HARPLEY C of E PRIMARY SCHOOL

SPORTS PREMIUM STATEMENT SEPTEMBER 2022 – JULY 2023

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

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| Key achievements to date: | Areas for further improvement and baseline evidence of need: |
| Generally, ALL pupils leave Y6 being able to swim.  Introduction of the Daily Mile.  Ofsted comments 2021:   |  | | --- | | **Leaders have ensured that there is breadth and quality in what**  **pupils learn. In physical education (PE), pupils develop a repertoire**  **of knowledge and skills in a range of sports.** |   Well-qualified staff delivering good quality PE lessons ensuring high level engagement of children with PE lessons.  Engagement of children with extra-curricular sport clubs.  Successful participation at sporting fixtures.  The school ‘signposts’ out of school sports clubs for pupils who show an aptitude, ability or skill in a specific sport e.g. dancing, basketball and football. | Continue to provide swimming to all year groups in order to build on progression of swimming skills and water confidence.  School Council voted to continue with The Daily Mile as the children felt “it’s good for exercise”; “it’s good to get healthy”; “you can become much fitter”.  Further staff training including working alongside PE coaches, swimming teaching and swimming safer supervision.  Continue to offer subsidised / free after school clubs.  Continue to improve/increase the number of sporting competitions and fixtures attended and providing funding for transport.  Continue and further develop signposting to counteract rurality issues so that more children are participating in sports out of school. |

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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below\*: |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? | 3/5 |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 3/5 |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | Not taught yet |
| 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? | Yes. Our pupils swim from Reception onwards. All usually leave in Year 6 being able to swim, often over 100m, using a range of strokes. |
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\*Schools may wish to provide this information in April, just before the publication deadline.

**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 students today and for the future.

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| **Academic Year:** 2022/23 | **Total fund allocated:** £17,879 | **Date Updated: September 2022** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | |  |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| PE Coaching provided by ICS Coaching  1 x weekly PE lesson for all pupils  Forest Schools  Repairs to outdoor classroom , EYFS fence ( and skip hire)  Tree work carried out to maintain the safety of the school field and football pitches. | To ensure that pupils have weekly access to high quality PE delivered by a PE specialist.  To ensure that, across the year, pupils are taught at least the full NC PE curriculum entitlement.  Infant pupils to receive Forest Schools provision for the Autumn term 1 x afternoon per week.  The outdoor classroom and garden ensures that EYFS pupils are able negotiate space and obstacles safely; demonstrate strength, balance and coordination when playing and move energetically.  Carry out routine tree management work to ensure that the field is a safe place for pupils to play sports. | £2905  £1000  £1,760  £7,563  £266  £200  £500 | Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.  Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Pupils gain knowledge of the world around them whilst developing skills that they can use elsewhere – team work, perseverance, independence and resilience.  The outdoor classroom and EYFS area support effective and stimulating provision for EYFS.  The field, including football and rounders pitches, can be used safely. | Encourage life-long learning and healthy attitude to exercise.  Improve the health and well-being of our children, by providing them with a minimum of 2 hours quality PE every week, active and safe break times with participation in cluster tournaments and events and after school provision.  We would hope to be able to offer this again in future years, subject to the Forest School practitioner’s availability. It is also hoped that staff who have attended these sessions can also replicate some of the activities they have seen in future years.  This work should last up to ten –fifteen years with careful maintenance.  Tree survey must be carried out every two years. |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | |  |
| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Cost of gymnastics and transport  Autumn 2022 | To ensure that pupils have regular access to gymnasium provision in order to develop their overall health as well as support improved emotional strength and stamina. To raise the profile of gymnastics as a potential out of school activity so that Pupils will continue their own sporting interests out of school and share success in school encouraging others. | £2680 | Improved self-esteem, perseverance, co-ordination, stamina and overall physical health.  Opportunity to take part in gymnastics despite rurality of school catchment and increased awareness of out of school gym sessions.  Growth in number of children participating in sports out of school. | Continue to purchase gymnastics lessons and transport for one term each year as the school does not have a gymnasium. We know that regular exercise and the opportunity to experience all that a gymnasium has to offer is an essential part of the PE curriculum and the rurality of the school means that many parents do not take children to gymnastics lessons out of school. For this reason, the school organises a Gymnastics course at Lynnsport Gym, in King’s Lynn. This provides a sporting opportunity that would not otherwise be available. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |  |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| PE coaching and staff training provided by ICS Coaching. | To ensure high quality delivery of the PE curriculum through specialist coaches and staff training. | (see above) | Increased subject knowledge and confidence of staff. High quality sporting provision throughout the school. | In order to ensure the long term impact of this funding, we continue to invest some of this money in training and developing staff to ensure high quality sporting provision throughout the school. We have a specialist P.E. coach who is responsible for training staff. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | |  |
| School focus with clarity on intended  **impact on pupils:** | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Additional achievements:  Whole school Swimming Spring 2023, pool and transport  Cost of additional swimming coaches, teaching staff and assistants  Continue to sign post out of school sports clubs for pupils who show an aptitude, ability or skill in a specific sport e.g. dancing, basketball and football.  All KS2 pupils can attend the bi-annual residential trip and access a wide range of outdoor activities.  Dance workshops | Continue to ensure that all Y6 pupils can swim beyond the National Curriculum expectation of 25m.  Buy and develop a sports board to advertise and celebrate activities and celebrate children’s achievements. School to collect data relating to out of school activity.  Contribute towards the cost of activities as part of the Horstead Residential visit.  Provide after school dance workshops – resulting in end of term dance show? | £4000      £600  TBC | Generally, all our Year 6 pupils leave being able to swim, often over 100m, using a range of strokes as a result of extended swimming provision starting in YR.  Additional coaches mean small teaching groups to ensure safety and high quality tuition.  The cost of a qualified swimming teacher and lifeguard at the pool is included. School staff are trained in swimming teaching and safer supervision of swimming.  Pupils have greater awareness of wider variety of outdoor activities.  Pupils take part in activities where they learn physical and practical skills as well as team building, resilience and perseverance.  Pupils have access to professionally taught dance sessions. | Continue to deliver swimming for YR and KS1 pupils. Teaching swimming ensures that the PE funding provides high quality sustainable swimming provision.  This is a necessity as the local villages have many ponds and the school is close to the Norfolk Coast. Due to the school catchment’s rural location many parents to not take children swimming regularly.  Pupils will continue their own sporting interests out of school and share success in school encouraging others.  Pupils use these skills in other areas of their lives.  Staff CPD |
| **Key indicator 5:** Increased participation in competitive sport | | | |  |
| School focus with clarity on intended  **impact on pupils**: | Actions to achieve: | Funding  allocated: | Evidence and impact: | Sustainability and suggested  next steps: |
| Continue to participate in local sporting fixtures arranged by ICS coaching. | ICS to organize inter schools sports  Fixtures for pupils to participate in. | £1670 | Pupils have greater awareness of wider variety of outdoor/sports activities. Rurality of catchment is a lesser barrier to participation.  Pupils take part in ICS run competitions. Children are keen to represent the school/federation. | Continue to host activities and taster sessions.  Host and attend local sports activities. |
| Other | | | | |
| Developing emotional resilience in all pupils and providing extra support for those pupils with additional SEMH needs. | All children to take part in Emotional Resilience workshops offered by The Parachute Project.  1:1 sessions to be offered to those pupils with additional SEMH needs as highlighted by parents and staff. | £2795 | Many pupils require support in learning and applying these skills. This is particularly evident post-Covid and in the current economic climate where. Additional pressures have been placed on households and families. | This provision has been invaluable to pupils and complements our PATHS program very well. Staff are able to use techniques taught by the Parachute project to the pupils when needed. We would certainly look to provide this provision in future years, |
| Total spend: £25,939 | | | | |