



Sports Premium Action Plan 2022 – 2023

Our overall aim is that every child at Edgar Stammers will enjoy increased participation in a range of sporting activities and understand the importance of a healthy lifestyle.

Our curriculum will give children the opportunity to become more confident with their fine and gross motor skills and be able to apply these to a range of different activities. The benefits of physical activity, on not only a child's physical health, but also their mental health, are vitally important. We want every child to have fun in PE and be confident in expressing their unique talents. At Edgar Stammers we will support children's wellbeing and self-esteem, providing provision that results in children developing other key skills in areas such as communication, leadership and teamwork. At Edgar Stammers we want children to develop these skills in individual and team sports, developing knowledge and experience that they can use and apply beyond their primary school education. Through registering with different organisations, we will give children the opportunity to compete against other children of the same age, from different schools and backgrounds but also against each other at our annual sports day celebration.

Sports Premium allocation

The total amount of sports premium for Edgar Stammers Primary Academy is £18,660.

The overspend in the plan below is therefore made up from Academy Budget. (£5,000)





It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2023** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Increased percentage of pupils left Year 6 in 2022 having achieved the national expectation for swimming due to increased frequency and longer blocks of swimming (50%). Increased sporting after school clubs meaning that more pupils took part in physical activity outside of school hours and in addition to their PE lessons. The school participated in a wide range of sports competitions and a high percentage of pupils had the opportunity to participate. The percentage of disadvantaged pupils participating in sports competitions was reflective of the school context. PE lead teaching PE alongside other teachers, providing high quality experiences for pupils and regular CPD for staff, has led to pupils being increasingly enthusiastic about physical activity. 	<ul style="list-style-type: none"> Introduction of a daily mile (or equivalent) to further promote the importance of exercise on your physical and mental wellbeing. The number of pupils leaving Year 6 being able to swim competently needs to continue to rise. Increase the percentage of pupils participating in sports / physical activities at lunchtimes. Ensure that sufficient sports equipment exists in school for increased percentages of pupils to access it at lunchtimes. Staff to receive in-house CPD/catch up for gymnastics and dance

Meeting national curriculum requirements for swimming and water safety.	
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 2022.	45%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	30%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	20%
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/No Additional swimming sessions for all Year 5 pupils, in addition to NC requirements. This is not possible

this year due to logistics.

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:	Date Updated: October 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 70%
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?
Increase equipment available for pupils / Sports Leaders at lunchtimes so that pupils are more actively engaged in physical activity at this time of the day.	Purchase additional lunchtime equipment for pupils to use to support physical activity.	£2,000 (Resources)	Increased % of pupils will be physically active at lunchtimes.	Plan for long term – i.e. replacement and updating of equipment in future years.
Train Play Leaders from Year 5 and 6 to initiate games and physical activity at lunchtimes.	Implement training for pupils. Ensure they have the equipment required to organise physical activity.	£0 (Included in Soccer 2000 costs)	Increased % of pupils will be physically active at lunchtimes.	Succession planning – build into budget at least bi-annually to ensure there are always pupils trained in school.
Increase daily physical activity for all pupils by implementing the Daily Mile.	Daily Mile track clearly demarcated on the school playground so pupils can access it during school time and before / after school with parents.	£10,000	Increased daily activity for all pupils. More pupils will increase physical activity outside of the school day by engaging in this activity before / after school. More parents will understand the importance of exercise and will	Maintenance / risk assessment in place for use.

			support their child/ren to engage in it.	
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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	0.05%
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 profile of PE and Sport across the school by ensuring that they are a well established part of school life.	Charity sponsored sports event planned, organised and carried out. End of year sports celebration for all pupils and parents. PE lesson rewards to provide instant positive feedback. Half termly sports award for 1 pupil in each class – awarded in last achievement assembly of each half term.	£100 (Certificates, stickers, posters etc.)	Pupils will be even more motivated to perform and behave well in PE lessons. Pupils will have a better understanding of when they have done well in PE lessons and why.	Pupil / parent questionnaires to evaluate and continue to develop.
Introduce a smart PE kit for all KS1 and KS2 to give pupils pride in themselves and raise self esteem when taking part in PE and Sport. (Intent carried forward from last year)	ESSPA to set up link with Lets Localise. School Council to be involved in designing and choosing PE kit (top). Ensure that all KS1 and KS2 pupils have a top in their size.	N/A Funding through Lets Localise	All pupils will look as smart for PE as they do at other times. Pupils' confidence and self-esteem when dressed for PE will be increased as they will look and feel smarter.	Sustainability – build into school fundraising for future years.

	Ensure that this top is worn on PE days instead of current sportswear.		Pupils to wear PE kit for competitions when Team Kit is not appropriate. This will provide them with a sense of belonging and identity to our school.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	58% (including school budget)
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:
<p>Increase quality of teaching and learning in PE.</p> <p>Increase teachers' confidence in maintaining good behaviour during PE lessons.</p> <p>Ensure that all pupils are appropriately challenged in PE and able to make at least good progress.</p>	<p>Ensure that Ready, Respectful, Safe is referenced in PE lessons and that expectations in behaviour are the same as in other lessons.</p> <p>Sports Coaches from Soccer 2000 to team teach some PE lessons alongside staff to develop confidence – specific focus on differentiation and assessment.</p> <p>Sports Coach from Soccer 2000 to work alongside PE Lead to ensure all PE planning is robust and that assessment in PE is implemented and embedded.</p>	<p>£10,732 (Soccer 2000 SLA for 2022-23)</p>	<p>Further increased quality of teaching and learning will be evident.</p> <p>Teachers will feel more confident in teaching PE and in managing behaviour during these sessions.</p>	<p>How can this programme of support be extended / sustained in future years? Will it need to be?</p> <p>Staff questionnaire pre / post support.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	0%

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:
Pupils to experience playing sport in other venues and using specialist sports equipment.	ESPA pupils to engage in competitions with other GLP / local schools.	£0 (Minibus costs already counted above)	Pupils will experience larger scale sports facilities. Pupils will experience an increased range of sports activities. Pupils' engagement in and enjoyment of sports will increase. (Pre and post surveys.)	Continue to embed the relationship between the 2 Academies so that links to particular curriculum areas, knowledge and skills are further developed.
Offer an increased range of extra-curricular clubs run by teachers and / or specialist sports coaches.	Teachers to set up and run extra-curricular sports and games clubs for KS1 and KS2. (Autumn Term) Sports coaches to offer additional sports sessions outside of school hours.	£0 (Sports Coaches cost highlighted above.)	All pupils across KS1 and KS2 will have the opportunity to take part in extra-curricular sports / games clubs. Pupils will experience additional sports / games (as well as those in PE lessons). Disadvantaged and SEND pupils will be at least proportionately represented at these clubs.	Analysis from club attendance Pupil questionnaires Staff to work alongside coaches, where possible, to develop own subject knowledge of sports / games covered.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				0.05%
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:

<p>Kit – badges printed on football kit (Intent carried forward from last year.)</p> <p>Competitions – School Games group through Shelfield Academy. Opportunities for children to compete in a range of sports against other schools.</p> <p>Intraschool events – A range of competitions/festivals within a year group.</p>	<p>School uniform provider to print school badges onto football kit.</p> <p>Travel to Shelfield to regularly compete in a range of sporting events and festivals.</p> <p>Each Half-term, classes take part in competitions/festivals in the area of PE they have completed (where appropriate – e.g. Football, Handball etc.) – from Spring Term 1.</p> <p>End of year Sports Day for each Year Group. Parents to attend and celebrate the accomplishments of their children</p>	<p>£0 (Minibus costs already counted above)</p> <p>£100 (Medals and trophies, refreshments)</p>	<p>Children will have a sense of identity and belonging to our school community whilst representing the school during events.</p> <p>Children will have more confidence through these events. They will have a greater self-belief, improve social skills and recognise fair play during competitive events.</p> <p>An opportunity for all children to be a part of a competitive events on a regular basis. Each child will have a chance to compete. Festivals to demonstrate what they have learnt as a performance (gymnastics/dance)</p> <p>Disadvantaged and SEND children to be supported and encouraged to take part.</p>	<p>Staff / Pupil Questionnaires</p> <p>Staff to support and enable this to take place through structured events.</p>
<p>Total allocated 23,000</p>				

Signed off by	
Head Teacher:	
Date:	04.10.22
Subject Leader:	Abbie Pilkington
Date:	04.10.22

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