

How we report on Sports Premium

What is the Sports Premium Grant?

The premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the current academic year, to encourage the development of healthy, active lifestyles. Information on how much PE and sport premium funding primary schools receive and advice on how to spend it has been published.

Allocations for the academic year are calculated using the number of pupils in years 1 to 6, as recorded in the previous January census, and for 2019-20 were as follows:

- schools with 17 or more pupils receive £16,000 plus £10 per pupil
- schools with 16 or fewer pupils receive £1000 per pupil

In the case of a school which has opened or is due to open during the academic year, the above formula will apply based on pupils recorded on the autumn school census.

What should the grant be spent on?

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that you should use the premium to:

- develop or add to the PE and sport 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

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

For example, you can use your funding to:

- provide staff with professional development, mentoring, training and resources to help them teach PE and sport more effectively
- hire qualified sports coaches to work with teachers to enhance or extend current opportunities
- introduce new sports, dance or other activities to encourage more pupils to take up sport and physical activities

- support and involve the least active children by providing targeted activities, and running or extending school sports and holiday clubs
- enter or run more sport competitions
- partner with other schools to run sports activities and clubs
- encourage pupils to take on leadership or volunteer roles that support sport and physical activity within the school
- provide additional swimming provision targeted to pupils not able to meet the swimming requirements of the national curriculum
- embed physical activity into the school day through active travel to and from school, active playgrounds and active teaching

You should not use your funding to:

- employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of your core staffing budgets
- teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach your existing PE curriculum)

The Association for Physical Education (<http://www.afpe.org.uk>) has useful information and guidance regarding the use and evidencing of the Sports Premium.

What should we report?

Academies and free schools must publish, on their website, information about their use of the premium by 31st July each year. A trust template for this can be found at the end of the document.

Schools must publish:

- the amount of premium received
- a full breakdown of how it has been spent (or will be spent)
- what impact the school has seen on pupils' PE and sport participation and attainment
- how the improvements will be sustainable in the future
- how many pupils within their year 6 cohort can do each of the following:
 - swim competently, confidently and proficiently over a distance of at least 25 metres
 - use a range of strokes effectively
 - perform safe self-rescue in different water-based situations

Attainment data for year 6 pupils should be provided from their most recent swimming lessons. This may be data from years 3, 4, 5 or 6, depending on the swimming programme at your school. It is therefore essential to retain attainment data from swimming lessons in years 3 to 5 to be able to report this accurately in year 6.

Schools' online reporting is monitored through an annual sample of schools in each local authority. Active Partnerships review the published information on selected schools' websites to ensure it meets the requirements on premium funding and swimming attainment. The results are reported to the Department for Education, and also help to ensure that Active Partnerships can offer schools in their local area the most relevant support.

Sport Premium Review and Action Plan 2022-23

Review of last year's plan. Allocation: £17,820

Key achievements	Areas for future improvement and evidence of need
<p>Development of PE leader – training for PE lead has enabled a clear subject statement to be completed and a review of current planning. Regular attendance at PE networks has developed the lead's subject knowledge and ability to lead the subject. A monitoring schedule has been followed and new assessment procedures developed.</p> <p>Developed PE planning – purchased a scheme of work that ensures clear progression and provides opportunities for children to develop the competencies which build on proficiency and motivation. Research shows that children need hours of practise to develop competencies and enables skills to be taught across all year groups.</p> <p>Competitive sport – Children have had the opportunity to compete against each other and experience competition.</p> <p>Extra-curricular provision has been well developed to enrich the school's curriculum and offer a broader range of sporting experiences. These have run consistently throughout the year. The provision has provided excellent opportunities for all children to refine their skills, practise more and feel success. These clubs have been accessed by boys and girls equally.</p> <p>Playtime and dinnertime activities have been well designed to improve the children's motor competence, developing children's gross and fine motor skills, coordination, control and confidence. The structured, well sequenced skipping program is motivating children to improve their technique and fitness.</p> <p>West Bromwich Albion have provided children with specific and complex needs to access targeted sports and activities. Staff have attended these sessions and have begun to plan similar targeted work into the children's weekly PE provision. The children are participating in PE with greater focus and motivation. They have had opportunities to practise skills and interact with those around them.</p>	<p>Continue to develop the PE lead so that they can develop links with the Junior school and local community.</p> <p>Continue to develop extra-curricular provision to include Reception children. Currently, provision is only available to Key Stage One.</p> <p>Continue to provide CPD for staff to ensure teaching is of the highest quality.</p> <p>PE lead to develop links with local schools so that the children can compete in competitive sports</p> <p>To continue to provide free extra curricular clubs</p> <p>Continue to research into playground activities that develop children's motor competences.</p> <p>West Bromwich Albion will no longer be available in school due to rising costs. Sports Plus will provide targeted sports and activities for children with specific and complex needs in 2023 - 2024</p>

Academic Year: 2022/23	Total fund allocated: £17,820	Date Updated: July 2022
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Key indicator 1: The engagement of all 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

Action:	Intended Impact	Funding allocated:	Sustainability	End of year evaluation and next steps
To purchase a PE scheme	Ensure high quality instruction and teaching of PE. Improve teacher subject knowledge. REAL PE progression offers sufficient time to develop the competencies which build proficiency and motivation. Children will be engaged in their learning as they begin to feel success in their ability. Teachers have a clear progression of skills and examples of good quality learning and performance.	£2400	Yearly subscription reduces once the scheme has been purchased therefore PE budget can sustain future payments. Investigation into the scheme shows that it promotes good subject knowledge and supports practitioners in the delivery of declarative and procedural knowledge. This will build teacher expertise and confidence when teaching PE.	Get Set 4 PE purchased. This scheme provided more robust planning support than REAL PE. The scheme provides greater consistency of teaching and learning across Key Stage One and provides a clear sequence of learning. Staff have received CPD to ensure they are confident in teaching the program. 2023-2024 Continue with CPD so that teachers become experts in the teaching of PE.
Action Utilise expertise of West Bromwich Albion foundation to plan and deliver weekly sessions for targeted pupils with complex SEND and who find whole class PE sessions demanding.	Intended Impact Children are accessing a specifically designed PE curriculum that meets their needs. Their confidence and coordination increase and they are improving their basic skills at their individual level.	WBA foundation 0.5 day per week £1900	Sustainability Staff grow in confidence to plan and deliver PE lessons during the week, building on what they have observed during WBA sessions.	SEND staff have been able to use some of the coaching strategies in small groups at other times. Children have accessed good quality, consistent provision designed to meet their individual needs.
			Staff member becomes confident in	2023 – 2024 continue to develop this. PE lead

Develop a well planned and sequenced skipping club during lunchtimes	Children are motivated to develop their skipping skills and challenge themselves to work through the sequence. Behaviour at lunchtimes improves.	LSP 2 hours per week, equipment £2500	leading skipping and motivating children to participate. Most of the equipment will last for of years.	and midday lead to facilitate this next year. The structured, well sequenced skipping program is motivating children to improve their technique and fitness. Behaviour at dinner times continues to be very good
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

Action	Intended Impact	Funding allocated	Sustainability	End of year evaluation and next steps
Children have the opportunity to create a film about healthy lifestyles. They are able to take the film home to share with families.	For pupils to make connections between their knowledge of health and how it applies to physical activity. For pupils to make informed decisions about how to participate in physical activity in a healthy way.	£2300	Staff learn where and how children can make connections between healthy lifestyles and physical activity. This will need continued funding if to continue.	Children learnt about how to stay fit and healthy and how to enhance their wellbeing. They created a film about healthy lifestyles and shared this at a premier film night with their families. Children made links between physical activity, mental health and wellbeing. Films now share via online platforms to reduce the cost of DVDs Increase cost of film maker £3500
PE lead to Support dinner staff to engage in activities at dinner time. Provide equipment for children to access.	Well designed playtime and lunchtime activities enable the children to develop and improve their motor competence. They begin to learn how to play together, take turns and create their own games.	£2500 Training for dinner staff Purchase equipment	Staff become confident and skilled in guiding children how to create games. They are able to do this without continued support from PE lead.	Dinner staff are engaging more with children and encouraging them to play games, skip and explore the equipment. Children are collaborating well and share equipment across year groups with kindness and respect. 2023-2024 – develop further activities at lunchtimes so that the games can be rotated each term. Continue to work with dinner staff to build their confidence.
PE lead to work with staff during playtimes to model to the children how to create games and use the equipment.	Behaviour improves, children build friendships	LSP 2 hours per week, equipment £2500	Staff member becomes confident in leading skipping and motivating children to participate. Most of the equipment will last for a number of years.	

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Action	Intended Impact	Funding allocated	Sustainability	End of year evaluation and next steps
<p>Develop new PE leader. Release time to research good practice in PE, attend networks and subject leader training. Release time to work alongside deputy head to develop subject knowledge. Release time to become familiar with Get Set 4 PE.</p>	<p>PE leader becomes confident to lead PE across the school. Improved subject knowledge, excellent knowledge of the school's new scheme and confident to monitor PE across the school including lesson observations, assessment monitoring and conversations with pupils.</p>	£3000	Once staff are trained and subject leader has the required knowledge and experience, PE monitoring will be a part of school's normal monitoring process.	<p>CPD for PE lead has enabled a clear subject statement to be completed and a review of current planning. Regular attendance at PE networks has developed the lead's subject knowledge and ability to lead the subject. A monitoring schedule has been followed and new assessment procedure developed.</p> <p>2023-2024 – Continue to develop PE lead so that they can develop links with the Junior school and local community.</p> <p>Continue to provide CPD for all teachers</p>
<p>CPD to equip teachers to teach Get Set 4 PE scheme</p>	<p>Expert teachers draw on their subject and pedagogical content knowledge to teach effectively. Teachers organise learning to tackle common misconceptions and structure learning in a way which enables substantial progress.</p>	£1500	Once staff are familiar with the new scheme and their subject knowledge has increased, support can be scaled down.	<p>Teachers have used Get Set 4 PE to develop their pedagogical content knowledge and teach effectively. Greater consistency has been observed in monitoring and children are participating and performing well in PE. Planning supports teachers to identify potential misconceptions and builds on previous learning.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Action	Intended Impact	Funding allocated	Sustainability	End of year evaluation and next steps
To provide extra sporting opportunities for children with social and emotional needs through WBA foundation	Children's confidence and coordination increases, and they are improving their basic skills at their individual level.	£800	Staff attend sessions with the children and build their knowledge, confidence and expertise.	Some of our most vulnerable children have participated with growing confidence, independence and skill. Children have enjoyed participating in well planned sporting opportunities. Staff have begun to plan extra PE sessions for children following this model.
Provide free sports clubs for Key Stage One and Reception children after school – focus on a range of sports and ensure all children have the opportunity to attend a club	Extracurricular provision enriches the school's curriculum and offers a broader range of sporting experiences taught by experienced sports coaches. Children have opportunities to experience different sports, grow in confidence and improve motor competence.	£4050	Extra curricular provision will continue to need funding next year.	Key Stage One clubs were well attended throughout the year. Offering clubs at no cost enabled some of our disadvantaged families the opportunities to attend clubs throughout the year. Children enjoyed a wider variety of sports through the afterschool clubs. Extra-curricular provision has been well developed to enrich the school's curriculum and offer a broader range of sporting experiences. These have run consistently throughout the year. The provision has provided excellent opportunities for children to refine their skills, practise more and feel success. 2023-2024 Free sports clubs to continue to ensure equity for all

Key indicator 5: Increased participation in competitive sport

Action	Intended Impact	Funding allocated	Sustainability	End of year evaluation and next steps
PE lead to organise competitive sporting opportunities for the children to participate in, both in school and with other schools Provide staffing and transport to facilitate this.	Children experience competition and are encouraged to set goals and be more active. Children have the opportunity to apply their learning in the context of a sporting competition. Children learn about winning and losing, good sportsmanship and being a team player	£800 coaches	Build strong links with sporting venues in the area and make links with local schools so that this can continue in the future. Funding for competition between schools will need to continue.	Competitive sporting opportunities happened within school but not with other schools. This was due to increased cost of transport. PE lead to try and facilitate this for 2023-2024

SWIMMING IS NOT TAUGHT AT THE INFANT SCHOOL

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below*:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	Yes/No

*Schools may wish to provide this information in July, just before the publication deadline.