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| **Kettleshulme St James CE (VA) Primary School**  **Sport Premium Spending**  **2022-2023** |

**What is the Sports Premium Grant?**

The School Sport Premium Grant is a Government package of funding for Primary School PE school sports, provided by the Department of Education, Health

and Culture, Media and Sport. Funding is allocated through a lump sum and a small per pupil top up and can only be spent on sport and PE provision in school.

**Purpose of funding:**

Schools must spend the total funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

**Vision:**

All pupils leaving primary school physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong

participation in physical activity and sport.

**Objective:**

To achieve self-sustaining improvement in the quality of PE and sport in primary schools.

**Indicators of such improvement to include:**

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60

minutes of physical activity a day, of which 30 minutes should be in school

2. The profile of PE and sport is 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

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| **Headteacher** | **PE Subject Lead** |
| Alicia Bellshaw | Alicia Bellshaw |

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| **Allowance carried forward from 2021/22** | **Total allowance awarded 2022/23** | **Actual spending 2022/23** |
| £0 | £16,470 | £16,470+ |

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| **Swimming Data** | |
| Percentage of Year 6 pupils who can swim competently, confidently and proficiently over a distance of at least 25 metres: | 80%  8 out of 10 pupils |
| Percentage of Year 6 pupils who can use a range of strokes effectively: | 80%  8 out of 10 pupils |
| Percentage of Year 6 pupils who can perform safe self-rescue in different water-based situations? | 90%  9 out of 10 pupils |

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| **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** | | | | |
| **Intent** | **Implementation** | **Cost** | **Impact** | **Sustainability** |
| All pupils participate in high quality PE lessons each week. | Specialist PE coach employed to lead sessions and engage staff. | £3,727.50 | Pupils now demonstrate excellent skills in a number of sports/activities (including gymnastics, yoga, athletics, Parkour, yoga, team games and dance). Pupils engage well, enjoy PE and have a positive attitude. All pupils have excellent core strength and balance as a result of weekly yoga lessons. The vast majority of pupils in Years 2 – 6 are able to run for 1km. | Our coach continues to work alongside our staff to ensure high quality delivery and sustainability.  Pupil Voice tells us that the children would like an even wider range of sports to try during their lessons so we will look to build this into our offer, where possible. |
| Those children who are able (i.e. physically able and who are attending school) to meet the NC requirements for swimming. | Supplement National Curriculum swimming lessons for those that do not pass the required standard after the 2 x 10 sessions in  Year 3 / 4 /5  Children to begin their swimming lessons from a younger age – pupils now attend from Year 1 upwards. |  | Offering KS2 pupils ‘booster’ sessions meant that they were able to meet their targets – where physically possible, however it does impact on their self-esteem, hence the thinking behind starting the swimming lessons from an earlier age. | We want to have less children in need of booster lessons, in Year 6 especially, so by lengthening their swimming journey by an additional 2 years we hope that this will make a difference. |
| Continue to provide opportunity for pupils to be more active during the day | Class 3 pupils assigned the role of setting daily physical challenges for all pupils (e.g. 20 squats).  Staff lead physical activities/games during break times.  Brain breaks, of a physical nature, built into learning time.  Weekly run.  Opportunity for pupils to attend physically active enrichment clubs.  Access to quality play equipment at all times. |  | Children are more aware of taking responsibility for their own physical health.  Physical brain breaks give pupils the opportunity to reset their brains ready for their next ‘chunk’ of learning.  Weekly runs have had a really positive impact on pupil ability to manage their pace and breathing.  Play Pods mean that there is always ‘something to do’ when the children are outside. | All of these actions are working effectively and the pupil feedback is positive so they will continue to be in place.  Our aim is to increase the number of runs per week. |

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| **Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement** | | | | |
| **Intent** | **Implementation** | **Cost** | **Impact** | **Sustainability** |
| To fund and provide pupils with a range of opportunities to be physically active out of school hours | To offer a range of opportunities for pupils to attend After School Clubs which offer physical activities – including netball, football, multiskills and yoga. | £400.00 | These clubs were well attended and pupils gained additional skills from coming to them. | We plan to have the same offers in place moving forward. |
| To maintain the raised profile of activity and its benefit for emotional health as well as physical health | To empower all pupils to be strong both physically and mentally and to acquire a ‘can do’ attitude and a growth mindset. |  | Pupils are generally very resilient and will say ‘I can’t do it yet’. They are consistently taught the importance of having a strong mind as well as a strong body but they are also taught how the two are connected. | We will continue with this approach via our yoga sessions, new breathwork sessions and also our work with White Hall. |

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| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | |
| **Intent** | **Implementation** | **Cost** | **Impact** | **Sustainability** |
| For school staff to feel confident and fully invested in our PE offer and ethos | Staff to work alongside our PE Specialist to gain knowledge and confidence. Staff to support FS Leaders with the running of the sessions. |  | Staff continue to maintain their PE skills and they have also dramatically increased their knowledge and understanding of FS practice. | We will continue with this model as we move forward into a new year. |

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| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | |
| **Intent** | **Implementation** | **Cost** | **Impact** | **Sustainability** |
| To offer a rich and engaging Forest School curriculum led by specialist staff. | In Jan we appointed a new FS leader as we wanted to further develop the experience our pupils were having. | £4,290 | Pupils and school staff are very positive about the new FS lead. Sessions for KS2 are now off site in a forest and provision is much improved. | Links are now established with new lead and sessions are working well for the future. |
| Offer new sports which work well for those pupils who find the pressure of being ‘part of a team’ too demanding | Fund a Parkour Specialist to deliver CPD to our Specialist Sports Coach | £300 | KS2 pupils loved the sessions as they offered something completely different. The coach was a great male role model to pupils and taught them about taking risks safely. | Our Specialist Coach can now deliver this sport as part of our annual offer to all pupils. |
| Ensure that pupils have a wide range of experiences | To work alongside White Hall Outdoor Centre to develop our progressive skills programme of outdoor activities.  To gently put children out of their comfort zones in order for them to grow and widen their boundaries.  To give them opportunities which they may not ordinarily have – abseiling, canoeing, climbing, orienteering, caving, bouldering, mountain biking.  By giving the pupils more experiences they have the opportunity to discover what they are truly capable of. | £8,093.95 | This continues to be a very positive and unique offer. Parents and pupils are supportive. Pupils are now showing a real change in their attitudes towards being out of their comfort zone. Rec up to Year 6 leave school once each half term to take part in their Adventure Session. They visit new places, meet new people, try new things and develop their ability to be resilient and brave. They are then able to transfer these skills of bravery and resilience, along with the feeling of empowerment, back to the classroom. | We are very pleased with how the programme is working. Now that pupil numbers have increased and we are full we will have to reduce our number of visits to White Hall, to one visit per term. |

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| **Key indicator 5: Increased participation in competitive sport** | | | | |
| **Intent** | **Implementation** | **Cost** | **Impact** | **Sustainability** |
| To increase number of children taking part in competitive sport – both inter and intra school. | Ensure that our pupils have the skills to take part in competitions alongside pupils from larger schools | £40 (entry into swimming gala) | Our football team received high quality coaching throughout the year meaning that they were able to compete alongside other schools at all tournaments. Our netball team were the same. A number of our children also took part in a KS2 Swimming Gala. | Work alongside our coaches to ensure that we can offer similar opportunities next year too. |
| To ensure that our pupils have the same opportunities as those who attend a large school and ensure that they experience taking part in large competitions and tournaments. | Work with 3 other local small schools to organise inter-school competitions in football, multi-sports and cross-country and cricket | £200 (charge to put in the pot to cover medals, trophies, Kickstart) | Our school went on to achieve very high standards as a result of their specialist coaching. The children developed their confidence working with others, being around large groups and competing. They also made new friends, some of whom will be attending the same secondary school. | This is now set up as an annual event with an activity scheduled at least each term. Kickstart are supporting us with this and they provide medals and trophies too. |
| To ensure that Sports Day has competitive elements | Sports Day to be planned alongside the pupils and to ensure that it has competitive elements built into it so that all pupils experience competition. |  | Sports Day worked well due to the mix of activities which meant that all pupils were able to engage. | Plan for similar activities to feature next year. |

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| Signed off by | |
| Head Teacher: | Alicia Bellshaw |
| Date: | July 2023 |
| Subject Leader: | Alicia Bellshaw |
| Date: | July 2023 |
| Governor: |  |
| Date: |  |