



Dry Drayton C of E Primary School
Review of PE and Sports Premium
Spending and Evidencing the Impact
2022-2023

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16510
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16510
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 16510

Swimming Data

Please report on your Swimming Data below.

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 2022. Please see note above	55%
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	55%

Created by:



Supported by:



What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	73%
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

Action Plan and Budget Tracking

Academic Year: 2022/2023		Total fund allocated: £16510		Date Updated: 27.6.23	
<p>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 = £5670</p>					Percentage of total allocation:
					34%
Intent		Implementation		Impact	
School focus with clarity on intended impact:		Actions to achieve:		Funding allocated:	Evidence of impact on pupils including wider impact on whole school improvement:
<p>1. Children to take part in a wider range of sports, participating regularly throughout the school day (mostly at break times) and beyond, lunch time sports coach to bring a variety of sports.</p> <p>2. Allocate four afternoons per year group across the year for extended Forest School sessions</p> <p>3. Purchase new equipment and storage to promote more sports at break times</p> <p>4. Purchase new equipment for allowing differentiation with PE lessons.</p>		<p>Enhanced provision in terms of presence of a sports coach every lunch time and access to equipment at break/lunch times. To offer inclusive games and activities.</p> <p>Forest School sessions to link with Science/Topic as appropriate. Have a forest school display to showcase the work they have completed.</p> <p>Create a playtime/lunchtime box with new equipment easily accessible to children and changed half termly.</p> <p>Make an inventory of existing sports equipment. Review</p>		<p>£100/week = £3900</p> <p>£30/week =1170</p> <p>£600</p>	<p>1. More active participation from a wide range of children. Variety of activities delivered by qualified coaches. Activities chosen in collaboration with the children and sports leader. All pupils are much fitter – evidenced in sports day races and lessons and SL assessments throughout the year. They have a much more positive attitude to a wider range of sports.</p> <p>2. Love of nature and increase in knowledge evidenced in Forest School Journals. Forest School linked with eg Science and Topic being taught in the class.</p> <p>3. This did not work.</p> <p>4. Due to having new equipment, differentiation could occur within the children’s ages and ability so all could access the skills in the lessons.</p>
					<p>1.This is sustainable. Next step is to continue with sports coach sessions at lunch time and focus on the separation of key stages for the activities.</p> <p>2. This is sustainable. Next step to keep more detailed records of what is being covered in Forest School to link in with the rest of the curriculum.</p> <p>3. This is sustainable. Next step is to train the children who are sports leaders to manage this task each day.</p> <p>4. This is sustainable. Next step is to maintain</p>

	curriculum and any specific SEN needs, consider possible tournaments for the year and purchase replacement or additional kit as required.			the new equipment we have.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement = £7600				Percentage of total allocation: 46%
Intent	Implementation		Impact	Sustainability and suggested next steps:
<ol style="list-style-type: none"> To allow for the continuation of the quality and breadth of PE teaching and to provide CPD for staff to insure sustainability. To improve the skills and overall fitness of children. To develop or add to the PE and sport activities already offered at school. To have notices and reports on a Sports noticeboard and in the newsletter by sports reporters 	<p>PE teacher in house will continue to deliver excellent PE teaching and CPD for staff.</p> <p>To improve the PE curriculum which teaches a progression of skills and knowledge throughout R to 6.</p> <p>To run/plan fun and inclusive lunch-time activities.</p> <p>To have Sports reporters who review events attended for the fortnightly newsletter, to report in assembly and for display.</p> <p>To ask the children about their sporting participation and achievements outside of school and to display these. Share in weekly Celebration assembly.</p>	£7600	<ol style="list-style-type: none"> Pupil voice (Dec 22) evidenced that: children still enjoy having a PE teacher for sport lessons and they like their skills are built on from the previous year's lessons. Ofsted March 23 stated that 'the children have learnt and practiced the skills needed beforehand to play in a match. There is a path of learning that begins and builds from reception. All pupils are much fitter – evidenced in sports day races and lessons and SL assessments. Assessments show that working through the skills progressions, the children have made good progress. Lunchtime activities have covered a variety of sports which had engaged more children in the activities. Sports noticeboard updated after tournaments. High profile in the lunch hall. Sport tournaments given a high priority in the fortnightly newsletter 	<ol style="list-style-type: none"> This is sustainable. Next step is to ensure more teachers observe whole PE lessons for upskilling CPD. This is sustainable if we can continue with the same provision to support this. Next step is to again, target certain children to increase their skills and fitness. This is sustainable. Next step is to research other sports which could be included eg from other cultures. This is sustainable. Next step is to update board for next year and continue with high profile in the hall and newsletters.

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport = £1090			Percentage of total allocation:
			7%
Intent	Implementation	Impact	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. PE teacher to teach across the school to ensure progression of skills and knowledge. 2. Use swimming instructor to support staff teaching with planning and delivering swimming lessons across the school. 3. To raise the skills and knowledge of the apprentice TA in sensory circuits. To increase the capacity for delivering sensory circuits throughout school. 	<p>Create opportunities for observations to take place by HT and governors. Discussions to follow these will allow the cascade of knowledge to other staff.</p> <p>Book a block of 6 swimming lessons for each year group in the spring/summer term.</p> <p>To work alongside the sensory circuit lead and mentor</p>	<p>Included in KI 2</p> <p>£300 towards cost and to support those in need of financial support</p> <p>£790</p>	<ol style="list-style-type: none"> 1. Having a PE teacher following the national curriculum, planning using the skills and knowledge progressions has upskilled all children as evidenced in half termly assessments. Reference to the good, well planned and sequenced teaching of sport was made in Ofsted March 23 2. Swimming instructor taught alongside PE teacher to deliver effective swimming lessons across the school. 3. Two TAs including the apprentice had a sensory circuit course. Apprentice now able to run sessions independently. <ol style="list-style-type: none"> 1. This is sustainable. Next step is to up level skills in a couple of areas eg dance and OAA 2. This is sustainable so long as parents contribute towards the cost of lessons and/or transport. 3. This is sustainable but not the best use of TA time. Better for them to work independently as they are needed elsewhere.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:
			n/a
Intent	Implementation	Impact	Sustainability and suggested next steps:

<ol style="list-style-type: none"> 1. Take part in a variety of SSP competitions for different levels. 2. Create opportunities to try different sports. 	<p>Decide which tournaments would be appropriate to attend to ensure all children have the opportunity to compete at least once in the school year. (Yrs 3-6)</p> <p>Plan PE curriculum accordingly to prepare children for the tournaments without restricting the opportunities to learn new sports and skills.</p> <p>Borrow equipment from SSP to add to the break/lunch time equipment and for lunch time sports coach to be able to use it to allow greater opportunities for trying new sports.</p>	<p>Included in KI 1</p>	<ol style="list-style-type: none"> 1. This enabled us to participate in sports competitions and to borrow sports equipment eg large hockey balls, archery and lacrosse. All KS2 children participated in many tournaments throughout the year gaining confidence and experience in teamwork and a variety of sports. The variety of tournaments enabled the children to experience different sports at different competitive levels. 2. The two year rolling plan allows for a variety of sports/skills to be covered. The lunch time sports leaders being on a timetable has created opportunities to try different sports. 	<ol style="list-style-type: none"> 1. This is sustainable. Next step to ensure again that every child can participate in at least one tournament a year. 2. This is sustainable. Nest steps to borrow different equipment next year.
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Key indicator 5: Increased participation in competitive sport = £2150			Percentage of total allocation: 13%
Intent	Implementation	Impact	Sustainability and suggested next steps:
<p>1. Bronze Subscription to SCSSP - Access to numerous inter-school tournaments and activities throughout the year, network meetings and support from Sports Partnership.</p> <p>2. To prepare the children for various tournaments and events which will increase and enhance confidence and engagement for all pupils since we are a small school we normally need all of a year group to attend a tournament. This increased participation in PE and sport will help children to develop a healthy lifestyle and to reach performance levels they are capable of.</p> <p>3. To Experience competitive sport.</p> <p>4. Taxi/minibus transport to the events</p> <p>5. Whole school Sports Day to include various challenges in house teams and also individual running races.</p>	<p>Plan PE provision for the year around the tournaments so that children we be prepared for each competition.</p> <p>Liaise with lunchtime sports coach for when tournaments/festivals are occurring and to work with these children beforehand to improve skills and confidence.</p> <p>All key stage 2 children to be selected for one external event in the year.</p> <p>Add onto last year's planning following pupil voice. Purchase stickers and medals needed.</p>	<p>£900</p> <p>£1200</p> <p>£50</p> <p>1. See KL4 Network meetings provided good CPD for SL to lead the subject and explore new sports 2. See KL4 this year, so many children were keen to participate in the tournaments that they had to be selected for each one. 3. See KL4 4. This was too expensive due to the rise in fuel prices so we asked parents to help with transport. 5. Pupil voice evidenced enjoyment and challenge in Sports day. Children worked well together in their teams and were encouraging to each other. They liked marching behind their house coloured flags. The event was well organised with full participation by children and staff. There were team and individual challenges.</p>	<p>1. This is sustainable with the Sports premium funding as it allows us to meet KI 5 with support. Next step to continue with the subscription. 2/3. This is sustainable but we may need to enter more tournaments or more than one team next year to ensure that every child has the opportunity to participate in a tournament 4. This is not sustainable so will continue to ask parents to provide transport. 5. This is sustainable if all staff are involved with running the event. Their PPA requires rearranging to facilitate this. Next step is to gather feedback from children and staff on how to improve the event.</p>

Signed off by	
Head Teacher:	Sonia Hegan
Date:	27.6.23
Subject Leader:	A Scarrow
Date:	27.6.23
Governor:	
Date:	