Sports Premium Spend

[Company name] | [Company address]

BENTLEY NEW VILLAGE PRIMARY SCHOOL

HEADTEACHER: VICTORIA SIMMONS

2022-2023

**Details with regard to funding**

Please complete the table below.

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| Total amount carried over from 2021/22 | £0 |
| Total amount allocated for 2021/22 | £18,180 |
| How much (if any) do you intend to carry over from this total fund into 2023/24? | £0 |
| Total amount allocated for 2022/23 | £18,166 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £18,166 |

**Swimming Data**

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety.N.B. Complete this section to your best ability. 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 programme of study** |  |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?**N.B.** Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2021.Please see note above | 100% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?Please see note above | 100% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 100% |
| 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 |

**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.

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| **Academic Year:** 2022/23 | **Total fund allocated: £18,166** | **Date Updated: 09.07.22** |  |
| **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: |
| 20% (£3652) |
| **Intent** | **Implementation** | **Impact** |  |
| Access to high quality resources during PE sessions and after school clubs. Enough quantity of resources to enable access for all  | Purchase of additional PE resources to support after school club sessions, plus a widening of resources to allow additional sports to be covered in clubs. All sports and activities taught in after school clubs to be fully resourced All individuals have access to sufficient resources to be able to engage fully in sessions  | £412 | All after school sport sessions will be fully resourced leading to greater participation and active minutes in sessions. All planned PE sessions are fully resourced leading to greater participation and active minutes in lessons.PE equipment audits have been completed ready for next year, to ensure all sporting sessions are fully resourcedSEN children with VI required adapted resources. - 1:1 child in Y6 has adapted resources for PE sessions. | School staff better equipped to teach PEMonitor safety of equipment |
| Funding for sports coach to run breakfast time active sports sessions  | Use external sports coach and create a rota for children’s access to ensure all children can participate across the year  | £3240 | Children have access to active sessions. Children have an active start to the day to prepare them for learning. | More active, healthy children ready to learnPromote children to be active |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| 26% (£4777) |
| **Intent** | **Implementation** | **Impact** |  |
| FSM and SEND children are planned for and lessons and clubs facilitate full engagement of all children  | FSM are supported in accessing extra-curricular activities whether it be through supporting financially attendance at clubs or provision of sports equipment or kit SEND children are planned for in sessions with the support of the SENCo  | £4677(LSA salary for support) | Increased uptake of extracurricular clubs by FSM & SEND children.  | Next steps: Vulnerable children will be targeted early. They will be taught and encouraged how to be healthy and active from a young age. |
| Additional sports clubs relating to competitions calendar.  | Transport and kit purchased and cover required.Additional resources and sports club for weekly practise. |  £100 | Mental health improved and specific skills targeted. Better connections with other schools for CPD, how competitions are organised. Type of competitions available and identify any gaps. - Have taken part in football and dodgeball competitions with three schools in the surrounding area.Children become masters of at least one skill/sport. | The staff leading become trained at teaching and leading. Competitions can then be organised by staff and school to cut transport costs. |
| To further develop children’s positive attitude to P.E.  | A range of displays promoting sports and achievements are displayed in the hall to raise the profile of sport. Work or achievements are shown in class assemblies. Photographs of outside of school sporting activities are celebrated |  | Children and staff are aware of the high profile of sporting achievements Pupil voice showing that the children are engaging and are showing a positive attitude to PE. - I enjoy my PE lessons67% strongly agree22% agree11% disagree | Continue to promote PE and a broad range of sports. Invite a visiting sports person (possibly who has written a book to link with World Book Day and encourage cross – curricular links with sport). Continue to promote internal and external sporting competitions.  |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| 1.5% (£300) |
| **Intent** | **Implementation** | **Impact** |  |
| Staff to work alongside external coaches during sports events/days. Use skills learnt in own teaching  | School focus event over 1 weeks with coaches from a range of sports invited in to work with children across a range of sports. Opportunity to observe specialist coaching sessions.  | £300 | Enhanced planning and teacher confidence in the delivery of a variety of sports following observation of externally led sessions. Playground games taught to deliver. | Teachers upskilled and feel more confident to deliver any additional sessions, including target children during Active 10. |
| PE lead to keep up to date with PE developments.  | PE lead attend network and pyramid PE meetings.  | PE Lead kept up to date with new PE developments, interschool activities and PE moderation techniques. - OS attended local network meetings | Continue to attend PE meetings and conferences to keep up to date and informed about competitions.  |
| PE lead to have subject release time.   | PE lead judgements to be moderated. Feedback to be given to staff to improve teaching and learning. PE Lead to update SOW. PE Lead to write Sports report. PE Lead to order equipment. PE Lead to moderate yearly overview of sports and skills offered. | PE lead observed PE sessions independently and were judged as accurate. Staff given feedback to improve teaching and learning where needed. Suggestions of resources and videos to enhance teaching were given. SOW work and progression of skills updated throughout the year leading to ongoing monitoring. Wide range of sporting activities through National Curriculum planned for next year to encompass all genders. Safe and effective PE taught throughout school.  | Continue to monitor teaching and learning throughout the schoolContinue to update sports report annually. Continue to update SOW. Continue to monitor use of equipment and replace when needed. Continue to review and update yearly overview for consistency and progression,  |
| PE lead to update and plan an overview of the year to ensure the full breadth of statutory curriculum.  | coach and PE lead discussed coverage to deploy and support PE lead to develop another year of the curriculum cycle to include a wider range of sports. | Children were able to access a wide range of sports. Overview shared with staff and PE lead and able to support in the delivery and purchasing resources. Children actively engaged in high quality taught sessions covering the statutory curriculum as staff able to follow the cycle to ensure coverage.  | Continue to review and update coverage yearly and develop a broad range of activities offered through the overview. |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| 51.5% (£9440) |
| **Intent** | **Implementation** | **Impact** |  |
| Motor Development:School to provide gross and fine motor intervention for children identified to have additional physical development needs.**Identified target children will take part in daily motor intervention activities, taught by trained coach, in order to improve their physical development.** | * Identify children with additional need for physical intervention
* Baseline assessment to gather physical development data

Liaise with coach to monitor impact of motor activities on progress of physical development and children’s physical confidence | £5640- Motor Development external provider | Progress in physical development in order to achieve GLD at EYFS.FM = 83%GM = 77%Progress in handwriting in KS1, contributing to writing development. | Children targeted from a young age and stage to support good development and address and needs before they become instilled.Children make good progress quickly meaning that they will end the programme at the end of KS1. This will then provide opportunities for other children to access. |
| Range of after school clubs is wide and varied to give the children a range of experiences.  | Clubs meet the varied interests of children within the school and cover all the main sports. The school always aims to have at least one sport that the children may not have experienced before. Use of premium to keep cost low and ensure that no child misses out through cost. Additional clubs to be decided upon after consultation with children.  | £3600 | Children accessed clubs weekly. This was general multi-skills to ensure all children were active. Uptake was good and offered to all children. | Next steps: Change the clubs often to link to competitions for children to gain confidence supporting PSED. |
| Improve children’s Emotional and Mental wellbeing through a mixture of teacher led and specialist visitor led workshops  | Book in a series of workshops which focusing on children’s mental health. All children to improve concentration, health and mental wellbeing. Develop teacher expertise on delivering Wellbeing and mental health sessions.  | £200 | Specialist visitors on enrichment day developed teacher expertise.Children accessing positive mental health and well-being activities, which promote relaxation, and breathing techniques – local boxing, cricket, basketball and dance clubs attended enrichment days | Next steps: Vulnerable children will be targeted early. They will be taught and encouraged how to be healthy and active from a young age.Teachers will be able to continue and re-use from sessions. |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| 2% (£500) |
| **Intent** | **Implementation** | **Impact** |  |
| School to hold sports week event covering wide range of sports events. | Plan series of events and sports for children to experience Book external coaches and local sportsman to lead sessions Purchase medals for children.  | £500 |  Children received coaching from 4 external companies and 3 familiar sports coaches. Children developed resilience and perseverance when trying new and challenging sports. Supported confidence when completing familiar sports. |  Children introduced to new skills and sport events, particularly the playground games that they can now continue to play. Next steps: Identify children and promote organisations for out of school clubs in the local area. |

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| Signed off by |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |