allocated: £17530	Date Updated: July 2023
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Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>All children will participate more in physical activity. All children will understand the physical and mental benefits of physical activity, health and wellbeing.</p> <p>All children, including SEND and disadvantaged pupils will have the opportunity to take part regularly in a range of physical activity.</p> <p>All children will have access to structured physical activity throughout their lunchtimes.</p>	<ul style="list-style-type: none"> <li>Monitor the provision of timetabled curriculum PE to ensure quality PE.</li> <li>Midday Supervisors to oversee and encourage structured lunchtime activities.</li> <li>Monitor the number of timetabled opportunities to be physically active in other lessons through planning, discussions with teaching staff and</li> <li>Baseline children's attainment in physical activity and monitor throughout the year.</li> <li>Monitor physically active transition times.</li> </ul>	<p>AM sports lunchtime provision</p> <p>£2000 coach costs</p>	<ul style="list-style-type: none"> <li>Monitoring shows...</li> <li>GetSet4PE Scheme is being used consistently</li> <li>All KS1 classes have 2 hours of PE plus additional active times</li> <li>Lunchtime activities are more active, coaches run regular sessions and staff are keen to access further training</li> <li>Staff use a range of 'active transition' ideas</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime activity training for MDS planned Autumn 23 (transient MDS staffing during 22-23)</li> <li>Review timetable against new daily structure for each year group</li> <li>Further support and monitor 'active times' throughout the week and opportunities to capture/ celebrate/ promote</li> </ul>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation:
	17%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>DS to attend Primary PE coordinator meetings</p> <p>Provide updates for parents on Class Dojo and Newsletters</p> <p>Update the school website with information from competitions</p> <p>Increase the amount of competitions attended throughout the year to promote the competitive edge in school and raise the profile of sports.</p> <p>Increase the number of inter-school sports competitions</p> <p>Audit children's opinion to make further improvements to PE curriculum</p> <p>Update and continue to ensure staff are engaging with the PE policy</p> <p>Create a whole school PE display in the communal school areas to promote PE across school</p>	<p>Release PE Curriculum Lead to attend (one morning per half term)</p> <p>Staff to update class dojo and newsletters about physical activity within school, including sponsored events</p> <p>Sign up through ESSP for competitions</p> <p>Plan events through WAT Cluster Select children/classes to attend events.</p> <p>Release PE Coordinator to complete learning walks and pupil interviews</p> <p>Ensure staff are emailed the updated PE policy and review any feedback.</p> <p>Each class to have their own display board to promote PE</p>	<p>£750 supply costs</p> <p>£1500 ESSP</p> <p>£750 supply costs</p>	<ul style="list-style-type: none"> <li>PE Subject Lead has attended meetings and disseminated key information to staff, leading to a better understanding of how KS1/EYFS can benefit from ESSP packages</li> <li>Monitoring of planning, provision and active transitions times in the school day shows that planning is more skills focussed and better understood by staff, with easily adaptable lesson plans.</li> <li>Children in all classes have engaged in events throughout the year, including multi-skills and ball skills, and additional balance bike sessions for SEND/Nurture group</li> <li>PE and Sports events are shared using (class dojo/newsletters/Parentmail) to raise profile of PESSPA and attendance at events is good</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategic monitoring timetable for PESSPA 23-24</li> <li>Widen competition and events opportunities as new academy trust links grow</li> <li>Create opportunities to capture/ celebrate/ promote 'active times'</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Adapted GetSet4PE planning used across school.</p> <p>Training delivered to all teaching staff to support PE teaching</p> <p>Staff are to attend CPD courses that are being provided by ESSP and through The National College</p> <p>To identify gaps, ensure consistency across classes and teaching, to identify possible CPD needs.</p>	<p>Purchase GetSet4PE All teachers to continue to use, evaluate and adapt GetSet4PE plans and resources</p> <p>Use ESSP to provide twilight training</p> <p>Employment of a coach to teach across KS1 to build knowledge and skills</p> <p>Circulate a list of CPD provided by ESSP for staff to identify needs</p> <p>Compare data across classes &amp; highlight key priorities for next year</p> <p>Monitoring activities (learning walks, pupil interviews) to ensure that teaching is good or better and subject knowledge is sound.</p> <p>Staff subject knowledge audit</p>	<p>£2100 scheme cost</p> <p>£1500 ESSP package (included above)</p> <p>AM sports (included above)</p> <p>Supply cover for courses</p> <p>Supply to cover PE Lead £750</p>	<ul style="list-style-type: none"> <li>PE Subject Lead has supported new staff to deliver high quality PE through observation, team teaching and support discussions</li> <li>GetSet4PE Scheme is being used consistently and adapted to suit class needs through differentiation prompts</li> <li>Coach used to support KS1 teaching and learning on rotation basis with each class.</li> <li>Some teacher have accessed PE CPD this year through team teaching with the subject lead</li> <li>Stakeholder report identifies key strengths and areas for improvement. – Athletics / Gymnastics provision stronger than Dance and games – identified as CPD focus.</li> <li>Pupil discussions / learning walk and staff discussions show increased confidence in PE, and the GS4PE scheme. Staff have sought advice regarding how to make resources accessible and small apparatus skill development</li> </ul>	<ul style="list-style-type: none"> <li>Training for Dance and Games units to be booked for 23-24</li> <li>Moderation of PE attainment judgements for 23-24</li> <li>Ensure assessment criteria is measurable and matched against plans for EYFS and KS1.</li> <li>Staff meeting PE Spotlight focus for staff development</li> <li>Provide support regarding structure of PE sessions to support behaviour management, expectations and vocabulary development</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 45%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p> <p>Order more equipment to support curriculum delivery</p> <p>Offer a range of after school clubs for children to attend (via AM sports, members of school staff).</p> <p>Continue to increase the uptake of PPG pupils in attending clubs, reducing the financial burden.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities and provide interventions.</p> <p>All KS1 to attend festivals (ESSP)</p> <p>All reception children to take part in balance bike sessions</p>	<p>Pay staff for a day's release to run an after-school club for five weeks</p> <p>Check stock and liaise with staff/children about equipment needed.</p> <p>Liaise with sports coaches to arrange timetables and registers</p> <p>All PPG pupils provided with a free club.</p> <p>Coaches booked for transporting children</p> <p>Use ESSP to deliver balance bike sessions</p>	<p>Approx. £5000 (2 days for each teacher)</p> <p>£1000</p> <p>Costings for AM sports (included above)</p> <p>60 children @ £5 each = £300</p> <p>£1500</p> <p>£1500 ESSP package (included above)</p>	<ul style="list-style-type: none"> <li>A wide range of lunch/after school clubs have been offered throughout 22-23 with a sports-based club every ½ term.</li> <li>PPG pupils all offered a free club and 47% accessed one.</li> <li>All KS1 children attended at least one sporting event and Balance Bike sessions delivered to Reception?</li> <li>Resources replenished for specific clubs, events and physical activity, eg: footballs, ribbons and javelin equipment</li> </ul>	<ul style="list-style-type: none"> <li>Review the range of clubs available for every year group (EYFS Parental feedback)</li> <li>Target PPG/SEND pupils individually to encourage club participation</li> <li>Review playground zones to maximize use of grounds, markings and equipment.</li> <li>Consider how different play equipment should be used and stored.</li> <li>Resources to encourage physical activity in the classroom (squiggle while you wiggle huge handwriting)</li> </ul>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Continue to attend ESSP competitions</p> <p>Continue to compete in intra and inter school competitions.</p> <p>Annual sports day competitions for all children in school.</p> <p>Soccerstars staff providing after school sports clubs</p> <p>Children are to take part in competitions alongside children from other schools in the area</p>	<p>Select children and send letters to parents for permissions.</p> <p>Sign up through ESSP for competitions Arrange competitions with WAT Cluster</p> <p>Notify parents through parent mail and class dojo Provide plans to members of staff Schedule each year group Sports day Replenish and check resources for each activity</p> <p>Continue to work with Soccerstars to provide opportunities for children. Liaise with staff from Soccerstars to discuss uptake and to provide feedback about coaches</p> <p>Resource activities for the competition. Children of all abilities/personalities will have opportunities to compete in intra and inter school competitions. Children to take part in as many inter school events as possible this year Complete questionnaire with children to audit interest and personalise opportunities offered.</p>	<p>£1500 ESSP (included above)</p> <p>Sports day resources and reward stickers £400</p> <p>Soccerstars costs £800</p> <p>Transport costs £800</p>	<ul style="list-style-type: none"> <li>All children engaged in Year Group Sports Days and parental attendance rates were very good in 22-23</li> <li>All KS1 classes attended a sporting event or competition off-site</li> <li>All Reception and Nurture pupils participated in Balance Bike Training</li> </ul>	<ul style="list-style-type: none"> <li>Schedule of inter/ intra school competitions for 23-24</li> <li>Continue annual sports day event</li> <li>Continue ESSP package affiliation and build engagement with wider activities</li> <li>Build new TRUST competition opportunities to raise the profile of PESSPA</li> </ul>

Review of 22-23		
Activity/Action	Impact	Comments / Next steps
<p><b><u>Key indicator 1: The engagement of all pupils in regular physical activity</u></b></p> <p>The school have monitored: PE lessons, lunchtime activity provision, transitions, and timetables to review the amount of quality physical activity for pupils and identify opportunities to improve provision</p>	<p>Monitoring shows...</p> <ul style="list-style-type: none"> <li>• GetSet4PE Scheme is being used consistently</li> <li>• All KS1 classes have 2 hours of PE plus additional active times</li> <li>• Lunchtime activities are more active, coaches run regular sessions and staff are keen to access further training</li> <li>• Staff use a range of 'active transition' ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Lunchtime activity training for MDS planned Autumn 23 (transient MDS staffing)</li> <li>• Review timetable against new daily structure for each year group</li> <li>• Further support and monitor 'active times' throughout the week and opportunities to capture/ celebrate/ promote</li> </ul>
<p><b><u>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</u></b></p> <p>The PE Curriculum Subject Leader (SL) has been released to complete monitoring and attend Erewash School Sport Partnership (ESSP) meetings.</p> <p>The school sign up (through ESSP) for competitions, select children/classes to attend events and update parents about physical activity within school.</p>	<ul style="list-style-type: none"> <li>• PE Subject Lead has attended meetings and disseminated key information to staff</li> <li>• Monitoring of planning, provision and active transitions times in the school day shows that planning is more skills focussed and better understood by staff, with easily adaptable lessons</li> <li>• Children in all classes have engaged in events throughout the year, including multi-skills and ball skills, and additional balance bike sessions for SEND/Nurture group</li> <li>• PE and Sports events are shared using (class dojo/newsletters/Parentmail) to raise profile of PESSPA and attendance at events is good</li> </ul>	<ul style="list-style-type: none"> <li>• Develop strategic monitoring timetable for PESSPA 23-24</li> <li>• Widen competition and events opportunities as new academy trust links grow</li> <li>• Create opportunities to capture/ celebrate/ promote 'active times'</li> </ul>
<p><b><u>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</u></b></p> <p>Teachers to continue to use, evaluate and adapt GetSet4PE plans and resources</p> <p>Coach teaching across KS1 to build knowledge and skills</p> <p>Monitoring activities (learning walks, pupil interviews) to ensure that teaching is good or better and subject knowledge is sound.</p> <p>Circulate a list of CPD provided by ESSP for staff to identify needs and provide twilight training</p> <p>Staff subject knowledge audit</p> <p>Compare data across classes &amp; highlight key priorities</p>	<ul style="list-style-type: none"> <li>• PE Subject Lead has supported new staff through observation, team teaching and support discussions</li> <li>• GetSet4PE Scheme is being used consistently and adapted to suit class needs through differentiation prompts</li> <li>• Coach used to support KS1 teaching and learning on rotation basis with each class.</li> <li>• Some teacher have accessed PE CPD this year through team teaching with the subject lead</li> <li>• Stakeholder report identifies key strengths and areas for improvement. – Athletics / Gymnastics provision stronger than Dance and games – identified as CPD focus.</li> <li>• Pupil discussions / learning walk and staff discussions show increased confidence in PE, and the GS4PE scheme. Staff have sought advice regarding how to make resources accessible and small apparatus skill development</li> </ul>	<ul style="list-style-type: none"> <li>• Training for Dance and Games units to be booked for 23-24</li> <li>• Moderation of PE attainment judgements for 23-24</li> <li>• Ensure assessment criteria is measurable and matched against plans for EYFS and KS1.</li> <li>• Staff meeting PE Spotlight focus for staff development</li> </ul>

<p><b><u>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</u></b>  Staff and coaches organised to run an after-school clubs  All PPG pupils provided with a free club place.  Check stock and liaise with staff/children about equipment needed.  Use ESSP to deliver balance bike sessions</p>	<ul style="list-style-type: none"> <li>• A wide range of lunch/after school clubs have been offered throughout 22-23 with a sports-based club every <math>\frac{1}{2}</math> term</li> <li>• PPG pupils all offered a free club and 47% accessed one.</li> <li>• All KS1 children attended at least one sporting event and Balance Bike sessions delivered to Reception?</li> <li>• Resources replenished for specific clubs, events and physical activity, eg: footballs, ribbons and javelin equipment</li> </ul>	<ul style="list-style-type: none"> <li>• Review the range of clubs available for every year group (EYFS Parental feedback)</li> <li>• Target PPG/SEND pupils individually to encourage club participation</li> <li>• Review playground zones to maximize use of grounds, markings and equipment.</li> <li>• Consider how different play equipment should be used and stored. Resources to encourage physical activity in the classroom (squiggle while you wiggle huge handwriting)</li> </ul>
<p><b><u>Key indicator 5: Increased participation in competitive sport</u></b>  Schedule, plan and publicise year group Sports days  Sign up, organize and attend ESSP competitions  Continue to work with Soccerstars to provide opportunities, discuss uptake and to provide feedback about clubs  Complete questionnaire with children to audit interest and personalise opportunities offered.</p>	<ul style="list-style-type: none"> <li>• All children engaged in Year Group Sports Days and parental attendance rates were very good in 22-23</li> <li>• All KS1 classes attended a sporting event or competition off-site</li> <li>• All Reception and Nurture pupils participated in Balance Bike Training</li> </ul>	<ul style="list-style-type: none"> <li>• Schedule of inter/ intra school competitions for 23-24</li> <li>• Continue annual sports day event</li> <li>• Continue ESSP package affiliation and build engagement with wider activities</li> <li>• Build new TRUST competition opportunities to raise the profile of PESSPA</li> </ul>