

Primary PE and Sport Premium 2022/23

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

| Key achievements to 2021/22: | Areas for further improvement and baseline evidence of need: |
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| <p>This was the first full school year with no school closure for Covid, whilst some restrictions were in place we were able to undertake a program of extra curricular sports clubs for KS1 and 2</p> <p>We were able to undertake Off Site Adventurous Activity with Y3 and 4 using Weymouth Outdoor Ed Centre and PGL at Osmington Bay</p> <p>We were able to hold and run our sports day in the Summer Term</p> <p>All the children took part in a skipping day and were provided with a skipping rope, this proved to be very popular with the children</p> <p>All children took part in a dance PE module led by a specialist dance teacher</p> <p>Upon partial return of children and eventual full return of pupils we prioritised the daily mile within the timetable across the week</p> | <p>To support the teaching of PE across the school all classes will be working with a specialist PE teacher for one of their PE lessons</p> <p>To maintain the opportunity for active play both in free time and curriculum time we will need to replace our existing play trail.</p> <p>Funds will also be used to provide active play opportunities within the YR learning environment</p> |

| Meeting national curriculum requirements for swimming and water safety |
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| <p>Currently our Y4 pupils do not swim in school time due to access to a pool. However, when they transfer to the Middle School they have access to swimming lessons using their own pool.</p> |

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 students today and for the future.

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| Academic Year: 2022/23 | | Total fund allocated: £17170 | | |
| 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 | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| We aim to maintain children’s physical activity to meet the 30 mins a day recommended through the ‘Daily Mile’ which means all children run for 10 mins a day. Promote lunchtime activity | HT to keep a record of each classes’ total and use in ‘celebration assembly’ Access the Skipping Man to promote skipping across the school | £570 | This will provide data on engagement in the daily mile across the school Observation by LTS of the children in using the equipment | Revisit of Skipping Man to keep the momentum |
| Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE display is in the hall Children certificates for participating in DASP inter school sports events are presented in Friday’s Celebration assembly and photos are put on the school website. The school collects Ks2 Sports Day records – children that break a school record are celebrated in Friday assembly. HT shares the sport he plays with the children in assembly – asks for a show of hands of children who have taken part in | Maintain participation in sport events run by DASP – when possible | | Children enjoy representing the school and take part positively all classes have opportunity to take part in sports events – they are run for a range of abilities | The LGB decision to extend the funding over 3 years will enable the school to maintain a core after school sports offer School to see whether the MAT can work to pool resources for a single person to do |

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| <p>activity. Sporting figures are often used as role models in assemblies – both able bodied and Paralympians The School Council organise ‘Sports Relief’ activity.</p> <p>The ex DASP PE teacher is a positive role model for PE, teaches all children for one PE lesson a week – employed from Summer Term</p> <p>St Mary’s Middle School Y7&8 Sports Leaders support intra and inter sports events – they act as excellent role models and many children aspire to being a sports leader as a result</p> <p>Dance teacher promotes positive engagement for all the children in dance as a physical activity</p> <p>Premier Sport coaches run a range of afterschool activity; fencing, archery etc that the children wouldn’t normally have access to.</p> <p>Provision of Dance Club for KS1 using local dance school teacher</p> | <p>Sustain the role of Ex DASP PE teacher to help promote PE</p> <p>Children to perform dances in assembly</p> <p>Set up and facilitate clubs/activities for the children to undertake</p> <p>Identify dance teacher to lead and set up club</p> | <p>£5500</p> <p>£3300</p> <p>£420</p> <p>With dance costs</p> | <p>Staff are able to lead and teach units of work having worked with the DASP Sport Teacher</p> <p>The quality of children’s performance increases overtime. Staff are able to identify the features of good dance teaching</p> <p>Children are able to access a range of sports</p> | <p>To be employed for the full academic year in 2022/23</p> <p>Sustain funds for Dance</p> <p>Sustain funds for Premier Sport to run the range of lunchtime and afterschool clubs currently offered</p> |
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| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Ensuring that the staff are able to observe good quality PE and Dance lessons to support CPD | Funding for the ex DASP PE teacher to provide 1 day of PE teaching for KS1 and 2 with targeted staff. The lesson plans are made available to all staff. Team teaching. Funding of a dance teacher in the Spring term to deliver dance across Ks1 and 2. YR in the summer term | Cost previously reported Cost previously reported | Staff are using lesson plans for PE module. Children observed as having good engagement in PE. Staff more confident in delivering PE and dance. | Lesson plans available in school with resource cards to explain the activities and skills needed. Increase element of team teaching with the PE and Dance teachers acting as mentors to staff. |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Ex DASP PE teacher to cover activity that the classteacher is less confident to deliver ensuring that the PE curriculum is varied. Dance teacher to incorporate a range of dance – expressive dance, street dance, ballroom Premier sport offer activity not normally offered by school staff – fencing, archery etc Use of PGL Outdoor Education Centre to provide adventurous activity for all Y4 children free of charge. Use of Weymouth Outdoor Ed Centre to provide adventurous activity for all Y3 children free of charge. | Maintaining the funding allocation for Ex DASP PE teacher, dance teacher and Premier Sport | Cost previously reported Cost previously reported £2210 £1735 | Staff who have worked with the DASP PE teacher are able to use plans provided to deliver PE independently Quality of children’s dance lesson is raised in terms of dance challenge. Staff see high expectations for dance All children have access to a range of extra curricular sports. All children experience adventurous activity Team building skills developed Open Mindset to challenge | DASP PE teacher to observe staff delivering PE to ensure that PE remains well taught |

| Key indicator 5: Supporting pupil wellbeing and emotional health | | | | |
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| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| To deliver Trick Box to all pupils as a programme of study to equip all pupils with a greater ability to manage their feelings and emotions positively | Purchase of teaching material and access to training resources. Staff meeting time to deliver training and support staff in teaching the scheme | £400 (including all resources for parent workshops) | Children will discuss and use the 'tricks' within the scheme Parent workshops are well attended with positive feedback | Funds to be used to purchase parent workshop materials and pupil resources in the future |
| Hamish and Milo well being program - to be delivered 2 pms a week by trained TA | To target well being support for identified children | With PP plan | The feedback from schools using the package has been positive – DASP schools have access to enhanced support and training | |
| Key indicator 6: Increased participation in competitive sport | | | | |
| School focus with clarity on intended impact on pupils: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Maintain the recent addition to sports day of the more formal events to the KS2 afternoon where individual 1 st , 2 nd and 3 rd places are awarded and winners scores or distances are recorded for the school records. | Access the Ex DASP PE teacher and Y7/8 Sports Leaders to run the events | | All children take part in Sports Day | Football club to arrange additional matches with local schools |
| Ensure that staff are made available to take the children to the DASP sports festivals and competitions | Maintenance of DASP PE teacher funding and time given to them to organize events | | All KS1 and YR children take part in DASP Multiskills Over 50% of KS2 children take part in DASP sports events over a year, by the end of Y4 all children will have taken part in an event | |
| | Total Spend | £17915 | | |