



## St. Alban's PE / Sport Premium Planned Spend 2022 /23

Total amount carried over from 2021/22	£ 0
Total amount allocated for 2022/23 and to <b>be spent by July 2023</b>	£ 23 466.70
TOTAL SPENT IN YEAR 2022 -2023 (updated termly)	£ 23 466.70

### Swimming (Year 6 2022-23)

Meeting national curriculum requirements for swimming and water safety.

The school has identified around 21 children who in Year 5 have not completed the National Curriculum expectations and will be supported next year.

What percentage of your current <b>Year 5 cohort</b> swims competently, confidently and proficiently over a distance of at least 25 metres? (31 <sup>st</sup> July 2022) compared to Year 6 2023 after extra block	65% (Year 5 2022) 83% (Year 6 2023)
What percentage of your current <b>Year 5 cohort</b> uses a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? (31 <sup>st</sup> July 2022) compared to Year 6 2023 after extra block	67% (Year 5 2022) 90% (Year 6 2023)
<b>What percentage of your current Year 5 cohort perform safe self-rescue in different water-based situations? (31<sup>st</sup> July 2022)</b> compared to Year 6 2023 after extra block	67% (Year 5 2022) 82% (Year 6 2023)
Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes purchase of one extra week for Year 6 non swimmers in Autumn 2022 (2022 -2023) - Week beginning 31 <sup>st</sup> October 2022
One extra slot for all Year 6 (19 children have not yet achieved National Curriculum expectations booked for Autumn term 2022 31 <sup>st</sup> October -	£1315 ( 0.6%)

## 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.

<b>Academic Year: 2022/23</b>		<b>Total fund allocated: £ 23 466.70</b>		<b>Date Updated: 11/7/2023</b>	
<b>Key indicator 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</b>					Percentage of total allocation: 0.004%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>		
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
Increase the number of pupils participating in structured activity at lunchtimes – Target set for more than 50% taking part at least once every week.	Edsential Club to be delivered to children across the school on a rota – two lunch clubs per week.  Midday staff to use ideas, support and plans from Edsential staff to support activity on remaining 3 days of the weeks.  Use pupil voice to capture feedback on current lunchtime activities.  Purchase equipment to enable the children to take part in the lunchtime activities.	As part of Edsential SLA – support free/ as part of Edsential SLA- support  Free  £100	<b>Impact:</b> Children have new activities and equipment to enable them to be engaged in structured activities during lunchtime.  Children are more active, and behaviour has improved.  <b>Evidence:</b> Registers and feedback from staff. Children are more active and engaged.  62% of children have taken part in structured activities at least once a week with many taking part on numerous days.  TAs are running activities at break time and at lunch time.	Play Maker Award has been delivered to children in Year 5 to equip them with the knowledge and skills to deliver activities to children during break/ lunch times.  A rota will be set up for this to be rolled out fully in September.  Extra equipment to be ordered just for lunchtime. This to be kept in a designated area just for use during this time.  KS1 have had less opportunities to take part in structured activities- look at next year.	

Created by:



Supported by:



Registers kept for Edsential lunchtime activity.

Autumn Term 1- 120+ KS2 took part in an Edsential run activity each week.

Autumn Term 2- 90+ KS1 and 2 took part in an Edsential run activity each week.

Spring Term 1-90+ KS1 and KS2 children took part in an Edsential run activity each week.

Spring Term 2- 90+ KS1 and KS2 children took part in an Edsential run activity each week.

Summer Term 1 and 2 – 90+ Ks2 children took part in an Edsential run activity each week.

Equipment purchased for playground.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				15%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
<p>Improve the resilience, self-esteem and attitudes towards physical activity in targeted groups of pupils.</p> <p>Target – All pupils involved to demonstrate progress against each of the 3 outcomes.</p>	<p>Use the Personal Best Programme to support pupils in developing greater resilience, improving their self-esteem and having a greater understanding of the benefits of being physically active. 6 x week in Spring Term 2023</p>	£915	<p><b>Impact:</b> Progress was seen for all children against the three outcomes. Their resilience, self-esteem and understanding of the benefits of being physically active improved.</p> <p><b>Evidence:</b> Edsential Impact Report <a href="https://sway.office.com/7MBqbD8GaC3uuJzw?ref=Link&amp;loc=mysways">https://sway.office.com/7MBqbD8GaC3uuJzw?ref=Link&amp;loc=mysways</a></p>	Monitor children to see if it would be beneficial to deliver it again to others in need within school.
<p>Improve the gross motor skills of targeted pupils in EYFS.</p> <p>Target – All pupils show progress in each of the areas; Agility, balance, and coordination.</p>	<p>Fundamentals programme is a 6 week 1/2 day programme for pupils in EYFS and Y1. It uses ELG data to develop gross motor abilities in identified pupils. (Spring 2 2023 Tuesday all morning)</p>	£785	<p><b>Impact:</b> All children from FS2 had access to six weeks' teaching of the fundamental skills. Working on agility, balance, co-ordination, jumping, throwing, catching, and running.</p> <p><b>Evidence:</b> End of Programme Impact Report from Edsential. <a href="https://sway.office.com/LFjFfmJotcXGMSYN?ref=Link&amp;loc=play">https://sway.office.com/LFjFfmJotcXGMSYN?ref=Link&amp;loc=play</a> Improvements could be seen across the different areas.</p>	Monitor children to see if it would be beneficial to deliver it again to others in need within school.

<p>Improve pupils' ability to self-manage their own wellbeing in the following areas:</p> <p>Stress reduction Building resilience Raising self awareness Processing emotions</p>	<p>Rainbow Programme is a 12 week programme that combines physical activity, through yoga, with developing mental wellbeing.</p> <p>Rest Easy Approach is being adopted across the school and shares similar aspects with the Rainbow Programme.</p>	<p>£1750</p>	<p><b>Impact:</b> Children have learnt skills to improve mental wellbeing. They enjoyed the programme and have developed skills to try to self-manage stress etc.</p> <p><b>Evidence:</b> End of programme impact Report from Edsential <a href="https://sway.office.com/ZXhoXrjIA_sVYwsej?ref=Link&amp;loc=play">https://sway.office.com/ZXhoXrjIA_sVYwsej?ref=Link&amp;loc=play</a> Staff feedback in the weeks and months following the completion of the programme.</p>	<p>Monitor children to see if it would be beneficial to deliver it again to others in need within school.</p>
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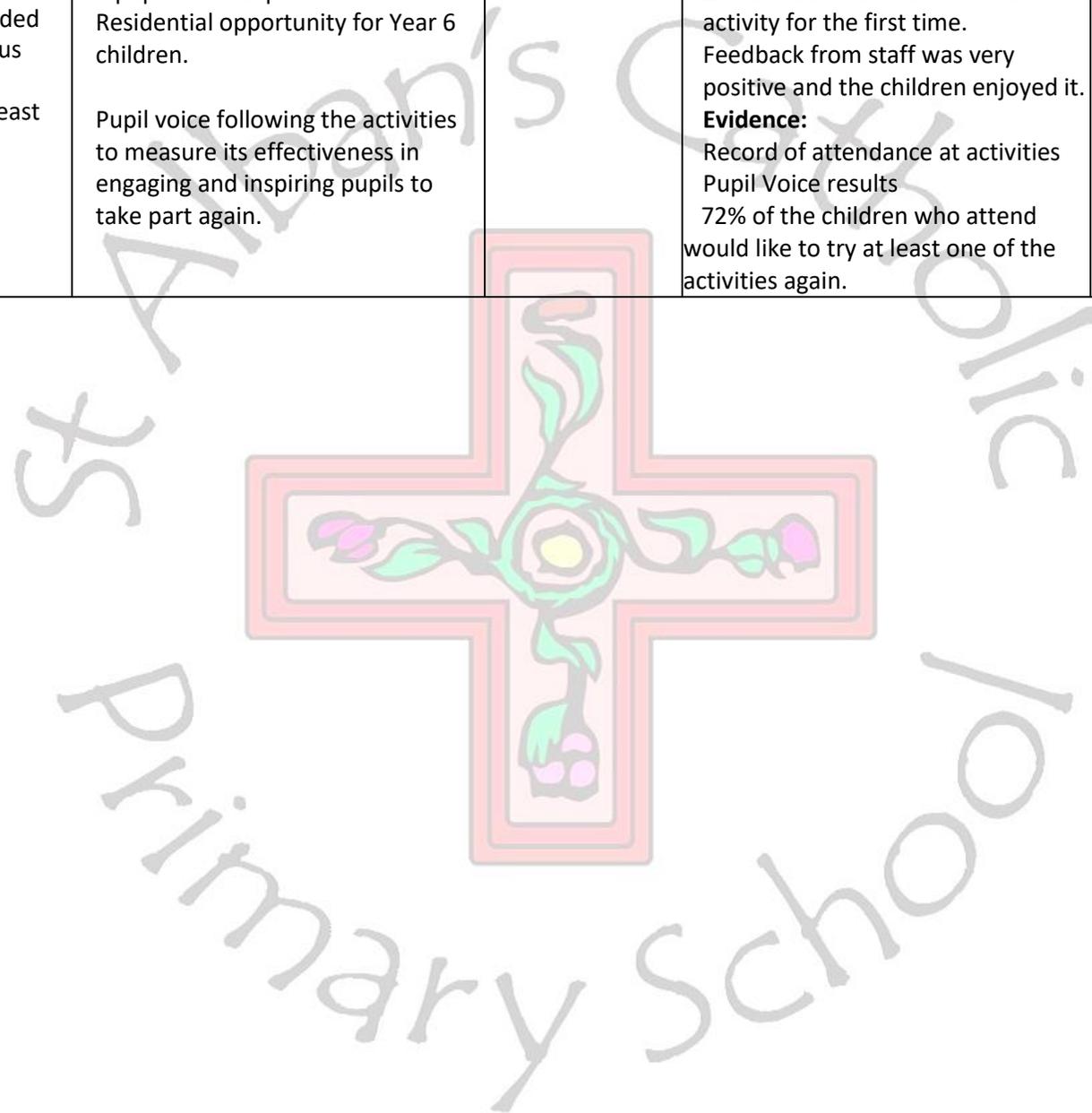
**Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** Percentage of total allocation:  
62%

Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<p>Develop knowledge and support the PE Subject Leader to: Increase opportunities for all pupils Improve the delivery and learning curriculum PE Use PE to make improvements across the school</p>	<p>PE Subject Leader to receive external support as part of Edsential Subject Leader Support Programme, including: Termly visits, ongoing advice and guidance, support with evidencing PE and Sport Premium spending, Ofsted preparation, curriculum design and development and assessment.</p>	<p>£750</p>	<p><b>Impact:</b> Support has been given to the PE lead during the year. Help has been given with auditing and purchasing of equipment, planning of CPD delivery, organizing competitions, and evidencing the PE and Sport Premium spending.</p> <p><b>Evidence:</b> Evidence of this spending can be seen through impact in most of the other areas of this document including: Participation in Key Indicator 1 Curriculum delivery and CPD in key</p>	<p>Continue with subject leader support next year.</p>

			indicator 2 Wider opportunities for all pupils in key indicator 4 and increased access to competitions in key indicator 5.	
<p>All pupils take part in PE Lessons each week.</p> <p>PE lessons are delivered by teachers with increased confidence and competence, leading to increased pupil <b>enjoyment, engagement, and progress.</b></p>	<p>All staff will receive a formal CPD programme throughout the year.</p> <p>Pupil voice will be gathered at the start and end of the year to see improvements in enjoyment and engagement.</p> <p>PE Assessment data will be used to identify progress made.</p> <p>NEW online Scheme of Work subscription available to all teaching staff and include in CPD Programme.</p> <p>New equipment to be ordered to enable the children to take part in PE lessons each week.</p>	<p>£12,840</p> <p>£300</p> <p>£645</p>	<p><b>Impact:</b> All teachers have received 3 blocks of CPD on different areas of the curriculum during the year. They have had experience of using the new scheme of work to deliver lessons. The new equipment has enabled lessons to be taught effectively. New tennis balls, indoor equipment for KS1.</p> <p><b>Evidence:</b> CPD Programme Impact Reports show increased confidence from teachers after support. See reports – PE file Staff comments on reports. PE Assessment Data</p>	<p>Audit of equipment to be completed to account for damaged/ lost equipment and new equipment to be ordered in September.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 18%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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:
<p>To improve the children's core strength, balance and coordination. To move energetically in a range of ways and negotiate obstacles in their way.</p> <p>To have 80% of F2 children to reach expected in Early Learning Goal/physical develop.</p>	<p>Grow Wellbeing to support the children in Reception and to develop outdoor learning – promote wellbeing Purchase of 20 lessons to support Outdoor learning and Education</p> <p>Hybrid plan of Forest Schools for Reception children</p>	£3000 (20 x 25(Sessions in Autumn term))	<p><b>Impact:</b> The children in F2 are much more confident and independent when moving in a large open space. The children have demonstrated an improved core strength and this is demonstrate through the activities that they participate in.</p> <p><b>Evidence:</b> 86% of the children reached the expected standard in their gross motor skills at the end of the year.</p>	Continue to use Forest schools with next year's F2 children.
<p>Increase the number of pupils taking part in physical activity clubs before and after school.</p> <p>Target of 40% of whole school accessing at least one club by July 2023</p>	After school club from Edsential (2x per week) throughout the year are supplemented by staff led activities.	Part of CPD costs	<p><b>Impact:</b> Children have had access to free before and after school clubs covering a range of year groups and sports.</p> <p><b>Evidence:</b> There have been 12 Edsential before or after school clubs during the year - 151 children have taken part in those. Staff have also led physical activity clubs- 23 children 58% of children have accessed at least one club. Analysis of club registers</p>	KS1 children have not had access to clubs- look at next year.

<p>Increase the number of pupils in Year 6 taking part in an adventurous activity for the first time.</p> <p>Target – 100% of pupils who attended residential to try a new adventurous activity for the first time.</p> <p>50% of pupils would like to try at least one of the activities again.</p>	<p>Purchase a range of new adventurous opportunities for Year 6 pupils to take part in.</p> <p>Residential opportunity for Year 6 children.</p> <p>Pupil voice following the activities to measure its effectiveness in engaging and inspiring pupils to take part again.</p>	<p>£1500</p>	<p><b>Impact:</b></p> <p>All the children who attended- 100% tried a new adventurous activity for the first time.</p> <p>Feedback from staff was very positive and the children enjoyed it.</p> <p><b>Evidence:</b></p> <p>Record of attendance at activities</p> <p>Pupil Voice results</p> <p>72% of the children who attend would like to try at least one of the activities again.</p>	<p>Children to attend again next year.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what 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 increase the number of pupil's regularly attending competitions, support improved pupil motivation and social interaction.	Membership fees, affiliation and entry fees to a range of competitions and events. Increasing opportunity via attendance at inter-school competition. Supply cover to free travelling staff.	Part of SLA cost from Edsential.	<p><b>Impact:</b> During the year children have been able to attend competitions run by Edsential and local associations. Children have been able to use skills learnt in extra curricular clubs and lessons in various competitions including: netball, tag-rugby,</p> <p><b>Evidence:</b> Record of attendance 68 children from KS2 have attended Edsential competitions this year. Pupil Voice- feedback from the children who have attended has been extremely positive. 'We had great fun and want to come again'. 'I can now dribble a basketball'. 'It was really fun.'</p>	Next year- to have more opportunities for the children to attend competitions. Events agreed with the Headteacher at the start of year/term and placed on school calendar. Arrangements to be made for staff cover to enable attendance.
<p>Increase the number of competitive opportunities available to all pupils during the school day.</p> <p>Target – All pupils to take part in a competition in school each term.</p>	Edsential staff, middays to develop a rota of competitive opportunities for all pupils during lunchtimes.	Part of SLA cost from Edsential	<p><b>Impact:</b> Children have enjoyed taking part in competitive activities- playing basketball matches, football, handball, netball etc.</p> <p><b>Evidence:</b> During lunch time there have been competitions for the children to take part in – basketball shooting, football, athletics events. Records of competitions</p>	Continue to introduce competitions including those which are individual challenges rather than a team sport e.g. skipping challenges, speed bounce, hula hoop. Children to beat their own score. Use Play leaders to gather evidence.

Signed off by	
Head Teacher:	John McDonald
Date:	31/07/2023
Subject Leader:	D Maguire
Date:	31/07/2023
Governor:	Kevin Doogan (Chair)
Date:	31/07/2023

