




Primary PE and Sports Premium 2022-23 (Action Plan and Evaluation)


Objective: We believe that Physical Education and competitive sport plays a vital role in the development of our children and the ‘Herrick Character’. Each and every child is encouraged to participate in physical activity and understand the benefits such as: respecting themselves and others, never giving up, making the right choices and contributing to the community. Our ultimate goal is to achieve self-sustaining improvement in the quality of PE and sport at Herrick Primary School as well as providing more opportunities for our children to be physically active. Please see Figure 1



Academic Year: 2022 -23		Total fund allocated: Approx. 16,000					
A	B	C	D	E	F	G	H
PE and Sport Premium Key Outcome Indicator	School Focus/ planned <u>Impact</u> on pupils	Actions to Achieve	Planned Funding	Actual Funding	Evidence	Actual Impact (following Review) on pupils	Sustainability /Next Steps
1. The engagement of all pupils in regular physical activity – Kick starting healthyactive lifestyles	<p>Cycling proficiency in Year6.</p> <p><u>Out of hours clubs.</u></p> <p>New outdoor equipment to supportcurriculum</p> <p>Active Lunchtimes (Sports Leaders)</p> <p>Structured playtime and lunchtime activities to be planned</p> <p>Ensure that each child receives two hours of Physical activity each week. One of which will be a directly taught PE session.</p>	<p>-Enable the children to ride bikes 20,safely and with good road safety knowledge.</p> <p>-Give all children the opportunity to join clubs and activities during active break times and lunchtimes</p> <p>Active morning tasks are to be embedded across the school</p> <p>Sports coach and PE apprentice to ensure that physically active sessions are apparent for all children to take part in.</p> <p>Football, Netball and Cricket teams to be created and receive weekly training sessions towards competing in level two sporting competitions.</p>	£1,000		<p>-Children more confident when riding their bikes. An increase in students owning and using their own bike.</p> <p>-Track the number of children across the age ranges that attend the out of hours clubs.</p> <p>-Children using the equipment during playtime and lunchtimes and also as part of their PE lessons.</p> <p>-Students are more active during breaktimes and lunchtimes – PE passport data to track the take up in these opportunities.</p> <p>-Monitor attendance and track whether there’s an uptake in other clubs and activities – PE passport</p> <p>Completion of assessment questionnaire to gain level of interest during the first term. Evidence: pre and post initiative</p>	<p>The children did not receive cycling proficiency due to the lack of opportunities from providers.</p> <p>Children have been more engaged in physical activity during break time and lunchtime due to the expenditure that was identified for break and lunchtimes. – see data for lunchtime activities.</p> <p>The active morning sessions have had a positive impact overall: attendance, PP engagement in physical activity and social skill improvement. This had an impact across both KS1 and KS2. See data for morning task evidence</p> <p>Sporting teams were not initiated for level 2 competition, however, level 1 competition has taken place across the academic year.</p> <p>Each child has received 2 hours of PE across the whole academic year. Children feel.....about PE as a result.</p>	<p>Ensure that providers are reliable and forthcoming to ensure that each and every child is able to ride a bike by the time the leave school.</p> <p>Ensure that lunchtime clubs and activities are maintained going into the next academic year.</p> <p>Ensure that children are identified prior to the end of the academic year and invite them to morning sessions.</p> <p>Initiate sporting sessions during school hours to ensure that children receive high-quality provision, which will enable them to participate in sporting competitions.</p> <p>Ensure timetabling allows for two hours of PE be taught across the week.</p>

		<p>Identify groups of learners that are not engaging in physical activity and provide after-school places for them in the after-school clubs</p> <p>- A range of activities provided for our children to be involved in at lunchtimes led by sports leaders and lunchtime supervisors.</p> <p>Sports Leaders to receive bi-weekly training CPD and bi-weekly meetings that are minuted</p> <p>plan targets and activities to suit</p>						<p>All PP children were offered a place in after school clubs, as well as being a part of the morning club initiative.</p>	
		<p>a wide range of interests and abilities.</p>			<p>questionnaires/pupil voice questionnaires</p>			<p>Sports Leaders meetings have been apparent with the children chairing the meeting and making decisions on the next steps of sport at break and lunch, as well as the next competitions that are to take place.</p>	<p>Ensure that time has been allocated for regular meeting during the school day. Ensure minutes are created and adhered too.</p> <p>Identify new sports leaders for next academic year prior to the end of the academic year.</p>

<p>2. The profile of PE and sport being raised across the school as a tool for whole school improvement</p>	<p>Designated areas for sports leaders and clubs</p> <p>Academic/Sporting interventions to be run during curriculum time</p>	<p>Purchase storage and equipment</p> <p>Create designated areas for sports leaders</p> <p>Identify through academic assessment the children required to receive sporting intervention</p>	<p>£3,250</p>		<p>Designated areas will support children to participate in sporting activities</p> <p>- <u>Evidence</u>: % of pupils taking part in sport to increase (PE file)</p>	<p>The children have been able to access the field areas throughout the entire academic year, giving them the opportunity to be taking part in physical activity away from the normal playground routine. These sporting opportunities have included competitions and training sessions. As well as this, areas on the playgrounds have been identified during the winter months to encourage PA to take place. Impact = greater level of sporting participation</p>  <p>For those children in KS2 who were assessed as being below there ARE received a 6 hour intervention. Impact = more children with increased fundamental skills to</p>	
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	<p>-Clear notices displayed on notice board giving details of sporting internal and external activities.</p> <p>-Sporting achievement certificates regularly presented in assemblies</p> <p>-Newsletters to be completed bi-weekly</p> <p>-</p>	<p>-Keeping children and parents informed of various sporting activities.</p> <p>-Giving children the opportunity to see what is on offer within school and from local sportsfacilities –</p> <p>-Encourage children to celebrate the certificates and medals they achieve.</p> <p>-A bi-weekly newsletter to be uploaded to the school website, with a section dedicated to the achievements made in PE.</p>			<p>-Allowing children the opportunity to attend clubs and activities and to be aware of when they are taking place.</p> <p>-Pupils take pride in receiving certificates.</p> <p>-Parents and children have a greater understanding of what is happening in school and a higher perceived importance of PE</p> <p>-Sports co-ordinator to enhance the development of sport within the school.</p>	<p>All internal competitions were displayed.</p> <p>Impact = limited impact due to board not being access regularly.</p> <p>Sports coordinator raised the level of PA across the whole school.</p> <p>Impact = more children participating more of the time.</p>	<p>Outcome = bi-weekly newsletter to be apparent next academic year.</p> <p>Outcome = Ensure opportunities are apparent, even though we are without a sports coordinator</p>
	To identify sporting links within the curriculum and organize professional sporting visits	<p>Organize trips to sporting stadia</p> <p>Invite sporting professionals into the school to promote the profile of PE</p> <p>Create links with professional sporting clubs to provide further opportunities for our children</p>			<p>Questionnaire analysis</p> <p>Pupil interviews</p> <p>Assessment of specific children and the equivalent units (Eg. Cricket and Chance to Shine Link; Rugby and Leicester Tigers Link)</p>	<p>External sporting clubs and businesses provided PA opportunities for all children from KS1 to KS2. Chance to Shine had a 6 week block with the entirety of KS2.</p> <p>Impact = children taking part in 'hard to reach' sports: archery, ultimate frisbee, fencing.</p>	<p>Outcome = Ensure that links are made again and opportunities are apparent.</p> <p>Use extra-curricular opportunities to promote 'hard to reach' sports, which will increase the interest in participation.</p>

<p>3. Increased confidence, knowledge and skills of all staff teaching PE and sport</p>	<p>Swimming - Health and safety awareness and upskilling of staff including wet and dry swim tests</p> <p>-SEND – differentiation</p> <p>Invest in PE curriculum support: planning and implementation support</p> <p>Assessment and profile tracking system to be invested in</p> <p>CPD videos and support</p>	<p>-Annual wet and dry test for all staff taking part in swimming activities.</p> <p>-Risk assessment completed and understood by all staff Differentiation included in planning</p> <p>– TAs and 1 – 1 made aware of key objectives and outcomes.</p> <p>Specific CPD support to be provided for staff subject knowledge (Staff audit to be completed)</p> <p>TA’s to receive relevant support and training</p> <p>CPD on the use of PE passport and the next steps in fully utilizing it</p>	<p>£5,000</p>		<p>Teachers will have developed skills and knowledge on planning and delivering effective PE lessons</p> <p>Evidence: planning and pupil</p> <p>PE Subject confidence audit</p> <p>Staff questionnaire confidence and feedback</p> <p>interviews</p>	<p>All teachers received support from the PE apprentice, which gave confidence to teachers to be able to assess and adapt sessions for different children.</p> <p>Impact = all teachers increase in confidence in teaching PE.</p> <p>Increased progress for children as they received support at the necessary time.</p> <p>Data =</p> <p>Level 4 TA received support from PE lead to lead and co-lead sessions.</p> <p>Impact = increased confidence in teaching PE</p> <p>Staff provided with PE skills video and PowerPoint with a focus on specific skills.</p> <p>Impact = Staff confidence increased in delivery of</p>	<p>Outcome = ensure PE CPD is continued and provided to cater for the needs of the staff.</p> <p>Ensure confidence audit is continued.</p> <p>Gymnastics CPD to be identified and instructed.</p>
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		Invest in Gymnastics CPD for all teaching staff members.				specific sports and skills.	
	provided for immediate and anytime access	assessment software Pinpoint CPD for particular staff members					

<p>4. Broader experience of a range of sports and activities offered to all pupils</p>	<p>-A broad, balanced and varied PE curriculum, which offers a variety of sports and understanding of key concepts related to SMSC/BV</p> <p>- Development of the following activities within the curriculum to give a broader range of activities available: Football, Gymnastics, Just Dance, Basketball, Cricket, Athletics, Rounders, Netball, Cross Country, Balls Skill, Multi Skills and Dodgeball (with emphasis on Football, Netball andCricket)</p> <p>Seek outside establishments and professional sporting clubs to provide extra sporting activities</p>	<p>-The continued provision of a wide range of activities both within and outside the curriculum in order to increase the pupils' fitness and involvement.</p> <p>-To engage children in extracurricular activities in order to further develop skills and improve levels of physical activity.</p> <p>-Including these skills in the planned PE programme across all age ranges. - Working with KS2 children to enhance ball skill and control.</p> <p>Communicate with professional sports clubs to enhance the sporting opportunities of our children.</p> <p>Embed the newly-formed SOL alongside the assessment and profiling of children</p>	<p>£2,500</p>		<p>Higher number of children involved in a range of competitive sports throughout the year and for a team ethos to be created</p> <p>Children are much more confident and enthusiastic with their abilities – PE Questionnaire</p> <p>Evidence: % of pupils taking part in sport to increase (PE Passport)</p> <p>Children provided with choice of activities</p> <p><u>Evidence:</u> planning and pupil interviews</p>	<p>Opportunities were provided before school, at break and lunchtimes for children to participate in PA</p> <p>Impact = increased % of children participating in sport.</p> <p>PE curriculum has offered a wide-range of PA opportunities, giving our children the opportunities to participate in numerous sports.</p>	<p>Outcome = continue with provision to ensure identified children are access PA.</p> <p>Increase the opportunities for sporting clubs and teams to be created.</p>
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<p>5. Increased participation in competitive sport</p>	<p>Boys and Girls Cricket training and competitions.</p> <p>Boys and Girls Football training and competitions.</p> <p>Inter and intra sporting competitions.</p> <p>Training sessions to be provided pre competition</p>	<p>Developing key skills and competing with emphasis on safety and use of resources</p> <p>-Teams from Years 1, to develop key skills and compete in physical activities related to limited space -Developing key skills</p> <p>Create links with local sporting establishments – Soar Valley Strollers; Highfield Rangers/GnG; What a Goal indoor facility.</p> <p>Invite schools to take part in level two sporting competition</p> <p>Weekly sporting clubs to be held during lunchtimes</p>	<p>£2,000</p>		<p>Uptake of children wanting to be involved in competitions.</p> <p>-Gaining confidence and experience from competing against other schools.</p> <p>Teamwork and pride in representing their school against other schools.</p> <p>Register of children for sporting clubs</p> <p>Children becoming members of sporting clubs outside of school</p>	<p>Level one sporting competition took place. Football, netball, hockey, dance competition and rugby.</p>	<p>Outcome = identify level 2 sporting opportunities for children to participate in. This should be linked to the sporting teams that are apparent.</p> <p>Identify time within the curriculum hours to allow sporting teams to receive sessions; help to increase character and learning attitude in class.</p>
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	<p>Booster/ swimming sessions For targeted children (train Herrick staff to deliver swimming sessions) –</p> <p><u>Impact:</u> identify pupils to participate in competitions/ pupils and teachers working together to develop confidence / higher % of pupils to achieve 25m and L3 /</p>	<p>Competing in hard ball cricket leagues and also a Kwik cricket tournament during the summer term</p> <p>Teachers to have relevant training and complete swimming tests/ produce records to reflect progress of pupils/ enter children in swimming competitions /promote swimming in community</p>	<p>£3,200</p>		<p>-Children competing individually and as a part of their classgroups in a fun, competitive and exciting environment, creating a feeling of morale and team spirit.</p> <p>Children achieve a higher level of confidence and achieve 25m / L3</p> <p>-Higher % of pupils in comparison to 2022</p>	<p>Booster swimming sessions attained ? % to swim 25 meters.</p> <p>Children increased in water safety for those not achieving 25m.</p>	<p>From this year's data, identify the children to receive booster swimming sessions.</p>
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