

Evidencing the Impact of Primary PE and Sport Premium.

DfE Vision for the Primary PE and Sport Premium: “*ALL* pupils leaving primary school *physically literate* and with the *knowledge, skills and motivation* necessary to equip them for a *healthy, active lifestyle* and *lifelong participation* in physical activity and sport”

Objective: To achieve **self-sustaining improvement** in the quality of PE & sport in primary schools against

Measure against 5 key indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
2. the profile of PE and sport being raised across the school as a tool for whole school improvement
3. increased confidence, knowledge and skills of all staff in teaching PE and sport
4. broader experience of a range of sports and activities offered to all pupils
5. increased participation in competitive sport

Statutory requirement of Ofsted to ensure that your Primary PE and Sport Premium spend and priorities is included on your school website. We recommend that you use the Improvement Plan template (below) to serve that purpose. Re-visit the grey boxes on a termly basis, to review and plan.

You should use the premium funding to:

- o develop or add to the PE and sport activities that your school already offers e.g purchase new equipment.
- o make improvements now that will benefit pupils joining the school in future years. For example, you can use your funding to:
- o hire specialist coaches or teachers to work **with** teachers
- o provide existing staff with training or resources to help them teach PE and sport more effectively
- o introduce new sports or activities and encourage more pupils to take up sport
- o support and involve the least active children by running or extending school sports clubs, holiday clubs and C4L clubs
- o run sport competitions
- o increase pupils’ participation in the School Games
- o run sports activities with other schools

You should not use your premium funding to:

- o Employ coaches or specialist teachers to cover PPA arrangements - these should come out of your core staffing budgets
- o Teach the minimum requirements of the National Curriculum – including those specified for swimming
- o Fund Clubs that pupils pay for

2021/22 Sport Premium Improvement Plan

School: Spring Grove Primary School	No. Pupils KS1/KS2: 277	Sport Premium Funds	
<p>5 Key Indicators</p> <ol style="list-style-type: none"> the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles (<i>Play & Engage, DiscME, C4L, five a day, walk to school....</i>) the profile of PE and sport being raised across the school as a tool for whole school improvement (<i>strategic develop, leaders, transition phase support</i>) increased confidence, knowledge and skills of all staff in teaching PE and sport (<i>lesson support/mentoring, twilight CPD</i>) broader experience of a range of sports and activities offered to all pupils (<i>clubs wide variety of curriculum activities</i>) increased participation in competitive sport (<i>Intra & Inter</i>) <p>RAG rating key</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="background-color: red; color: white; padding: 2px 5px; font-weight: bold;">Emerging</div> <div style="background-color: yellow; padding: 2px 5px; font-weight: bold;">Established</div> <div style="background-color: green; padding: 2px 5px; font-weight: bold;">Embedded</div> </div>		Total amount carried over from 2019/20	£ -
		Total amount allocated for 2020/21	£ 18,090
		How much if any do you intend to carry over from this total fund into 2021/22?	£ 6,300
		Total amount allocated for 2021/22	£18,072
		Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£24,372

2021/22 SPENDING


Coaching and Training	£14,000
Resources – Memberships, playground equipment	£ 2,500
Other Costs - Staffing, transport, pupil engagement	£ 5,500


Intent/ Planned Impact	Implementation	RAG Rate	Impact on pupils (evidence)	Next steps (sustainability)	Funding Allocated £
<i>What you want the pupils to know, learn and be able to do?</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>What do pupils now know and what can they now do? What has changed?</i>		
Key indicator 1: The engagement of all pupils in regular physical activity					

<p><u>Daily Physical Activity</u></p> <p>The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles</p>	<p>Classroom:</p> <ul style="list-style-type: none"> Communicate with staff opportunities for active breaks in the classroom: Storm breaks Go Noodle Just Dance Getset4PE active bursts Cosmic Yoga 5a day TV <p>Playground:</p> <ul style="list-style-type: none"> Daily Mile Track Year 6 to design playground games cards and stick to shed. Check Playground Equipment <p>Extra-Curricular</p> <ul style="list-style-type: none"> Ensure ranges of clubs are on offer in KS1 and KS1 that cater for ALL children. <p>Active Travel:</p> <ul style="list-style-type: none"> Promote Use survey to calculate how many pupils use active travel. 		<p>Active breaks are happening in the classroom and playground but they are at the teachers’ discretion and not yet timetabled.</p> <p>Sports coach - Mr. Prince is used for twice a week intervention groups to increase activity and improve physical and social skills in pupils.</p> <p>Year 6 promoted active play through a KS2 assembly, designed playground games, and delivered an assembly.</p> <p>There is a broad extracurricular offer that is well attended by a range of pupils.</p>	<p>Ensure ALL staff are aware of the active breaks available to them in the classroom.</p> <p>Train up Year 5 Leaders to help with playground games.</p> <p>Continue to monitor the ‘in school’ 30 mins of activity at day.</p> <p>Laminate playground games cards and stick on the shed.</p>	
<p><u>Storm Break- Healthy Lifestyles</u></p> <p>Engage in Stormbreak Programme. Embedding mentally healthy movement and equipping children with sustainable skills and coping strategies to thrive throughout life.</p>	<ul style="list-style-type: none"> Target 1x Weekly Storm Breaks delivered in all year groups focusing on: Selfcare Hope and Optimism Self Worth Relationships Resilience 		<p>BG led whole school INSET on how to use Storm breaks with the year groups (see noticeboard display with photos)</p> <p>Storm break completed once or twice a week Spring Term.</p>	<p>Review Storm break to see if we should continue 2022 2023 – time management issues?</p>	

<p>Contribute to the target of 60 active minutes per day</p>	<ul style="list-style-type: none"> • Stormbreaks can be creatively blended into other curriculum areas. • Sport Impact to work alongside teachers if they need more support. 		<p>On hold for summer term.</p>		
<p><u>Pupil Voice</u></p> <p>Ensure we consult pupil voice to tailor our PE curricular and extra-curricular programmes to meet the needs and interests of our pupils, easily identify intervention groups based on survey results.</p>	<ul style="list-style-type: none"> • Use Survey template on https://www.koboca.co.uk/ • BG/SC and CDK to look at PE and School Sport Survey Template and adapt if needed. • Decide whether to deliver survey in school or send home. Aim to send out by end of January. <p><u>Spring Term:</u></p> <ul style="list-style-type: none"> • Koboca survey developed and delivered to year 4. <p><u>Summer Term</u></p> <ul style="list-style-type: none"> • Roll out survey to rest of KS1/2 • Analyse and respond to results. • Subject leader sent out additional Getset4pe pupil voice survey. 		<p>The surveys have been sent out to all of KS2 pupils to enable the Subject Leader to have a clearer idea of activity levels of pupils inside and outside school.</p> <p>Results need to be analysed to inform curriculum and extra-curricular club provision for 2022 2023</p>	<p>Analyse ALL PE survey results and present to SLT</p> <p>Use activity choice results to plan for curricular and extra-curricular provision for 2022 2023</p>	
<p>Intent/ Planned Impact</p> <p><i>What you want the pupils to know, learn and be able to do?</i></p>	<p>Implementation</p> <p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>RAG Rate</p>	<p>Impact on pupils (evidence)</p> <p><i>What do pupils now know and what can they now do? What has changed?</i></p>	<p>Next steps (sustainability)</p>	<p>Funding Allocated £</p>
<p style="text-align: center;">Key indicator 2: the profile of PE and sport being raised across the school as a tool for whole school improvement</p>					

<p><u>PE Curriculum and Planning</u></p> <p>Visioning, long term planning and detailed action planning, to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.</p>	<ul style="list-style-type: none"> • Two PE lessons per week re introduced post Covid • Lesson activities have been adapted in response to Covid and where needed planning from the previous year is being used or lessons are being simplified. • Focus on social, emotional and thinking skills SET skills in PE. • All staff consulted on curriculum coverage for Spring Term. 		<p>New PE curriculum has been introduced with clear skill progressions in PE have improved physical, social, emotional and thinking skills in PE.</p> <p>Evidence: Skill progression maps Knowledge Organisers NEW PE online Handbook.</p> <p>Teachers enjoy the layout and simplicity of the online planning. This has improved teacher confidence.</p>	<p>Continue to use teacher feedback and pupil survey results to review the PE curriculum.</p> <p>Support staff with a PE INSET September 2022</p> <p>Ensure there is adequate equipment to deliver the PE lessons.</p>	
<p><u>PE Handbook and PE Policy</u></p> <p>Visioning, long term planning and detailed action planning, to embed PE, School Sport, Physical Activity, Health and Wellbeing at the heart of the school.</p>	<p>Subject Leader has updated the PE policy and is developing a PE Handbook with the following:</p> <ol style="list-style-type: none"> 1. Physical Education Policy 2. PE and School Sport Action Plan (Website) 3. Curriculum Map/ Skill Progressions- Check Spring Term Timetable. 4. Lesson Observations 5. Kobocca Student voice survey 6. Deep Dive 7. Evidence of Pupil Work 8. Assessment 9. Competitions Calendar 10. Interventions 11. Sports Leaders 12. Extra-curricular provision 13. Intra School Sport-House Competitions. 14. CPD Record and Impact 		<p>There is a shared vision for PE and School Sport that is shared by pupils, staff and school community (see website, noticeboard and pupil voice)</p> <p>The PE curriculum brings this vision to life. Children experience a broad and balanced PE curriculum that is inclusive and progressive (see planning and lesson observations)</p> <p>Pupils and staff are engaged in reviewing the curriculum to ensure it reflects the needs to the school community (see survey results and staff emails)</p>	<p>Consider making the PE handbook digital (on shared area)</p> <p>Simplify the PE policy into a table for the school website.</p> <p>Carry out a PE self-review.</p> <p>Consider some PE learning walks in PE (Autumn Term 2022)</p> <p>Deliver whole school PE INSET</p>	

<p><u>Active Sports Leaders and Sports House Captains</u></p> <p>Develop pupil voice and leadership in the school.</p> <p>Develop the key life skills of communication, organisation, cooperation, team work and responsibility through leadership.</p> <p>Increase pupil engagement by offering a broader experience of sports and activities.</p>	<p>Train Year 6 Play Leaders to support:</p> <ul style="list-style-type: none"> • Active Playtimes • Activities on the Sports Arena at lunchtime • Lesson Warm ups and Equipment <p>House Captains:</p> <ul style="list-style-type: none"> • Plan and deliver Year 3 Sports Event. • Support with ALL house events. 		<p>Year 6 pupils all received Play Leaders Training.</p> <p>Every child in Year 6 designed its own Spring grove Playground Game.</p> <p>Year 6 delivered an assembly to KS2 to promote their playground games.</p> <p>Year 6 House Captains organised and delivered an inclusive Year 3 Sports Event.</p> <p>Sports Leaders have supported equipment organisation and activities on the arena with support from the Sports Coach.</p>	<p>Sport Impact to continue to support the training of Leaders and House Captains 2022 2023.</p>	
<p><u>PE Notice Board and Website</u></p> <p>Use the PE Noticeboard and School Website to raise the profile of PE and Sport across the school.</p> <p>Celebrating success in PE and Sport to inspire ALL children to take part.</p>	<p>Develop New noticeboard in PE Hall and Playground:</p> <ul style="list-style-type: none"> • Photos • Posters • Sports Captains • Curriculum • Clubs • Sports reports • Weekly personal best challenges • Stormbreak (see separate board) • Sports House Captains. 		 <p>PE Noticeboard</p>	<p>Update ALL boards for September 2022</p>	

			 <p>Break and Lunchtime activity timetable</p>		
<p><u>Employment of a Sports Coach</u></p> <p>The engagement of targeted pupils in regular physical activity to target 30 'in school' active minutes per day and develop their fundamental movement skills and social skills through a PE Intervention.</p> <p>Increased participation in competitive sport following an absence in lockdown.</p> <p>Broader experience of a range of sports and activities offered to all pupils</p>	<ul style="list-style-type: none"> • Intervention groups established by teachers based on observations following lock down. • Sports Coach employed x 2 half days a week • PE Interventions set up in Year3/4 on Friday mornings and Year 5/6 on Tuesday mornings. • Use Survey data to continue to target children. • Lunchtime Cricket Club set up for KS 2 • Coach has supported Sports Leaders training and implementation. 		<p>PE Interventions have been happening in years 3-6.</p> <p>Children have been targeted based on their physical, social or personal need (see registers)</p> <p>See Impact report from Prince.</p> <p>See lunchtime PE and Sports timetable</p>	<p>Carry out full review and plan support for next year.</p>	
<p>Intent/ Planned Impact</p> <p><i>What you want the pupils to know, learn and be able to do?</i></p>	<p>Implementation</p> <p><i>Make sure your actions to achieve are linked to your intentions:</i></p>	<p>RAG Rate</p>	<p>Impact on pupils (evidence)</p> <p><i>What do pupils now know and what can they now do? What has changed?</i></p>	<p>Next steps (sustainability)</p>	<p>Funding Allocated</p> <p>£</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>					
<p><u>Teacher Support</u></p> <p>Teachers more confident in planning and delivering high quality PE lessons.</p>	<ul style="list-style-type: none"> • Sport Impact to continue to work with staff in their PE lessons. The support is a combination of observations, team teaching and modelling. 		<p><u>Autumn Term:</u></p>	<p>Target staff that need support the Autumn Term then review at Christmas.</p>	

	<ul style="list-style-type: none"> • Focus on adapting the planning to ensure lessons are inclusive and show progression. Focus on SET skills (Social, emotional and Thinking Skills) • Encourage all teachers to focus on SMILES in PE: Safe, Maximum Impact, Inclusion, Learning, Enjoyment and Success • Autumn Term:-Sport impact working with year 5 (hockey and rugby) • Spring term-Sport impact working in year 2 (gymnastics and net&wall games) • Summer term – Sport impact working with year 5 (Tennis) and Year 6 (leadership) 		<p>Sport Impact worked with Year 5 (Tag Rugby and Hockey)</p> <p>Focus was on:</p> <p>Developing fundamental movement skills.</p> <p>Teaching invasion games through zones and Games for Understanding.</p> <p>Sport Impact supported RF to use the Getset4PE planning but adapt it to reflect the needs of her class.</p> <p>See Sport Impact’s Survey result for progress and impact report.</p> <p><u>Spring term:</u></p> <p>Sport Impact worked with Year 2 (Gymnastics and Net&Wall ,Games)</p> <p>Focus was on teaching a creative gymnastics unit focusing on fundamental movement kills and creativity.</p> <p>The Net&Wall unit focused on object control and cooperative learning through adapted games.</p> <p>Sport Impact supported HC to use the Getset4PE planning but adapt it to reflect the needs of her class.</p> <p>See Survey result for progress and impact report.</p> <p><i>‘xxx always made sure I was confident with the lesson, as well as</i></p>		
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			<p><i>this, she talked through the lesson objectives and outcomes prior, during and after the lesson' (teacher survey response)</i></p> <p><u>Summer Term</u></p> <p>Sport Impact delivered Play Leader Training for Year 6. They designed their own playground games and delivered an assembly to KS2.</p> <p>Sport Impact supported Year 5 in their Tennis Lessons. The focus was on learning a net&court activity through adapted games with limited tennis nets.</p>		
<p><u>Subject Leaders CPD</u></p> <p>There is clear Leadership of the subject. The subject leader is supported in their own CDP and development.</p> <p>Teachers feel supported by the subject leaders.</p>	<ul style="list-style-type: none"> • Subject Leader and Headteacher to attend borough PE conference. • Sport Impact to Support Subject Leader throughout the year. • Subject Leader to attend borough deep dive courses related to PE. 		<p>The Subject Leader has attended regular meetings with Sport Impact which has supported:</p> <p>Curriculum planning and delivery Subject review and PE policy development. Engagement of pupil voice through surveys Development of a clear Intent, Implementation and Impact for the subject.</p> <p>The subject leader is able to support other staff with lesson planning and curriculum delivery, which has a positive impact on pupil engagement and progress.</p>	Continue to provide support to the subject leader.	
Intent/ Planned Impact	Implementation	RAG Rate	Impact on pupils (evidence)	Next steps (sustainability)	Funding Allocated £
	<p><i>Make sure your actions to achieve are linked to your intentions:</i></p>		<p><i>What do pupils now know and what can they now do? What has changed?</i></p>		

What you want the pupils to know, learn and be able to do?					
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Key Indicator 4 - broader experience of a range of sports and activities offered to all pupils

<p><u>PE Equipment</u></p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport.</p>	<ul style="list-style-type: none"> • Subject leader to carry out regular PE equipment audits. • Consult staff over equipment requirements. • Check ALL curriculum activities can be resourced. • Complete equipment requests and send to office. 		<p>Regular equipment audits were carried out throughout the year to ensure there was adequate equipment needed to deliver the PE curriculum.</p> <p>The PE cupboard was cleaned out and reorganised.</p> <p>Despite extensive efforts, some PE equipment is still being lost.</p>	<p>Clear communication is needed with ALL staff about expectations related to PE equipment: ALL equipment needs to be counted in and out in lessons.</p> <p>ALL equipment needs to be returned to the PE cupboard at the end of the lesson.</p> <p>Any missing equipment needs to be reported to the subject leader.</p>	
<p><u>Extra Curricular Clubs</u></p> <p>The engagement of pupils in a range of extracurricular clubs with the focus of: improving confidence and health. The clubs also Increase daily physical activity And exposing children to a wider range of sports and activities.</p>	<p>Clubs Offer:</p> <p>Organise and promote clubs.</p> <p>Regularly consult pupil voice to ensure provision reflects the needs of the school community.</p> <ul style="list-style-type: none"> • Ks 1 and 2 Glow Disco Club(NG) • KS1 and 2 Multi skills • Tag Rugby(BG) • Football at lunchtime (Prince) • Get in, Get Active Club(CK/BG-handball/netball) • Glow dodgeball and disco NS • Street Dance (Y1-6) • Gymnastics (KS1) • Knights Basketball (KS2) • Cricket Club (all years) • Brentford Football KS1 and KS2 • Tennis Club (KS2- BG) • Splash dodgeball (KS2) 		<p>ALL pupils can access a broad offer of extra-curricular school sport activities</p> <p>Pupils are consulted via a survey to ensure provision reflects their needs</p> <p>Opportunities for less active, gifted and talented, girls and SEND students are catered for.</p> <p>Partnerships have been made with Brentford Football Club and Knights Basketball to engage with community sports organisations.</p> <p>(see timetable and registers and survey results)</p>	<p>Continue to review club provision and ensure that there is a broad offer of clubs that reflects the needs of ALL students (use survey data).</p>	

Intent/ Planned Impact <i>What you want the pupils to know, learn and be able to do?</i>	Implementation <i>Make sure your actions to achieve are linked to your intentions:</i>	RAG Rate	Impact on pupils (evidence) <i>What do pupils now know and what can they now do? What has changed?</i>	Next steps (sustainability)	Funding Allocated £
Key indicator 5 - increased participation in competitive sport					
<u>Competitions</u> Increased participation in competitive sport	<ul style="list-style-type: none"> • Target all competitions subject to Covid Restrictions. • Focus on increasing the range of children accessing competitions by entering Inspire, Aspire and Higher Competitions. • Ensure children are prepared for competition so they be at their best. Competition Attendance: <ul style="list-style-type: none"> • Year 5/6 Girls Football festival (Aspire) • Year 5/6 Girls Premier League/Football Festival. We got to the Quarter finals (higher) • Year 4/5 Osterley Park Cross Country Race- 1km and 1.6 km • Year 3&4 Girls Football • Year 5&6 Girls Cricket • Indoor Sportshall Athletics • Year 4 Tennis festival • Year 5&6 Tag Rugby • Year 5&6 Kwik Cricket • Year 5&6 3v3 Basketball 		Live competitions were reinstated post covid to allow pupils to represent their school and experience inclusive competition. There were opportunities to attend competitive (higher) competitions and participation (aspire) competitions. Every child Year 6 was able to represent their school at a competition. Intra school sport happened informally and was well attended but not formalised.	Target competitions for the year in September and allocate staff to support them. Ensure ALL pupils received adequate preparation and training prior to competitions. Formalise intra school House Competitions. Target one event per term.	

<p><u>Sports Day</u></p> <p>Broader experience of a range of sports and activities offered to all pupils</p> <p>Increased participation in competitive sport</p>	<p>Summer Term.</p> <ul style="list-style-type: none"> Plan a live Sports Day event for KS1 and KS2 Plan and organise all track events. Communicate house teams to ALL pupils in KS2. Parents to be invited to attend. 		<p>Both KS1 and KS2 sports days were successful. ALL staff supported the event and they were well attended by the parent community.</p> <p>Children enjoyed the chance to represent their house team and engage in inclusive competition.</p> <p>Children were given adequate preparation by practising the Sports Day events in their PE lessons.</p>	<p>Include a cooperative whole school sports event 2022 2023.</p>	

SWIMMING DATA – (Disruption from Covid- data are estimation)

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2020.</p> <p>Please see note above</p>	64%

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	78%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	69%
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

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	Becky Griffiths
Date:	13/7/22
Governor:	
Date:	