

St John's Primary School – Primary P.E. and Sport's Premium Report 2022-2023

Details with regard to funding Please complete the table below.

Total amount allocated for 2022/23. To be spent and reported on by 31st July 2023.

£17.690

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.

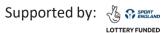
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.

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 2021. Please see note above | 86% were able to swim more than 25M (86% in 2022) |
|---|--|
| 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 | 21% were able to effectively use a range of strokes. (36% in 2022) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 96% were able to perform a safe self-rescue. (89% in 2022) |
| 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

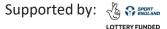
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022-2023 | Total fund allocated: £17,690 | Date Updated: Ju | ıly 2023 | |
|---|---|--------------------|---|--|
| Key indicator 1: The engagement of <u>all parts</u> school pupils undertake at least 30 minutes. | Percentage of total allocation: 22% | | | |
| 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 develop the opportunities children have for regular physical activity in short bursts throughout the day. To create a culture where children enjoy the physical activity they participate in - in school, in the playground and at home. To increase participation among less active and disadvantaged children. | Sports Coaches to encourage more children to participate in active games at lunchtimes. | £2955 | Children have a range of experience with coaches that appeal to a range of children and they are experiencing more use of the equipment. Children are predominantly active when they have their break times. Playground equipment is being used regularly and needs regular topping up. | Continue to develop sports leaders to support with the running of activities at lunch and to looks after the equipment. |
| To improve the range of PE equipment available to children. | Equipment purchased. | £850 | Children are using equipment more during break times. Wider range of equipment on offer for lessons. | Continue to review equipment and work with sports coaches as to what the children are interested in to promote active play times. Continue to work with monitors to look after the equipment. |













| (ey indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | Percentage of total allocation: | |
|---|--|---|--|--|
| | | | | 12% |
| 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: |
| | Real P.E scheme of work emphasises personal development | (allocated to indicator 3) REAL PE membership £695 | celebrated in each lesson with every child engaging positively in their own development of skill and understanding. Teachers use REAL PE to focus on the core values. | New teaching staff to be introduced to the ethos of the |
| physically, socially and cognitively to | 100% of children to receive outstanding swimming tuition from an experienced swimming teacher. Employment of Gymnastics specialist to ensure a high level of gymnastics is taught across the school. REAL PE Scheme purchased and implemented across the school. | £3,000 (allocated to indicator 3) | PE curriculum is broad and offers a range of opportunities for the children | Continue to monitor the implementation of the PE curriculum and ensure consistency. Work with Steve Orriss FC to ensure a balanced curriculum. |
| School swimming lessons for non- swimmers and those unable to swim 25m. | Use swimming assessment from this | £1510 | lessons. | Continue to monitor impact of additional swimming lessons to ensure children are making good progress and higher number of Year 6 children are able to confidently swim 25m. |













| Key indicator 3: Increased confidence, kn | owledge and skills of all staff in teachir | ng PE and sport | | Percentage of total allocation: |
|--|---|--|---|---|
| | | | | 24% |
| 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: |
| Teachers have a tool which provide them with planning and resources to confidently and effectively deliver high quality learning. To develop staff confidence and competence in PE. To increase confidence and better subject leadership skills enabling the subject leader to lead professional learning for all staff and undertake lesson observations - able to provide effective feedback and lead discussions. To work with specialist coaches to | Investment into the 'REAL P.E.' scheme of work which includes planning and lesson resources. REAL P.E. scheme provides clear sequences of lessons with broken down knowledge and skills. Training provided through REAL PE and further support offered for subject leader through package if needed | PE training £1,300 REAL PE membership £695 (allocated to indicator 2) | Children are becoming more positive about PESSPA. Profile of Gymnastics remains at the forefront of the school's PE identity. Profile of a number of other Sports have gained a stronger identity within in the school Proficiency of swimming remains high. Range of Clubs has increased for students with a high number oversubscribed throughout the year. | Steve Orriss FC to deliver part of the 2023-24 curriculum. They will continue the philosophy of Real PE whilst delivering high-quality sports skills and knowledge to children. Steve Orriss FC and PE Subject Lead to share planning and progression to ensure alignment with schemes |
| improve teacher and children's skills, knowledge and confidence To improve procedural and declarative knowledge of sports and skills taught with PE Planning subscription | | | Children have had the experience of playing in a range of sports and developing their teamwork, individual skills and sportsmanship. | |













| Teachers have 'experts' in certain area of | Employment of Gymnastics specialist | £3,000 | Increased teacher confidence and | Teachers in KS2 have greater |
|--|---|-----------------------|---|--|
| P.E. model lessons for them to increase | to ensure a high level of gymnastics is | 15,000 | lesson observations show pupils | confidence in the delivery of |
| their confidence | taught across the school. KS2 children | | having a higher level of challenge in | Gymnastics lessons. |
| | receive specialist teaching. | | these sessions than before. | |
| All children to receive the highest quality | | | | KS2 children are building on |
| physical education across all key stages. | 100% of children to receive | | All children are from Reception to | previous learning and becoming |
| Children are challenged physically, | outstanding swimming tuition from ar | 1 | Year 6 receive swimming lessons. | more confident gymnasts. |
| socially and cognitively to achieve. | experienced swimming teacher. | | | |
| | | | | Use REAL PE to develop |
| | | | | gymnastics in KS1. |
| Key indicator 4: Broader experience of a | range of sports and activities offered to | all pupils | | Percentage of total allocation: |
| | | | | 36% |
| | | | | |
| Intent | Implementation | | Impact | |
| Intent | Implementation | | Impact | |
| | Implementation Make sure your actions to | Funding | Impact Evidence of impact: what do | Sustainability and suggested |
| Your school focus should be clear | • | Funding allocated: | · | Sustainability and suggested next steps: |
| Your school focus should be clear what you want the pupils to know | Make sure your actions to | _ | Evidence of impact: what do | , |
| 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 | Make sure your actions to achieve are linked to your | _ | Evidence of impact: what do pupils now know and what | , |
| Your school focus should be clear what you want the pupils to know and be able to do and about | Make sure your actions to achieve are linked to your | _ | Evidence of impact: what do pupils now know and what can they now do? What has | , |
| 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 | allocated: | Evidence of impact: what do pupils now know and what can they now do? What has | , |
| 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: To increase the provision for after | Make sure your actions to achieve are linked to your intentions: | allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? There is a high number of children | next steps: |
| 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: To increase the provision for after school clubs to give children a wider | Make sure your actions to achieve are linked to your intentions: Continue to provide after school clubs | allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? There is a high number of children | next steps: Continue to monitor club uptake |
| 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: To increase the provision for after school clubs to give children a wider | Make sure your actions to achieve are linked to your intentions: Continue to provide after school clubs to include dance for KS1 and KS2 and | allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? There is a high number of children attending both Dance clubs and they | next steps: Continue to monitor club uptake |













| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|--|---|------------------|------------------------------------|---------------------------------|
| | | | | 5% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | | can they now do? What has | |
| what they need to learn and to | | | changed? | |
| consolidate through practice: | | | | |
| To create opportunities for more | Transport to be provided for a range | Transport: £200 | Providing transport opens these | PE leader to work across the |
| children to participate in competitive | of events. | Transport. £200 | events up to children who would be | Trust to explore further |
| events within the academy trust and | | | otherwise unable to make their way | opportunities for cross school |
| through other sporting bodies. | Purchase WASPS membership which | WASPS | there. | events. |
| To provide a property mitiga for abildress | enables the children to enter a wide | membership: | | 5 |
| To provide opportunities for children who don't often participate in sports. | range of sporting events | £150 | Children are able to attend more | Develop use of inter house |
| who don't often participate in sports. | | | sporting opportunities. | tournaments/events. |
| To provide transport when necessary | Paying release time for staff to attend | | | |
| To provide dansport when necessary | and support at events. | Cover costs £600 | | |

| Signed off by | |
|-----------------|-----------------------------|
| Head Teacher: | Elid |
| Date: | 5.2.24 |
| Subject Leader: | Sharon Lee and Aya Kawamoto |
| Date: | 5.2.24 |
| Governor: | |
| Date: | 5.2.24 |











