

PE and Sports Premium strategy statement

This statement details East Allington Primary School use of the PE and Sports Premium funding for 2022 to 2023 to help improve pupil engagement in PE, sport and physical activity

It outlines our strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of the premium had within our school.

School overview

Detail	Data
School name:	East Allington primary School
Number of pupils in school:	107
Proportion (%) of pupil at year 6 meeting the NCPE requirements for swimming and water safety	Can swim competently, confidently and proficiently over 25 meters or more = 88% Can use a range of strokes effectively = 88% Can perform a self-rescue in different water-based situations = 75%
Academic year/years that our current sports premium strategy plan covers,	2022 -25
Date this statement was published	1 st September 2022
Date on which it will be reviewed	Yearly (1 st September 2023)
Statement authorised by	Headteacher
PE and Sports Premium lead	Matt Sullivan
Link Governor	Chloe Toorneini

PE and Sports Premium Funding overview

Detail	Amount
Sports premium funding allocation this academic year	£16,980
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£16,980

Part A: PE and Sports Premium Funding strategy plan

Statement of intent

To achieve our PE and Sports Premium Plan, we build from the key aims of the PE curriculum, which are:

developing competence and confidence to excel in a broad range of team and individual physical activities

- being physically active for sustained periods of time
- engaging in competitive sports and activities
- leading healthy, active lives both physically and mentally

At the heart of our PE and Sports Premium Plan is to develop: competence and confidence in physical activity, sustaining longer periods of being physically active, engaging in competitive opportunities, and participating in healthy lifestyles. Our pillars of navigation for physical education (motor control; rules, tactics, and strategy; and engaging in healthy participation) are immersed in ESW's Head, Heart, Hands PE framework. Head, Heart, Hands enables a bridge to be created between primary and secondary learning, providing continuity and recall of prior knowledge, and allowing children to be truly physically educated.

The Head, Heart Hands framework is:

- **Head:** Knowledge, Understanding, Feedback, Responsibility, Analysis, Rules
- **Heart:** Effort, Communication, Respect, Leadership, Resilience, Confidence
- **Hands:** Fitness, Physical ability, Technique, Competition, Problem-solving

In addition to the aims and Head, Heart, Hand framework, we have developed our plan around the local community, drawing upon physical activity and sports that children can realistically access, and is related to their local landscape and environment, but does not exclude the wider national and global physical education context.

In the Early years we are improving children's movement to ensure it is fluent, controlled and graceful, developing overall body strength, coordination, balance and agility, and ensure they know how to participate in PE and sports activities safely.

In key stage 1 the children will start to encounter high quality sports specific activities, such as invasion games, dance, gymnastics, and striking and fielding, swimming & water safety.

In Key stage 2 children will think like a sports performer and be physically competent, confident and engage in healthy participation, and ensure they understand and can perform the key concepts of: motor competence; rules, strategies & tactics; healthy participation; and evaluation of self and others.

Crucially they will be able to make informed positive choices about healthy participation, both now and for the future.

These aims will be achieved through: a high quality the PE curriculum; increased participation in sports festivals and competitions; extra-curricular opportunities, teacher/staff CPD, and specialist teaching.

Challenges

This details the key challenges to achievement that we have identified among our pupils.

Challenge number	Detail of challenge
1	The engagement of <u>all</u> 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
2	The profile of PESSPA 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

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
All children within the school are participating in PE lessons and have the opportunity to access regular extra-curricular sport/physical activity	<ul style="list-style-type: none"> - End of summer 2023 and 2024 data will show that all children will have met or exceeded this targeted outcome, through PE curriculum assessment, pupil voice forums and registers of attendance at extra-curricular sports clubs, competitions and festivals
To ensure PE and sport are embedded in the school culture and is seen as an important drive for child development and school improvement	<ul style="list-style-type: none"> - School is ensuring daily physical activity is part of their morning and afternoon routine - They have active breaktimes and celebrate sporting success through assemblies, and whole school events
Teachers and support staff have confidence, skill and knowledge to competently teach high quality PE and extra-curricular sports/physical activity	<ul style="list-style-type: none"> - End of summer 2023, all Teachers and support staff are inducted on the PE Planning programme through non-pupil days and staff team meetings - CDL and PE leads meet ½ termly to identify gaps strengths and weaknesses related in teacher/staff knowledge/skills and provide effective and relevant CPD opportunities - Teachers/staff can access PE Planning leads for advice on lessons and assessment

<p>All children are offered access to a broad range of sports and physical activity opportunities each school year</p>	<ul style="list-style-type: none"> - Children from both key stages are accessing the ESW sports competitions programme - Children with SEND/EHCPs or PP have opportunities to access sports clubs/physical activity sessions with pathways to progress - Children are aware of how to access local community sports clubs to progress their sporting talents or to improve their health - Children access local opportunities, such as sailing and kayaking - Sports days offer both participatory and competitive opportunities, and are culturally nourishing and rewarding for all children
<p>To provide an ESW competitive sports programme for all children</p>	<ul style="list-style-type: none"> - Each year group has the opportunity to attend at least 2 sporting events each school year, based across ESW schools - Children experience the cultural pleasure of being part of a competitive sports tournament/festival to develop their resilience - Children experience the nature of winning and losing, with grace, while demonstrating excellent sporting behaviour at all times - Children play against and mix with participants from other schools within ESW - Children are aware of how to access local community sports clubs to progress their sporting talents or to improve their health

Activity in this academic year

This details how we intend to spend our premium **this academic year** to address the challenges listed above.

Increasing participation in PE, sport and physical activity both in and outside of school (for example, improved PE curriculum, a range of extra-curricular activities)

Budgeted cost: £ 5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
CDL/PE lead will induct all teachers and teaching assistants on how to use the PE overview and PE planning teaching and assessment resources, during non-pupil days/team meetings	https://peplanning.org.uk/ https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education	1/4
Each school will have a regular lunch or after school sports club which focuses on both key stages, target groups and promotes their talents during the school year	https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education Articles 12, Article 29 https://www.unicef.org.uk/rights-respecting-schools/the-rsa/about-the-rsa/coronavirus-resources/articles-in-action/	1/4

Raise the profile of PE, sport and physical activity across the school to promote whole school improvement (for example, whole school daily mile, celebrating sporting success in school)

Budgeted cost: £ 2,130

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Breaktimes have structure to them to promote active play, through the promotion of play leaders, and play activities</p>	<p>https://www.yourschoolgames.com/active-recovery/10-tips-for-improving-active-play-at-your-school/</p>	<p>1/2/3</p>
<p>Sporting achievements, both in and out of school, are shared and celebrated in assemblies, classrooms and newsletters</p>	<p>https://www.yourschoolgames.com/blog/our-lady-immaculate-catholic-primary-school-4/sporting-achievements-spring-2020/</p> <p>https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</p>	<p>1/2/3</p>

Increase the teaching of high-quality PE and sports across all school staff (Specialist Teaching/Curriculum Design)

Budgeted cost: £ 4,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CDL delivers twice yearly inductions to the PE curriculum and PE Planning resource for all staff</p>	<p>https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</p> <p>https://peplanning.org.uk/the-staffroom/</p>	<p>3</p>

CDL/PE leaders meet through ½ termly subject/year group meetings to identify strengths and improvements, in teacher/staff subject knowledge and pedagogy. Appropriate CPD remedies are then applied	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	3
CDL ensures teachers/staff have ownership of PE planning and can access PE Planning leads for advice on lessons and assessment	https://peplanning.org.uk/the-latest/	3

Develop a broader range of sports and activities for children to experience (for example, PE specialist teachers, ESW Sports competitions)

Budgeted cost: £ 2,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
CDL and PE leads ensure the ESW sports competitions programme includes multi skills and fundamentals festivals for KS1, 2 and SEND children	https://www.yourschoolgames.com/how-it-works/	1/4

CDL and PE leads create a bespoke sports festival for SEND/EHCP children which is delivered at the end of the school year to celebrate their talents	https://www.youthsporttrust.org/resources/inclusion/send-resources	1/4
PE leads promote local sports club posters/information that is shared with all children on noticeboards, assemblies and through newsletters	https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education	1/4/5
PE leads and Headteachers organise the Royal Dart Sailing Day for targeted children (PP, SEND, EHCPs) to promote access and improve water safety knowledge	https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education https://www.riss.org.uk/teaching-your-children-basic-water-safety-skills	1/4
CDL and PE leads ensure sports days have 2 parts: a multi skills/sports carousel based on participation; and a competitive race section which are culturally nourishing and rewarding for all children. All successes will be rewarded	https://www.youthsporttrust.org/join-us/national-school-sports-week https://peplanning.org.uk/pe-resources/	1/2/4/5

To increase competitive sporting opportunities for all children (for example, the promotion of the ESW sports competition programme)

Budgeted cost: £ 3,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
PE leads ensure each year group/target group attend at least 2 sports competitions each school year to play against other ESW schools	https://www.yourschoolgames.com/taking-part/	5

<p>All teachers and staff promote fair play and sporting behaviour in PE lessons, after school sports clubs and breaktime sports through the Rights Respecting School framework (shaking hands, rewards for good sporting behaviour)</p>	<p>https://www.unicef.org.uk/rights-respecting-schools/the-rsa/what-is-a-rights-respecting-school/</p>	<p>1/2/3/4/5</p>
<p>During specific sports competitions, the local club details are shared with children/parents/carers</p>	<p>https://www.marcrhayes.com/post/a-summary-of-ofsted-s-pe-research-review-for-teachers-and-leaders-physical-education</p>	<p>5</p>

Total budgeted cost: £ 16, 980

Part B: Review of outcomes in the previous academic year

PE and Sports Premium Funding strategy outcomes

Academic Year 21-22			
Increasing participation in PE, sport and physical activity both in and outside of school			
Desired outcome	Chosen action/approach	impact:	Lessons learned
All teachers to start using PE planning for lessons and assessment	Purchase membership to PE planning package	More teachers are teaching higher Quality PE lessons through the use of PE Planning	Teaching assistants need to be inducted to promote high quality PE and sport
To promote both lunchtime and after school sports clubs	Induct teachers through Non-Pupil days	Most teachers inducted on how to use PE planning during the Autumn non pupil day/Team meetings	All teachers need to be inducted on how to use PE planning and regular updates given throughout the school year- CDL to lead this
	Ask pupils what sports they would like to participate in and create clubs		
Children to attend at least 1 sports fixture per 1/ 2 term	Arrange friendly sports fixtures with other ESW schools	Sports clubs taking place at every half term, initially in multi sports then progressing to sports specific, such as tag rugby, gymnastics, cricket/rounders and athletics	Sports clubs need to focus on pupil voice/multi sports in the Autumn term then progress to sports specific clubs in the Spring and Summer term – more festivals are needed to support the clubs
		6 football fixtures and 1 football tournament took place throughout the school year. The school played against other ESW schools	Create a range of sports fixtures and tournaments for children to access. Target SEND/PP, EHCP children
		Children also participated in 2 netball fixtures during the Spring term	
Raise the profile of PE, sport and physical activity across the school for whole school			
Desired outcome	Chosen action/approach	impact:	Lessons learned

Provide regular updates on PE, ensuring cognitive science is at the core of this learning	Attend school team meetings either via remote or in person to ensure curriculum sequencing is understood and being used	Teachers had the opportunity to discuss any gaps in their knowledge and for the CDL/PE lead to clarify any misconceptions	PE needs to feature in more team meetings. More focus is needed on how to use PE planning (assessment, medium term planners, support resources)
Explore the use of physical interventions in PE lessons, such as developing resilience through PE	Undertake a small research project to establish the effectiveness of resilience related interventions	The research project showed moderate benefit to using resilience interventions in PE. This will be further developed through the Head, Heart, Hands framework	Wider ESW research project is needed to establish the value of such interventions

Increase the teaching of high-quality PE and sports across all school staff

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned
Teachers are fully trained in how to use PE planning resources through staff training sessions	Attend team meetings to troubleshoot any gaps in knowledge from the Autumn training session	Teacher's knowledge gaps are identified early and addressed, hence high-quality PE be taught to every child	More regular PE CPD is needed to give teachers and TAs full confidence to use the PE Planning resources
Provide daily/weekly advice and PE news updates, via the PE Teams tile to all staff to include in their teaching	Teachers access the PE Teams Tile for CPD updates	Teachers are updated on PE developments, latest research and how to use it effectively in their lessons	Promotion of the Teams tile is needed to guide teachers towards it for CPD support

Broader range of sports and activities for children to experience

Desired outcome	Chosen action/approach	impact:	Lessons learned
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Provide lunchtime or after school running clubs to support children's health and physical development and promote a love of running	Identify staff volunteers to organise a running club for targeted children (SEND/EHCP/PP/Girls)	PE lead delivered taster sessions- low uptake from children	More focus on the joy of running is needed within PE lessons, such as running in sports, fun running games to remove barriers to misconceptions about running
Provide after school sports clubs which link to the local sporting infrastructure to promote children progressing from school sport to club	Select sports through pupil voice and junior sports clubs in the local area and have accessibility for children	After school sports clubs were established with pupil voice deciding the initial ½ term programme and staff linking further clubs to the local sporting infrastructure	Provide a wider focus on sports, moving beyond football, netball and rugby
To continue to access the sailing week with Dartmouth Yacht Club for year 5/6 children new to sailing	Liaise with the Yacht Club schools organiser to arrange for the sailing sessions to take place in July and identify children	Low confidence children attended a day's free sailing and were given the opportunity to attend a sailing summer school	Establish all year-round links with the club to prepare children for the sailing culture and remove barriers to participation

To increase competitive sporting opportunities for all children

Desired outcome	Chosen action/approach	impact:	Lessons learned
Develop school sports/activities tournament at lunchtimes, through school councils, children will organise sporting tournaments each term based around teamwork	Short House-type competitions take place regularly throughout the school year and feed into house points/rewards	Children will have experience of a range of sports/activities and a sense of identity with their House and learn to work for the benefit of the team	Playground timings caused barriers to House events taking place. Additional space or sports/activity that suit small spaces will be planned for the next cycle
Working with the School Games Organiser, Dartmouth Academy and Kingsbridge Community School develop a competitions calendar to allow children to compete in sports based around local sporting infrastructure	Events will be organised via the secondary school, in partnership with primary colleagues	Children are taking part in regular termly sports competitions, either virtually or physically	More staffing resource is needed to create a full sports competition calendar. An ESW wide group will be established to share the tasks and implement a high-quality sports coemption programme in the next cycle

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
PE Planning	PE Planning Primary PE
School Games	Sport England/Youth Sport Trust