

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
• Being an active part of the Hanley Sports Partnership • Increased staff confidence in teaching PE • A wider range of sports available to all children • Quality coaches employed to run after school clubs.	• Provide opportunities for all children to access 30 active minutes outside of PE lessons. • Increase the range of extra-curricular PE clubs on offer to all pupils • The engagement of all pupils and staff in regular physical activity – kick starting healthy active lifestyles. • The profile of PE and Sport being raised across the school as a tool for whole school improvement.

Did you carry forward an underspend from 2021-22 academic year into the current academic year? NO

Total amount carried forward from 2019/2020 £0
+ Total amount for this academic year 2021/2022 £16900
= Total to be spent by 31st July 2022 £16900

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 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.	100%
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.	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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?	No

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: 2020/21		Total fund allocated: £	Date Updated:	
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				Percentage of total allocation:
				20 %
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:
- Educate children in the value and benefits of a healthy active lifestyle. - Ensure our high quality PE and school sport offer develops competent and confident movers with the aim of inspiring lifelong participation in physical activity. - Use active lessons to increase physical activity levels and learning. - Raise awareness of the best places to take part in sport and physical activity outside of school. - Provide opportunities for daily physical activity. - To increase pupils' activity levels throughout the day. - To continue to work in partnership with the Hanley Partnership and our liaison with James Gowing to increase awareness of the importance of physical activity	- Through PE lessons and sport, ensure our children understand the role of movement in the development of their own physical literacy, fitness and well-being. - Develop the PE curriculum to ensure lessons link to the multi-skills approach found in our PE policy. - Build links with local community sports clubs through our Hanley Cluster and our specialist coaches - Purchase Resources - Relaunch whole school initiative - Train sports monitors - Lead assemblies on importance of physical activity - Encourage use of initiatives such as the 'Daily Mile' in ALL year groups at least 3 times a week	Letting fee of sports field - £600	- Positive attitudes to health and well-being - Pupil concentration, commitment, self-esteem and behaviour enhanced - Positive behaviour and a sense of fair play enhanced by using Sports monitors as role models - Pupils activity at lunch and break increased - Children taking part in daily additional activities such as 'The Daily Mile' regularly - Sports Monitors support active play across the school - children across the school more active on a daily basis and enjoy being active Evidence - - Curriculum map - PE policy	- Monitor physical activity levels to ensure we meet the government guidelines of at least 30 minutes a day for each child in school time. - Develop our outdoor classroom as an adventurous activities hub.

			- Registers of participation - Extra-curricular data	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 52 %
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:
- Use PE and sport to enable the development of life skills that are transferred to other curriculum areas, wider school and beyond. - Use PE and sport to develop the whole person including thinking, social and personal skills? - Use PE teaching to aid fine and gross motor skill development? - Use sporting role models used to engage and raise achievement? - Ensure PE and school sport is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils) - High quality PE lessons delivered during curriculum time. - School staff better equipped/ more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports monitors develop younger pupils into becoming leaders themselves	- As a school we contribute funding to sustain the Hanley Sports Partnership which provides the following opportunities: • Additional competitions outside of the School Games programme • Comprehensive CPD programme • PE Conference • Youth Sport Trust Primary Membership • Support from James Gowing. - SMSC – Our vision for PE and school sport is developed to reflect contribution to SMSC. - Employment of sports coaches - Continue to develop and use whole school plans and assessment. - Inter house competitions played throughout the year - Develop a team of sports monitors through the Hanley Sports Partnership. - Sports Monitors to help run and organise the intra-house festivals.	- Trim Trail Maintenance - £1500 - Equipment - £2000 - All staff first aid trained - £2100 - Petelo Rugby Coaching - £7100	- Personal development (physical skills, thinking skills, social skills and personal skills). - Attainment and achievement, behaviour and attendance. - PE physical activity and school sport have a high profile and are celebrated across the life of the school - SMSC - Children learn to respect and work with each other, exercise self-discipline and act in a safe and sensible manner. - Continued progression of all pupils during curriculum PE lessons. - Pupil interviews inform us that pupils enjoy their PE lessons and that pupils enjoy the variety of activities on offer during curriculum PE. - Interhouse competitions raise profile of competitive sport	- Identify the positive impact that PE and school sport has on academic achievement, behaviour and safety, attendance, health and wellbeing and SMSC. - Review School development plan, Whole school policies/PE policy - Use PE conference to review, evaluate and plan for the next academic year. - School staff better equipped/more confident to teach PE in school - Monitoring use of schemes and whole school PE coverage - Sports monitors develop younger pupils into becoming monitors themselves

	- Sports Monitors to run their own club for younger pupils at lunchtimes. - Help run and record the events for Sports Day. - Current Monitors to also develop future Monitors in preparation for the following year.		within school. As many children as possible to participate. - Sports monitors impact importance of sport/activity by being positive role models in the school - Successful sports day held.	
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				5 %
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:
- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE and school sport provision (within and beyond the curriculum) to raise pupils' attainment. - To encourage coaches employed to deliver the PE curriculum, to increasingly involve teaching staff supporting lessons - <i>to increase their confidence in delivery of the subject.</i> - 1:1 lesson observations to monitor staff effectiveness and confidence - Questionnaire to monitor pupil and staff attitudes towards progression in PE	• Provide opportunities for staff to access CPD opportunities through the Hanley School Sport Partnership CPD programme. • Use specialist coaches and providers for staff training to increase the knowledge and confidence of staff in delivering PE. • Purchase quality assured resources to support teachers and support staff. • PE lead/sports coaches used to help upskill teachers through modelling lessons, team teaching, help with planning and observations. Classes rotated to ensure all teachers benefit from coaches expertise (KS1 = skills focus, KS2 = sport specific focus) • Subject Leader to attend relevant sport conferences and network meetings to gain relevant	Gloucs Cricket club - £770	- Increased staff knowledge and understanding - All teachers able to more confidently plan, teach and assess National Curriculum PE - More confident and competent staff evidenced through feedback and lesson observations - Enhanced quality of provision - Increased pupil participation in competitive activities and festivals - Increased range of opportunities - The sharing of best practice with other schools in the Hanley Sports Partnership. - A more inclusive curriculum which inspires and engages all pupils - Increased capacity and sustainability - Continued progression of all pupils during curriculum PE lessons. - Questionnaires/interviews	- Review staff confidence and competence in delivering high quality PE and school sport and allocate staff to upcoming CPD opportunities - Further 1:1 lesson observations to monitor staff effectiveness and confidence

	information. • Liaise with other local schools to share knowledge and expertise. • Purchase a running couch to 5k programme for staff to participate in to boost confidence and expertise.		inform us that pupils enjoy their PE lessons - Discussions inform us that pupils enjoy the variety of activities on offer during curriculum PE.	
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				16 %
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:
- Provide opportunities to take part in a diverse range of school sport through extra-curricular clubs, competitions and events. - Continue to offer additional extra-curricular opportunities for all pupils to take part in physical activity and sport - Providing additional links to Community Sports Clubs - Children participate in festivals/ tournaments held through HSP. - Increase opportunities for KS1 children - Continue to develop relationships with community coaches so a broad and wide range of activities can be offered to all age groups.	- Provide opportunities for children with SEND, the least confident and the least active to attend exciting, varied and a new range of activities through the school sport partnership. - Review extra-curricular activities through pupil voice - Employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school - Pupils to take photos of themselves in 'the clothing they wear when taking part in their favourite activities and/or sports for noticeboard - Children to attend the extra-curricular clubs. - School to enter children into	NSEA Members hip - £240 National Trust Membership - £101 Wellbeing days that have included climbing wall, yoga, triathlon - £1200	- Engaged or re-engaged disaffected pupils - Increased pupil participation - Enhanced quality of delivery of activities - Increased staffing capacity and sustainability - Enhanced, extended, inclusive extra-curricular provision - Increased pupil awareness of opportunities available in the community - improved physical, technical, tactical and mental understanding of a range of sports - Developed wider life skills which build on from the PE lessons, i.e. communication, teamwork, fair play and leadership? - Coaches signposting children to community sessions.	- Carefully select outside providers and ensure they understand our vision for school sport and that the opportunities they offer contribute to that vision. - Further increase opportunities for KS1 children – in and out of school

	sporting festivals/ competitions. - Links made with coaches and outside clubs – tennis/ cricket /rugby/football/hockey - Equipment continues to provide opportunities during break and lunchtimes.		Evidence includes - Curriculum map, Inclusive health check, Registers of participation, Extra-curricular data, student/staff surveys	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
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:
- Provide opportunities for all children to challenge themselves through both intra and inter school sport where the children's motivation, competence and confidence are at the centre of the competition and the focus is on the process rather than the outcome. - Increased participation in School Games competitions. - Providing opportunities for children with SEND, the least active and the least confident to attend competitions and events. - Select children who we feel would benefit most from the opportunities available in the Hanley Partnership events calendar. - Enter external events to give pupils the opportunity to compete against other schools - Investigate further use of virtual inter house competitions/ children leading own events	- Engage with partnership coordinator James Gowing and attend competitions run by the Hanley School Sport Partnership. - Engage more staff/ parents/ volunteers and young leaders to support attendance at competitions. - Use external coaches to run competitions to increase pupils' participation. - Identify a set number of competitions/events to provide transport to. - Ensure pupils get opportunity to take part in local competitive leagues, tournaments and festivals. - Regular intra-house sports competitions for pupils across different sports. - To develop links with external agencies in the community to ensure more pupils participate in community clubs outside of school	Upton Schools Sports Partnership - £1250	- 75% of young people represent their school - 50% of KS2 young people part of community clubs that the school has links to. - Vast majority of KS2 pupils participated in the intra-house competitions. - Fixture results to be published in Newsletters. - After school club registers Evidence includes - - Competition/ events calendar - Photos displayed at school and on website - Competition reports	- Review attendance data and identify children for appropriate opportunities. - Continue to attend Hanley Partnership half-termly meetings to help shape the offer to ensure it is appropriate for our pupils and of the highest quality. - Further widen opportunities for pupils to take part in competitive sporting events - Investigate further use of virtual inter house competitions/ children leading own events

Signed off by

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Date:	20.07.22
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Date:	20.07.22