

## Sports funding impact review

At Neston Primary School, our aim is to ensure all children enjoy and are engaged in high quality Physical Education and Sport and this ties in with the PPESP aims of building capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Our Provision is and has been enhanced through the use of this Sports Premium Funding. We are meeting the 5 key performance indicators.

A measurably high commitment to and development of competition, school sport and physical education, evidenced by our having achieved a Gold School Games Mark in 2019 (this was carried over during the COVID pandemic) - we provide all students with two curricular hours of Physical Education and school sport per week. We engage at least 50% of pupils in extracurricular sporting activity every week. We use the School Games formats to provide the opportunity for both boys and girls to take part in the appropriate level of competition.

Our school website regularly features match reports and competition results  
Less-active children have been identified and are given opportunities to take part in further physical activity once a week

All pupils are provided the opportunity to 'learn to lead' through curriculum PE  
Children with SEND are represented on our Sports Council

**Key indicator 1:** The engagement of all 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.

Last year we used the funding to increase the physical activity of children during break and lunch times by

having a variety of ground markings painted on the playground which children can independently access without the requirement for excessive amounts of equipment. (e.g. a game that KQ introduced has really taken off with KS2 children).

Games Mentor programme also set to continue.

This year we have engaged Sports Coaches during 2 lunchtimes as well as continuing the Daily Mile to all year groups (3x a week on non-PE session days) and Daily Active Breaks – these are embedded into the timetables of all year groups. Daily Mile and Active Breaks carried on through lockdown where I included posted weekly reminders and new Active Break ideas for all families from Y1 up.

**Key indicator 2:** The profile of PESSPA (Physical Ed, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

PE: Learn to Lead carrying on from last year – developing values and transferrable skills like fairness and respect

SS: Celebrate sporting achievements during whole school assemblies.

Celebrate team achievements within school and recognise achievements of sporting success in the wider school community – this is done through SG board in the Hall (photos of all teams and events whether intra or inter) and on the website where I write up a match report following each match.

PA: Again the Active Breaks and Daily Mile because being physically active during lunchtimes and playtimes helps to deliver wider life skills by offering leadership opportunities, communication skills and

teamwork and it impacts the cognitive function of the brain including attention and recall, which has been shown to increase concentration in the classroom AND the pond. Quantify the Active breaks – pupil voice – behaviour audit.

**Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport

We are continuing a program which will ensure consistent delivery of the PE curriculum across the whole school by the end of the year (Complete PE). Training in this SOW has been given. But we won't adhere slavishly to this programme – e.g. using LTA plans which are brilliant

Sequences of lessons with progression assured

**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

Always been a strength of ours – one of first schools in cluster to get going again with extra-curricular clubs in Term 4 straight after lockdown was over for KS1 and KS2 – morning and aft – golf, dance, rugby. The boccia and climbing for SEND and pupil premium children. The yoga.

**Key indicator 5:** Increased participation in competitive sport

I don't just do the cluster events arranged by our SSCo at Corsham School – I bring pupils to MWSSP events like athletics (we have qualified 6 times in the past few years for the School Games held at at Marlborough College) and girls only football and cricket

## 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: 2022/23		Total fund allocated: £13712.00		Date Updated: 04/07/2023	
Key indicator 1: The engagement of all 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:
					%
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:
1. Increase physical activity during the school day by engaging a variety of pupils across the whole school	<p>More lunchtime play equipment has been purchased to engage the children in sustained physical activity during break and lunch times</p> <p>Daily Mile is completed 3 times per week by all year groups and Daily Active Breaks are embedded into the timetables of all year groups.</p>	<b>Included in the £1100.00 spent on equipment</b>	<p>The children are motivated to be physically active during break and lunch times. The opportunity to choose from a variety of play equipment and to learn the skills required to use the equipment has encouraged the development of wider life skills such as communication, teamwork and leadership.</p> <p>Active Breaks and Daily Miles impact the cognitive function of the brain including attention and recall, and this increases concentration in the classroom. As the year progresses, the children also show an increase in physical stamina during Daily Mile.</p>		Embedded into the school ethos
2. Encourage active extra-curricular activity outside the school day	Reward for extra-curricular activities that take place outside of the school day through the house point token system and will also be mentioned in praise letters that will resume in September. Release subject leader for administration of activity		Participation in extra-curricular activities not only increases the amount of physical activity that the children take part in each week but it also has a positive impact on their self-confidence and ability to work reciprocally.		Embedded in the school ethos

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
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:
1. The opportunity to teach life skills such as team work, cooperation, resilience and responsibility	Purchase house banners to use with our reward system which celebrates children's achievements including team work and participation in physical activity and competition	<b>Included in the £1100.00 spent on equipment</b>	Personal and social skills have improved across the whole school. Behaviour has been positively affected due to individual and group achievement.	Guaranteed for at least 10 years
2. Raise the profile of PE across the whole school	<p>Continue with our Games Mentor programme where Y6 children plan and lead lunch time physical activities, as well as our 'Learn To Lead' programme where KS2 children are given opportunities to lead parts of PE sessions (e.g. the warm up). Y5 and 6 children have been trained in Playtime leadership by our In2Sport provider and by Vickie Hathway, from Chance to Shine.</p> <p>Celebrate sporting achievements during whole school assemblies. Celebrate team achievements within school and recognise achievements of sporting success in the wider school community - this is done through the School Games board in the Hall (photos of all teams and events, including intra and inter) and on the website.</p>	<p><b>Included in the £7162.00 spent on curriculum fees</b></p> <p><b>Included in the £3950 spent on staffing</b></p>	<p>Children have increased in confidence in planning and delivering appropriate physical activities for warm ups and during playtimes and lunchtimes. This has helped to develop their communication, teamwork, fair play and leadership skills. Teamwork and fair play learned by children impacts on their behaviour throughout other areas of their school day.</p> <p>This has increased the self-esteem of the children and created a desire amongst the younger children to be like the inspirational role models further up the school.</p>	Embedded in ethos

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				%
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:
1. COACHING – Improve sports skills in children through increased opportunities in school and the wider community	Subject leader release time to enhance the skills of Games Mentors and the Sports Council and to organise taster sessions and coaching opportunities. Sports Council are trained to sort the teams, kit them out, plan tactics etc. They help officiate at intra matches. Games Mentors support the less active children once a week at lunch times and plan and lead own activities.	Included in the £3950.00 spent on staffing	Children have increased in confidence in supporting teams before and during competition and in supporting less active children to engage in more physical activity during playtimes and lunchtimes. This has helped to develop their communication, teamwork, fair play and leadership skills.	Embedded in ethos
2. TEACHING – develop confidence in staff in teaching PE so they can confidently deliver a much more exhilarating experience of PE for children	Engage the expertise of external coaching companies (Up & Under, In2Sport and Chance to Shine) to offer professional development for all teachers in PE and to increase the opportunities within school and our wider community by developing a whole school love of sport.	Included in the £7162.00 spent on curriculum fees	All PE lesson across all year groups are GOOD. Teachers have grown in confidence, enabling them to offer a broader curriculum experience.	Skills have been gained and can cascade to new employees
3. Develop a subject system across PE which supports planning, delivery and assessment of PE in the national curriculum	Continue to use a program which ensures consistent delivery of the PE curriculum across the whole (Complete PE)	Included in the £7162.00 spent on curriculum fees	Inspires teachers to deliver a high-quality PE curriculum, which is in line with our school's values and ethos of developing the whole child and raises the achievement of PE across the school	Continuous

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
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:
1. Continue to provide an exciting and varied range of sports activities to ensure that we include children who have high levels of SEN needs	Deliver Sports Coach sessions during lunchtimes 2 x per week and make available for children with additional needs	<b>Included in the £7162.00 spent on curriculum fees</b>	Children have developed a wide variety of skills including emotional and thinking skills. Children are calmer and more thoughtful to others as a result and display improved mental wellbeing	Continue in extra-curricular clubs
	Upskill lunch & playtime staff with games, activities and other sports to increase the participation across the school	<b>Included in the £7162.00 spent on curriculum fees</b>	Children have become more independent and self-confident due to the exposure to a wide variety of skills and activities. These attributes enhance behaviour across the whole school and encourage leadership and team work both in and out of the classroom	Skills have been gained and can cascade to new employees
	Continued use of a pond in our secured area to include an additional space which will support children's participation in active, outdoor learning		Confidence building particularly for children with high emotional needs. Increased productivity in class due to increased feeling of wellbeing and happiness.	Lifetime guarantee

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				%
Intent	Implementation		Impact	11%
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:
1. To enable children to gain self-motivation skills and a desire to achieve 'more' by exposing them to the competitive sporting arena	Provide a diverse number of competitive sporting opportunities both in our school and in the wider community. Ensure a wide variety of sports and experiences are available by aligning ourselves with a local network sporting community SSCO to arrange and diversify these opportunities	Included in the £1500.00 spent on competition opportunities	Children have developed an ability to focus on the process as opposed to the outcomes. Children have maximised social developments and gained essential life skills especially during 'away' competitions. Children's competence and confidence has grown and they have built resilience and determination characteristics	Built a network of relationships with cluster schools, continue regardless of funding
	Annual School Games Day (where parents and other family members are invited to spectate) and other intra-sporting competitions, at least once per term. These activities provide opportunities for our children to evaluate their own strengths, challenge themselves through a series of personal best challenges, communicate with each other and to work collaboratively to practice and apply more simple and more advanced tactics.	Included in the £1500.00 spent on competition opportunities	Increased thinking, social and personal skills which enhances the transference of these skills into the classroom environment	Continue regardless of funding



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