

Queens CofE Academy

Primary PE & Sport Premium Report 2022/23



PESSPA

Learning and Growing in the Love of God...

Premium reporting guidance

Please see below.

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the Quality of Education judgement, Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, teaching (pedagogy) and assessment

Impact - Attainment and progress

To assist schools with common transferable language, this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit <https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools> for the revised DfE guidance, including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to publish details of how they spend this funding, including any underspend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year, no later than the last working day in July 2023.



Budget Tracking

Details with regard to funding.

Total amount carried over from 2020/21?	£0.00
Total amount allocated for 2021/22?	£19,530.00
How much (if any) do you intend to carry over from this total fund into 2022/23?	
Total amount allocated for 2022/23?	£19,530.00
Total amount of funding for 2022/23 to be reported on by 31st July 2023?	£19,530.00

Review on PE & Sport Premium Funding

A reflection on previous spending and key achievements.

Past funding has enabled the school to improve the quality of provision of PE, School Sport and Physical Activity within school in various ways:

- Primary PE specialism qualification for the Subject Leader.
- Provision of excellent CPD (Team Teaching) to relevant staff.
- Significant development of outdoor play & learning and resources.
- Raising the profile of PE, School Sport and Physical Activity within School.
- The amount of PE and School Sport being delivered across school.
- Improvement in after school sports provision.
- Improvement in competitive sporting opportunities.
- Purchase of high-quality equipment and resources appropriate for all children.

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

N.B. Complete this section as best you can. 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 program of study.

What percentage of your current Year 6 cohort swim competently, confidently, and proficiently over a distance of at least 25 meters?

35%

What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke, and breaststroke]?

60%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations [when they left your primary school at the end of the last academic year]?

58%

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?

No

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 evaluate for pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £19,530	Date Updated: 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	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 enhance the learning, development and enrichment of Physical Education, Physical Activity and School Sport (PESSPA) at Queens.	Primary PE specialist to work with teachers, and across school, to enhance the delivery of PE and extend sporting activities, raising standards within PESSPA.	£1,167.84	Raised standards in teaching and learning (pedagogy):	Continue to stretch, raise and evolve the provision of PESSPA across the school: - Provide more/different clubs for children to access. - Link PE curriculum with School Games competitions; delivery is mapped and mirrors competition. - Attend tournaments and compete against other schools.
	Sports Assistant employed - through an external company - to deliver a structured timetable of sport at lunchtimes and extra-curricular sporting clubs, ensuring each year group has a consistent set of activity each week. While also supporting the deliver of high-quality PE.	£8,775.00	Children have access to a planned, broad, and balanced curriculum and structure of lessons; with a varying opportunity to partake in physical activity through play at break/lunchtimes and after-school clubs. Children are able to learn and apply, learn about and encourage to feel our table of content (see here), through an emerging state of enjoyment, engagement and commitment to improve.	

	<i>Break/Lunchtime Sport provided:</i> <i>Gym/Hand Tennis/Football And Playground Enrichment</i> <i>After-School Clubs provided (a minimum of 2 groups per night):</i> Autumn through to Spring <i>Monday:</i> Football – Year 3 and 4 Basketball – Year 5 & 6 <i>Tuesday:</i> Football – Year 5 and 6 <i>Wednesday:</i> Invasion – Year 3 and 4 Multi-Sports/Skills – Year 5 and 6 <i>Thursday:</i> Dance – Year 3 and 4 Athletics – Year 5 and 6 Tennis – all years Summer <i>Monday:</i> Football – Year 3 and 4 Basketball – Year 5 & 6 <i>Tuesday:</i> Football – Year 5 and 6 <i>Wednesday:</i> Cricket – all years <i>Thursday:</i> Gymnastics – all years Rounders – Year 5 and 6 <i>Friday:</i> Tennis – all years			- Expand Queens involvement in other sporting leagues/ competitions and with School Games. - Highlight the importance of personal bests and challenge pupils to improve on their performances in a range of activities throughout the year.
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Key indicator 2: Increase confidence, knowledge, and skills of all staff in teaching PE and sport.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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 improve progress and achievement of all pupils, a focus is also held on up-skilling school staff.	Team Teaching and 3-hour mornings, twice a week of teacher CPD. Baseline Yr. 3 pupils so that impact can be measured over time.	£1,438.29 N/A	Increased confidence and exceeding Subject Leadership skills; enabling the subject leader to lead professional learning for all staff and children. Subject Leader more confident when undertaking lesson monitoring; providing effective feedback and leading discussions on whole-school development to PE. Articulation of concepts, knowledge and understanding of pupils as well technical/tactical skills are increased significantly; children really enjoy PE and Sport and are very keen to take part, demonstrating a real emerging desire to learn and improve across the curriculum.	This should lead to sustainability as all staff will be supported to feel confident and provided with the tools to deliver PE and have teaching and learning practice modelled. <i>Next steps:</i> - Subject Leader/Specialist Sports Coach to set tasks throughout the year, observe and provide feedback to support the development of staff. - Increased support to all staff, training and CPD opportunities. - Staff to shadow.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Increased lesson time.	Children have 2 lessons of PE a week.	N/A	Children access and are engaged in 1 hour and 40 minutes of timetabled PE across a week – excluding that of School Sport.	
Inter-House Competitions and Sports Day.	An occasion where pupils, teachers, and parents can come together for a day of skill based-competitive sport to showcase and celebrate the sporting success of the academic year and enjoyment for the physical.		Children engage in three inter-house competitions across the school year and take part in a whole school sports day.	Link stages of competition to that of School Games (Heat/County) level competition.
Notice board/display across PE corridor and trophy cabinet located in the main entrance of school to raise the profile of PE and Sport for all children, parents and visitors see.	Regular updates to continually keep raising the profile of PE and Sport for all children, parents, and visitors.		Notice board/display readily and easily accessible with appropriate information and timetables for children to read.	Link notice board/display to School Games and curriculum in action (individual topics).

Direct page linked to PESSPA on the school website. PE Kit	Comprehensive page with our vision for, intent and implantation of PESSPA for the school community. PE kit and policy in place to raise the profile of PESSPA; children can partake in lessons beyond the physical. in different roles, through non-participant cards.			Badged kit/tops for children representing the school in competitions; enabling the school badge to be worn at the heart of competition.
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Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Residential: 60 Year 6 children had the opportunity to attend an Outdoor Adventure Residential in [enter place].	60 children from Years 6 were booked on to a '2 night stay' residential course at Adventure Plus, Clanfield, where they participated in a range of activities to stretch and challenge them in a variety of activities and in different ways, with a focus on outdoor adventurous activities (OAA) , team building and responsibility.	£5,827.00 <i>A proportion of the cost, per person, was subsidised by PE & Sports Premium funding.</i>	These children undertook a 'two night stay' residential course where they participated in a range of activities to stretch and challenge their learning and experience in a variety of activities, and in different ways, with a focus on: Outdoor Adventurous Activities (OAA), Team Building and Responsibility.	1. Review the course to decide if this is the best value and offer for our children to develop OAA skills, other softer-skills and British values. 2. Book for next year or find an alternative venue/provider.
Dance: a specialised Dance Teacher was hired to deliver a 6 Week program to each year as part of the PE curriculum.	Taking inspiration from the rich traditions of History, each year group had a Dance program planned, linked to their history topic. This acted as a great resource for cross-curricular learning.	£2,322.00		

Key indicator 5: Increased participation in competitive sport.				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Introduce additional competitive sports identified by pupils, from a recent survey, in order to engage more pupils and boost participation and engagement of children (including those of different ethnic backgrounds, experiences, SEN). Engage children in competitive sport/activity across all form of PESSPA. Compete in a variety of local football competitions including the local schools cup, a league with other local primary schools and Academy Trust Festival.	Arrange evenings for practices where they don't interfere with or effect other commitments and friendly competitions (i.e., inter/intra school). Tailor competitive sport to Winter/Summer. Fulfil fixtures for each competition entered.	N/A	Improved standards and performances in invasion games during PE and School Sport and children take part with a noticeable difference in their attitude. A variety of year groups/children have taken part in competitive sport.	- Build links with local sports partnerships/clubs to promote access routes into club/team sports. - Promote girl's football across school, opening the opportunity for a team and participation in competitive matches. - Compete in the same events next year and build to achieve sporting success. - Implement a progress structure for a 2-4 year journey across school teams; <i>Year 3 and 4 Teams and Year 5 and 6 Teams: second entry point following a 2 year pathway.</i>

				- Groups split and Teams lead by a specific individual. - Continue and/or pay into subscribed competition where beneficial so that children continue to benefit from participation in competitive school sport.
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Signed off by	
Head Teacher:	
Date:	July 2023
Subject Leader:	L. Avery
Date:	July 2023
Governor:	
Date:	