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# **P.E. and Sports Premium Report**

## **Shacklewell Primary School**

### **September 2022**

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Kindness



Focus



Creativity



Responsibility



Collaboration



# Evidencing the Impact of The Sports Premium 2022/2023

School	Shacklewell Primary School	Headteacher	Rory McGrath	Date	September 2022
<p>At New Wave Federation, we know that PE is an integral part of our curriculum and as it is an essential part of a child's educational development. We believe that the subject inspires all pupils to succeed and excel in physically-demanding activities and helps them to become confident in a way which supports a positive relationship with health and fitness throughout their lives. Therefore, we believe that our children should be physically active every day, whether through daily physical activity, PE lessons, breaktimes or extra-curricular activities.</p> <p>We aim to:</p> <ul style="list-style-type: none"> <li>• Develop sporting confidence, skills and knowledge.</li> <li>• Pursue sporting excellence</li> <li>• Be proud of all physical achievements and participation</li> <li>• Promote team-work, fair play and respect</li> <li>• Educate children to improve health and wellbeing</li> <li>• Provide quality opportunities for children to engage in sports outside of school hours</li> </ul>					

Support for review and reflection - considering the five key indicators from DfE, what development needs are priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current needs and priorities for the future.

## Key achievements to date:

- Over the course of the 2021-2022, we took part in 28 events outside of the PE Curriculum. This included local tournaments, competitions and festivals in a variety of disciplines: basketball, golf, hockey, table tennis, badminton, mixed gender football, multiskills, cross-country, netball, indoor cricket, gymnastics, dance, grass-track cycling, Hackney Mile and swimming galas. These activities were provided, in part because of our partnerships with a range of sporting services within and outside of the community.
- After school clubs have continued, with an increased variety of sporting activities including Taekwondo and Cycling club.
- We continue our links with initiatives such as SEN Paralympics, Panathlon No Limits, Inclusive Sports, Aquathlon inclusion sports festivals, developing awareness and inspiring all pupils to achieve sporting excellence.
- We have continued our regular attendance at a wide range of major external sporting events including Hackney Half Marathon and Girls' Football Week.
- There were a variety of in-school sporting enrichment events such as Personal Best for Year 3 children, aimed at personal improvement, measuring their successes against their own performance rather than against others. They, along with Year 4 and 5, also had half-termly dance sessions for an hour each week during the school day.
- Families were once again able to see their children partake in sports day at Finsbury Park athletics track. Pre-school's sports day took place at Hackney Downs park.
- Federation sports days, for select individuals, will begin to take place termly with the first meet scheduled for Wed 12th October
- Coaches conduct weekly parent fitness sessions, highlighting the importance and the impact exercise can have on mental health and well-being.
- Bikeability sessions take place for KS2 pupils. Last year more than 40 children reached the Level 2 accreditation for cycling on the road and the remaining children reached Level 1 and had off road experience.
- The school has been able to take advantage of intensive swimming lessons for pupils in years 3 and year 4.
- We celebrate successes by signposting successful athletes in school celebration assemblies, the Headteacher's newsletter, sports display board, our school website and Twitter.

### Areas for further improvement and baseline evidence of need:

- Improve range and tracking of pupil voice regarding participation in sporting activities to include questions around barriers to participation and to act accordingly to reduce those barriers.
- Further develop the abilities of our SEND children in sporting activities, tailoring sessions, resources and support to meet their needs
- To raise the profile of PE for our reluctant participants through external sporting services and Federation Sporting initiatives
- Further develop families understanding of the importance of physical and mental health, including healthy eating

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25metres when they left your primary school at the end of last academic year?	82%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	70%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	65%
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?	No

## Action Plan and Budget Tracking

Capture your intended annual spend against the five key indicators.

Clarify the success criteria and evidence of impact that you intend to measure to evaluate for students today and for the future.

Academic Year: 2022/2023		Total fund allocated: £19,541	Date Updated: Oct 2021		
Key indicator 1: The engagement of <u>reluctant learners</u> in regular physical activity			Percentage of total allocation:	46%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Coaches to identify a caseload of children to support during the school day with regular sporting sessions in smaller friendship groups to develop competence</li> <li>With a specific focus on certain individuals, coaches provide a range of sports activities at lunchtime and playtime to encourage engagement and activity at those times</li> <li>Further develop the skills of MMS and playground leaders to ensure that pupils are engaged by the activities on offer at playtimes and lunchtimes.</li> <li>Target specific year groups for both internal/external sporting events and groups of children to increase participation</li> </ul>	<ul style="list-style-type: none"> <li>Lead Sports Coach to provide training for sports coaches to ensure delivering high-quality play activities every lunchtime and playtime.</li> <li>Continue to use pupil voice to inform purchasing of new equipment and playground resources.</li> <li>Further develop the role of playground leaders within each year group for a wider range of games to be played and for sporting role models to be created amongst pupils.</li> <li>Coaches to run lunchtime physical activity stations and target children who may be reluctant to participate in physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>£7,500 for Sports Coaches at lunchtime</li> <li>£1,000 for additional equipment for playground</li> </ul>	<ul style="list-style-type: none"> <li>More pupils are involved in physical activities at playtimes and lunchtimes.</li> <li>A wide range of activities continue to be available in the playground</li> <li>Reluctant learners are partaking in sporting events, developing their physical state</li> <li>Sports coaches have developed mentoring roles with key pupils to encourage participation with sporting activities, particularly pupils who may not have opportunities outside of school.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to develop the role of new year group playground friends through training and resourcing to encourage participation in physical activities at break time.</li> <li>Work with the School Council on activities that increase motivation and participation.</li> <li>Targeting those attaining below the expected standard performance.</li> </ul>	

Key indicator 2: To develop the sporting abilities of our SEND children			Percentage of total allocation:	0%	
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<ul style="list-style-type: none"> <li>Celebration assembly continues every week to ensure sporting participation and engagement is celebrated. Paralympians and exceptional athletes to be the focus, highlighting their differences and diversity</li> <li>A sports display to be updated and inclusive of sports team selection and achievements.</li> <li>Increased federation sports days, focusing on a range of sporting abilities amongst our pupils, ensuring all children have the opportunity to showcase their capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Dedicated section in assembly to celebrate achievements.</li> <li>Tweets, photos on newsletter and website of all sporting events.</li> <li>Sporting events and messages included in Trilby TV signage.</li> <li>Increase the number of festivals and competitive fixtures attended by the school sports squads.</li> </ul>	<ul style="list-style-type: none"> <li>Negligible additional costs are incurred</li> </ul>	<ul style="list-style-type: none"> <li>Pupil and parent voice indicate awareness of sporting achievements.</li> <li>Greater well-being through sports reported by the children.</li> <li>Increased participation levels amongst the children.</li> <li>School teachers are now able to make specific comments on which sports have been undertaken by each child.</li> </ul>	<ul style="list-style-type: none"> <li>Survey pupils and families on school's sports' provision</li> <li>Identify opportunities for new tournaments and competitions to encourage participation based on the interests of reluctant learners</li> </ul>	

Key indicator 3: Further develop the subject knowledge of teachers in PE and sport			Percentage of total allocation:	12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Invest in the PE hub programme, supporting teachers with the teaching of PE, developing their subject knowledge in the process</li> <li>PE medium term plan to be reviewed and amended by federation PE team, ensuring end of unit outcomes and objectives are clear for all</li> <li>Improved outcomes in PE for ALL pupils as a result of increased teacher subject knowledge</li> <li>PE Hub planning system and attainment system distributed to all staff members with PE Lead to act as a support- staff members to be more active in monitoring child progress.</li> </ul>	<ul style="list-style-type: none"> <li>PE lead and PE coach to provide further staff CPD (staff training sessions/training for ITTs andECTs) on how to plan and develop the PE curriculum and bring it to life. Staff to deliver sessions independently based upon the new planning system.</li> <li>Federation lead coach to provide further support and team teaching for coaches in school.</li> <li>Apply for membership of a professional body to support further professional development of staff.</li> <li>Coaches and Subject Lead to monitor staff usage of new planning and attainment systems.</li> </ul>	<p>£950 for professional body membership</p> <p>£1,330 for coach and PE Lead professional development</p>	<ul style="list-style-type: none"> <li>Increased confidence and developed subject leadership skills enabling the subject leader to lead CPD for all staff.</li> <li>Greater use of resources such as PE Hub to support teacher planning</li> <li>Leaders continue to be confident when undertaking lesson observations/team teaching, feedback and lead discussions have an impact on learning.</li> </ul>	<ul style="list-style-type: none"> <li>Make greater use of AfPE membership especially to develop support staff.</li> <li>Continue to utilise The PE Hub for engaging and dynamic planning support, especially for new teachers</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved- with an emphasis on engaging children at a younger development stage.</li> <li>Continue to maintain a school database on participation in clubs, events and competitions to allow the school to target those pupils who do not take up additional PE and Sport opportunities.</li> <li>Increase participation of pupils with identified SEND in physical activity.</li> <li>Develop in school 'personal best' to encourage pupils to improve their skills, times, and personal distances</li> </ul>	<ul style="list-style-type: none"> <li>Continue 'Personal Best' program for KS2 pupils.</li> <li>Engage children at a younger development age, with a focus on EYFS and KS1.</li> <li>Through Young Hackney and other local groups, maximise the number of competitions, events and festivals entered.</li> <li>Keep a record of all events entered and all pupils attended and target provision at those who may not have participated.</li> </ul>	<p>None, no additional costs are incurred as funding is secured locally.</p>	<ul style="list-style-type: none"> <li>75 Pupils participating in Hackney Half Marathon</li> <li>Competitions for Tennis, Cross-country, Multi-sports etc.</li> <li>Additional festivals attended for pupils with EHCP for SEND.</li> <li>Dedicated additional sports coaching for pupils with complex SEND needs weekly.</li> <li>60 Year 3 pupils selected to compete in Personal Best – program to encourage children who are not necessarily engaged in physical activities.</li> <li>Significant increases have been seen in the uptake of all sports which is evidenced in detailed records accessible by all members of the sports team.</li> </ul>	<ul style="list-style-type: none"> <li>Use pupil voice to increase the range of activities on offer and therefore encourage more pupils to participate.</li> <li>Take pre and post feedback from children to assess their enjoyment and experience of the sports on offer.</li> </ul>

Key indicator 5: Develop family and carer knowledge of the importance of sport in physical and mental well-being			Percentage of total allocation:	42%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Continue with the parent fitness sessions</li> <li>Assemblies to develop children's understanding of the benefits of sport in physical health and well-being</li> <li>Provide more opportunities for parents to observe their children partaking in sporting events outside of school</li> <li>Healthy eating will be the focus of cooking club, ensuring children understand the benefits of a balanced diet</li> </ul>	<ul style="list-style-type: none"> <li>Coaches to actively invite parents and advertise their parent sessions to increase participation</li> <li>SLT to conduct healthy living assemblies half-termly to focus on an area of sport and mental health</li> <li>Parents will be invited to sporting events more frequently as helpers or spectators of their children in action)</li> </ul>	<p>£5,400 for ASC for competitive sports with coaches</p> <p>£2,450 for stadium hire, equipment and transport to sports days</p>	<ul style="list-style-type: none"> <li>Parent and pupil voice are very positive about the range of physical activities on offer through after school clubs with most clubs being oversubscribed and with a waiting list.</li> <li>There is an increase in the number of pupils that are participating in extra-curricular competitive sport.</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on demand and waiting lists for physical activity ASC and adjust provision as needed.</li> <li>Explore opportunities to encourage reluctant and less confident boys and girls to attend a range of sports clubs, events and festivals.</li> <li>Further broaden pupils' range of opportunities to include even more activities not covered within the curriculum</li> </ul>