

# Lutley Primary School

## Sports Premium Action Plan 2022-2023

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>• Activity has increased during lunch times through structured activities as well as having the daily mile at the end of each lunch time.</li> <li>• Yoga club set up for well-being in Spring term</li> <li>• Those children that are least active given opportunities to take part in competitions to raise activity levels (engage) through the school games competitions</li> <li>• Intervention sessions for targeted children to support their social, emotional and physical development.</li> <li>• CPD through swimming and team teaching</li> <li>• Attended a range of competitions for engagement and compete.</li> <li>• A range of sporting clubs offered across the school (multi sports, football, dance, Kombar kids, rounders, netball) Add statistics</li> <li>• Swimming for year 6 leavers. Year 4 cohort achieved</li> <li>• Achieved Platinum award for School Games mark award</li> </ul>	<ul style="list-style-type: none"> <li>• To continue to provide at least active 30 minutes a day through daily mile and lunch time activities, but to also provide leadership opportunities for playground leaders (Key indicator 1)</li> <li>• To provide opportunities for children to stay active. This might be through lunchtime, afterschool club or competitions (Key indicator 5)</li> <li>• To continue to develop staff confidence, knowledge and skills through CPD sessions either team teaching or staff meetings. (Key indicator 3)</li> <li>• Take part in sporting competition that meet all needs for least activity as well as competitive sessions (Key indicator 5)</li> <li>• To raise the % of swimming 25m by providing additional top up sessions (key indicator 4)</li> <li>• Provide opportunities for children to mentally and physically develop through targeted sporting sessions (key indicator 2)</li> <li>• Provide CPD for EYFS to use sporting equipment to develop children's' gross and fine motor skills. (key indicator 3,2)</li> </ul>

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? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	70%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	70%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	49%
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?	<b>Yes</b> No This cohort was impacted by Covid so

	funding wasn't spent as intended.
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Academic Year: 2022/23	Total fund allocated: £21,340 Current spending: £21,340	Date Updated: 20.7.23		
<b>Key indicator 1:</b> The engagement of <u>all</u> 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				Percentage of total allocation: %
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Intent:</b></p> <p>To continue to provide active 30 minutes a day through daily mile and lunch time activities and ensure that non- active children are provided with extra-curricular provision.</p> <p>Organised games for children to participate in at break and lunch times.</p> <p>Train playground leaders to support with organised activities to then implement their own</p>	<p><b>Implementation:</b></p> <p>Daily mile for children to be taking part in.</p> <p>Playground leaders to run as well as coach to support.</p> <p>Teachers provided with a range of information/activity booklet to encourage 30 active minutes and websites to use: go noodle/ bbc supermovers</p> <p>A range of after school clubs to suit a variety of children who are least active/pp children.</p> <p>Engage with community clubs to see what they offer to work alongside the school. Providing opportunities to come into school to promote physical activity.</p> <p>Questionnaire for children to see what sports they want on the playground</p>	<p><b>Budget set aside:</b></p> <p>Lunch time coach with Bibs and Balls as well as M sessions on Monday- Thursday pm for vulnerable groups</p>	<p><b>Intended impact:</b></p> <p>To decrease the amount of least active children within in the school and find clubs they would like to take part in and promote the local sports.</p> <p>Improve children’s physical; social and mental health</p> <p><b>Current evidence:</b></p> <p>Registers showing those children that are less active engaging in sporting activities.</p> <p><b>Current impact:</b></p> <p>Playground leaders have developed their leadership skills and encouraging other children to stay active.</p> <p>Most children who do not take part in sporting clubs participate in activities lead by leaders or different activities set up at lunch.</p> <p>Children have benefitted having small interventions for PE to build socialising and communicating with others. This has also benefited those</p>	<ul style="list-style-type: none"> <li>- Dinner supervisors understand the structure of the playground organisation of games</li> <li>- The structure of the playground has had an impact of making sure there are more active children.</li> <li>- The least active are playing more games with leaders to improve fitness.</li> </ul> <p>Nest steps</p> <ul style="list-style-type: none"> <li>- Daily mile to be implemented more effectively.</li> <li>- Playground leaders to have regular meetings to look at different games to implement on playground</li> <li>- Leadership team to look at KS2 playground re structure.</li> </ul>

			who need time handle their emotions.	
<b>Key indicator 2:</b> The profile of PESSPA (physical education, school sport and physical activity) being raised across the school as a tool for whole school improvement <b>And key indicator 5:</b> Increased participation in competitive sport.				Percentage of total allocation:
				%
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<b>Intent:</b>  To continue to participate in school games mark award to achieve platinum. Maintain participation in the Primary Sports Tournaments (21 competitions from previous years). Enter a range of competitions through: <b>Compete:</b> children competing against each other (black country games) <b>Engage:</b> semi competition Less about outcome. Mostly on raising activity levels. <b>Inspire:</b> focus on enjoyment and participation.  Celebration of competitions.  Different sporting events to be available for children.  Provide opportunities for targeted children to improve their physical, social and mental well-being.	<b>Implementation:</b>  taking part in.  Playground leaders to run as well as coach to support.  Teachers provided with a range of information/activity booklet to encourage 30 active minutes and websites to use: go noodle/ bbc supermovers  A range of after school clubs to suit a variety of children who are least active/pp children.  Engage with community clubs to see what they offer to work alongside the school. Providing opportunities to come into school to promote physical activity.  Questionnaire for children to see what sports they want on the playground	<b>Budget set aside:</b> £60 Windsor cluster competitions  £50 Halesowen Athletics comp  Supply costs if needed £345.50 which was the rest of the sports premium went towards CPD covering and cover to attend sporting events.	<b>Intended impact:</b> The percentage of children taking part in activities that represent the school through community events or competitions will have increased from last year.  Least active children being given opportunity to take part in competitions as well as sporting activities across the school.  <b>Current evidence:</b> <ul style="list-style-type: none"> <li>- Ongoing football monthly matches</li> <li>- Multi sports year 1/ 2 inspire 28<sup>th</sup> Jan</li> <li>- Football cluster comp year 5/6 29<sup>th</sup> Jan</li> <li>- Year 3 and 4 netball festival (inspire) 14<sup>th</sup> March</li> <li>- Year 5 and 6 netball competition (compete) 21<sup>st</sup> March</li> <li>- Year 5 and 6 rounders competition (compete) 13<sup>th</sup> June</li> <li>- Year 5 and 6 Halesowen Athletics competition (compete) 16<sup>th</sup> June</li> <li>- Year 3 and 4 athletics competition (compete) 21<sup>st</sup> June</li> <li>- Year 3 and 4 cricket (inspire) session 3<sup>rd</sup> July</li> </ul> <b>Current impact:</b>	<b>Success</b> <ul style="list-style-type: none"> <li>- Sports coach improving mental health with the most vulnerable children</li> <li>- Attended a variety of sporting competitions</li> <li>- Inspired children who are less active</li> <li>- Celebration of different sporting talents</li> </ul> <b>Next steps</b> <ul style="list-style-type: none"> <li>- Implement questionnaires for children to look at how they have felt through the journey</li> <li>- Looking at impact on behaviour with the sport interventions</li> <li>- Competitions across the trust</li> <li>- Participate in more SEND competitions</li> </ul>

			<p>Most talented children selected for compete events to showcase their talents, which is shared on the newsletter.</p> <p>Our football team came third in the league.</p> <p>Children that don't do any sporting clubs have been able to go to 3 competitions</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:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Intent:</b></p> <p>Increase the confidence, knowledge and skills of PE Staff in teaching PE and Sport in specific sports that are required.</p> <p>Specific areas focusing on dance and gymnastics due to staff questionnaire from previous year.</p> <p>To embed CPD through the PE HUB</p> <p>To effectively improve EYFS provision for physical development – focusing on fine and gross motor skills.</p>	<p><b>Implementation:</b></p> <p>Using PE scheme (PE HUB)</p> <p>Staff observations on new PE scheme being delivered. To implement ‘spot checks’ during PE lessons. Learning is progressive through the implementation of the scheme.</p> <p>Remind staff that the PE hub is the starting point for their planning. This should be adapted to suit the needs of the children in their class in order to maximise progress.</p> <p>A large amount of new staff – therefore they need demonstrations and support with how to use the PE scheme (PE HUB effectively)</p> <p>Team teaching with targeted staff based on questionnaire</p> <p>Staff meetings to ensure delivery is consistent.</p>	<p><b>Budget set aside:</b></p> <p>PE HUB £500</p> <p>EYFS coach for EYFS</p> <p>Current spending £9,360</p>	<p><b>Intended impact:</b></p> <p>To increase the confidence, knowledge and skills of staff in the teaching of PE.</p> <p>To create continued professional development for staff in PE.</p> <p>Summer term Sports Premium leader to team teach with ECT staff to raise confidence in the delivery of PE lessons.</p> <p><b>Current evidence:</b></p> <p>Team teaching –using the whole school staff questionnaire we identified classes to experience team teaching.</p> <p><b>1LI</b> – (doing team teaching once a term)</p> <p>Autumn 2 – dance</p> <p><b>2AB</b></p> <p>Spring 1 – gymnastics</p> <p><b>3KR</b></p> <p>Spring 1 – gymnastics</p> <p><b>2RA</b></p> <p>Spring 1 – gymnastics</p> <p><b>3LH, 3LO and 4HG</b></p> <p>Spring 2 – dance</p> <p><b>5SM, 5LW</b></p> <p>Summer 2 – athletics</p>	<p>Success</p> <ul style="list-style-type: none"> <li>- Confidence has increased when delivering team teaching</li> <li>- Coach to work alongside EYFS staff to improve physical development of children. 91% children achieved expected standard in physical development.</li> </ul> <p>Next steps</p> <ul style="list-style-type: none"> <li>- Continue with team teaching</li> <li>- Focus on team teaching with swimming</li> <li>- CPD for OAA from staff questionnaire</li> <li>- Staff meeting on differentiation in PE using STEP model</li> </ul>

			<p><b>1HH and 1SB</b> Summer 2 – run and jump unit</p> <p><b>Current impact:</b> Staff questionnaire sent to those who have had team teaching to measure the impact of team teaching.</p> <p>Feedback shows that:</p> <ul style="list-style-type: none"> <li>- Staff confidence has increased</li> <li>- Staff commented on the structure of the lesson and feedback in the moment</li> <li>- Some staff feel like that they want additional support next year with another area of PE.</li> </ul>	
				Percentage of total allocation:
				%
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p><b>Intent:</b></p> <p>To provide additional provision for swimming activity in order to achieve national curriculum standard by the end of KS2</p> <p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved.</p>	<p><b>Implementation:</b></p> <p>Broad and balanced Curriculum delivered through PE HUB.</p> <p>2 hours timetabled PE.</p> <p>Good indoor/outdoor facilities including large field and playground, a small and a large hall.</p> <p>Wide variety of sports equipment.</p>	<p><b>Budget set aside:</b></p> <p>Coach costs taken out of main school budget.</p> <p>Parents contributing towards costs.</p> <p>Autumn term: £4896</p> <p>Spring term:</p>	<p><b>Intended impact:</b></p> <p>To increase the previous year's percentage of children that could swim 25M.</p> <p>Children to have an enriched experienced in their physical development and their standards.</p> <p><b>Current evidence:</b></p> <p>Swimming assessments</p> <p>Sports clubs timetable.</p>	<p>Success</p> <p>70% of children in year 4 have already reached expected standard of end of Key stage 2. Children have found it more beneficial swimming all year. Cricket company (Worcestershire) inspired other children to attend,</p> <p>Next steps</p>

<p>To ensure that sporting clubs are offered to all children and are varied.</p>	<p>External clubs – advertised on the newsletter.</p> <p>External clubs to come in to carry out sessions to promote clubs.</p> <p>Promote clubs in the local area.</p> <p>Providing those children who don't take part in clubs with opportunities to take part in competitions.</p> <p>Equipment to support with the delivery of PE lessons.</p>	<p>£4488 Summer term: £4896</p> <p>(school will subsidize a terms worth of swimming)</p> <p><b>Current spending:</b></p> <p>£9384 - swimming</p> <p>£1640.15 - equipment</p>	<p>clubs: Monday: Y3/4 Football, dance year R-yr3 Tuesday: Y1-4 Multisports Weds: Y5/6 Netball, kombat kids Thursday: Y5/6 Football Friday: Y1/2 Football Summer term: additional class for reception.</p> <p><b>Current Impact:</b> End of autumn term results: 4GO Stage 1 completed = 2 Stage 2 completed = 5 Stage 3 completed = 9 Stage 5 completed = 14 Swim 25 m = 13 4HG 1 child = absence Stage 2 complete = 10 Stage 3 completed = 8 Stage 4 completed = 5 Stage 5 completed = 7 Swim 25 m = 8 4LT Stage 1 completed = 3 stage 2 completed = 3 Stage 3 completed = 9 Stage 4 completed = 15 Swim 25 m = 9</p>	<p>- Those that didn't meet the end KS2 expectation to go swimming again in all of year 5.</p>
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			<p>5SM – additional term of swimming (5 children) Completed stage 3 = 1 Completed stage 4 = 3 Completed stage 5 =1</p> <p>Spring term – disrupted due to pool closure.</p> <p>Summer term – report to follow in two weeks. 4GO = 20/30 expected standard for end of Key stage 2 4NT = 20/30 expected standard for end of Key stage 2 4HG = 15/30 expected standard for end of Key stage 2</p>	
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