**Fulwood and Cadley Primary School**

**Summer Term 2022-2023**

**PE & Sport Premium Funding- Analysis of Impact**

**The National Curriculum Purpose of Study for Physical Education:**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims:**

**The national curriculum for Physical Education aims to ensure that all pupils:**

* develop competence to excel in a broad range of physical activities
* are physically active for sustained periods of time
* engage in competitive sports and activities
* lead healthy, active lives**.**

**Physical Education: School Statement of Intent**

At Fulwood and Cadley, we ensure that we have a high-quality physical education curriculum which inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

In the foundation stage the focus is on developing gross and fine motor skills through 5 fundamental movement skills, (FMS). These 5 FMS along with opportunities to develop a wide range of physical skills will ensure they are ready for PE in Key Stage 1. In year 1 the children will continue to develop these FMS, focusing on those skills that the children are less proficient in. Throughout Key Stage 1 the children will develop the FMS especially the weaker ones and they will learn how to apply these skills in a context. The children will continue to develop their knowledge in using simple tactics in games and creating sequences of movement in gymnastics and dance. Throughout Key Stage 2 in games the children develop attacking skills and tactics through a range of different sports and activities. This progresses on to using these attacking skills when they are working as a team. They will also develop their knowledge of defending strategies. These skills are transferable across similar categories of games. These will be modified and conditioned mini versions of games. In dance and gymnastics the children develop performance and sequencing skills. In upper Key Stage 2 this progresses to composing longer sequences of movements with partners or groups. All the skills are applied through the relevant core tasks which are linked to age related expectations. Pupils will have the opportunity, through lessons; top up lessons and personal water safety, to be able to swim by the time they leave primary school and maintain their personal safety in the water.

**PE Action Plan**

*See appendix B for rag rated action plan.*

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| **Key Achievements of summer term 2022-23** |
| * Year 4 started swimming once a week for the term to start the process of lowering the age of children going swimming. COVID catch up. * All children are still taking part at a least 2 hours of PE per week. * More successful use of PE Passport App to start to assess and record skill development. After a staff meeting to support staff on how to successfully use PE passport to assess in PE more members of staff are confident with doing so. * A coaching company continue to provide a before school club and curriculum lessons one morning a week: Judo club * A variety of sports clubs continued to be offered each week: Rounders, Judo, athletics, dance club, gymnastics, cricket, mini skills. * Sporting awards (Sporting Hero) given in assemblies for children who have represented the school in sports competitions. * We have continued to take part in a variety of sporting competitions for all year groups during school time and after school linked to School games and DB sports League. * OAA (outdoor adventurous activity) days booked for Autumn A. Every class from 3-11 will take part in an OAA day at Borwick Hall. * Fundamentals CPD for staff delivered in summer term. * Sports days. Sports day were divided into three sessions: R-1, 2-3, 4-6. All sessions were extremely successful. Children form year 5 supported the running and organisation of the sports days for the younger children. High school pupils from years 10 -11 supported the running and organisation of sports day for years 4-6. * Sports week. All age groups were able to experience a variety of sports over the course of the week: judo, fencing, archery, tri golf, curling. * The curriculum has been re designed to ensure that there is full skill and knowledge development through-out all year groups along with assess to a variety of sports. There is a focus on fundamental skills in Rec-year 2. |
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| **Areas of development for 2022-23** |
| * Implementation of daily physical activity in all classes. * Continue to introduce children to a variety of different sports. Find a sport for everyone. * Continue to lower the age of children swimming in school. * Focus on OAA in years 2-6. |

**Data**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | End of Summer Term Data | | | |  |  |  |  |
|  | |  |  |  |  |  |  | **2022-23** |
| Year | | **Pupils** | **Below** | **WTS** | **EXS** | **GDS** | **% on track** | **Target Yrs** |
| 1 | | **45** | 2.22%  1 2.22% | 11.11%  7 15.56% | 86.67%  33 73.33% | 4 8.89% | **86.67%**  **82.22%** |  |
| 2 | | **44** | 2.27%  2 4.55% | 18.18%  9 20.45% | 77.27%  31 70.45% | 2.27%  2 4.55% | **79.55%**  **75%** | Target year  Now year 3 |
| 3 | | **45** | 0% | 8.89%  5 11.11% | 53.33%  38 84.44% | 4.44%  2 4.44% | **57.78%**  **88.88%** |  |
| 4 | | **45** | 0% | 20.45%  8 18.18% | 72.73%  27 61.36% | 6.62%  9 20.45% | **79.55%**  **81.81%** |  |
| 5 | | **45** | 4.88%  2 4.88% | 21.95%  4 9.76% | 73.17%  32 78.05% | 0%  3 7,32% | **73.17%**  **85.37%** |  |
| 6 | | **45** | 0% | 11.11%  5 11.11% | 75.56%  34 75.56% | 13.33%  6 13.33% | **88.89%**  **88.89%** |  |

Red=spring term

**Strengths of End of Summer Term Data**

**2023**

* Only 5 children working below year group expectations. 4 Children are SEN and 1 child has attendance issues.
* More children are starting to work at greater depth in PE in years 1, 2, 4 and 5.
* In all classes except year 2 80% plus children are on track.
* There has been an increase in children working at expected level and WTS combined.

**Areas for Development Autumn Term 2023-24**

In years 1, 2 and 3 the number of children WTS has slightly increased. These children need to be highlighted by the class teacher and interventions put into place.

Highlight the SEN children in each year group and look at intervention strategies to support them in PE.

Extra support in PE lessons to support and challenge children working at below, WTS and GLD. More classes carrying out PE in a morning.

Focus on fundamental skill development in year 3 to ensure more children are at the expected level of development by the end of year 3.

Budget

Spending summer term 2022-23, (budget 2023-24).

This terms spending has focused on:

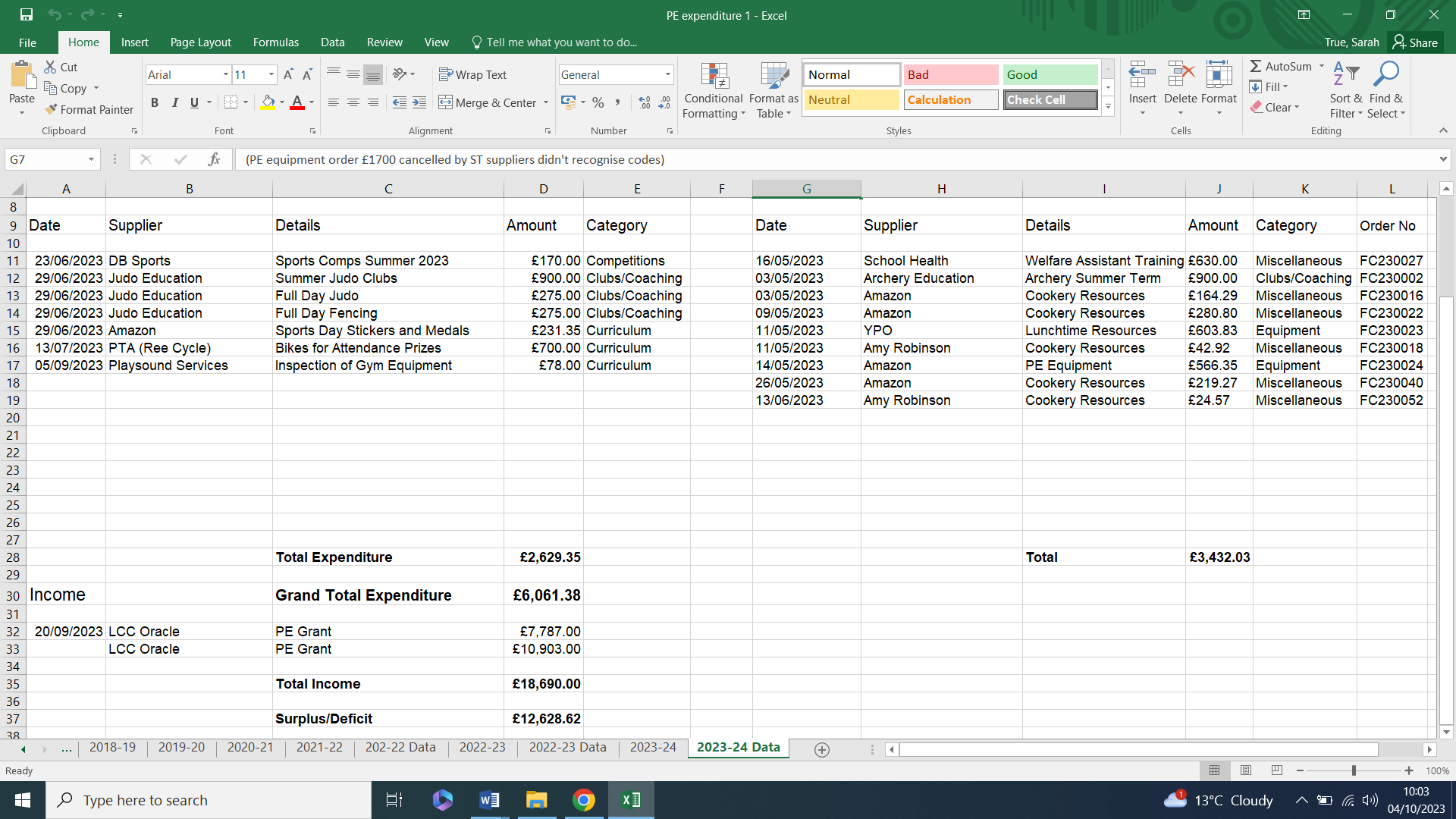
* Swimming for year 4
* Sports coaches to support sports week
* Judo club and curriculum lessons.
* Equipment to promote active play time to encourage daily physical activity.
* Training of staff
* Extra-curricular sports leagues.

Further spending is to focus on:

* Swimming for extra year group (year 4)
* OAA (outdoor adventurous activity) days in Autumn A 2023-2024

*See appendix A for detailed break down.*

Appendix A



Appendix B

**Fulwood and Cadley**

**PE and Sport Premium Action Plan 2022-2023**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Academic Year: 2022-2023** | | **Funding Allocated: £19004** | | | **Date Updated: Oct 2022**  **September 2023** | |
| **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** | | | | | | |
| **Intent:** | **Actions to Achieve** | | **Funding:** | **Evidence and Impact:** | | **Sustainability and Next Steps:** |
| Each class in KS1 and KS2 are to have two scheduled PE lessons per week. EYFS 1 scheduled PE lesson and fundamentals each day that adds up to at least 1 hour. | Time tables created for both indoor and outdoor PE that allow each class to have access to both. Time scheduled indoors and outdoors for EYFS to have the opportunity to carry out fundamental lessons.  **PE INDOOR TIMETABLE CHANGED SO THERE ARE LONGER AFTERNOON SLOTS** | | 0 | All children have the opportunity to access at least 2hours of Physical Education each week. Children are able to develop their skills in a variety of areas of PE both indoors and outdoors. Children are more knowledgeable and healthier.  Evidence from PE lessons are to recorded on PE passport along with the assessment of the children. | | Continue to revise and edit the PE timetables to reflect the needs of each class and the different Physical Education activities being taught in each class. |
| Engage classes in a form daily physical activity that meets the needs of the class.  Daily Mile  Wake up shake up  FMS  **CARRIED OVER TO 23-34**  Trim Trail Time  Outdoor gym equipment | Each teacher is to assess the needs of their class regarding daily exercise and begin to implement this at an appropriate time during their day Schedule daily.  Information, training to be given to staff about the different types of daily exercise that can be implemented.  Time slots for classes outdoors and indoors.  Research companies supplying Education Out door gym equipment. | | 0  £10000 | All children involved in daily activities that raise heart rates and fitness levels. Fitness levels of pupils improve. Daily physical activity starts to have a positive impact on other learning in school.  Extra activities for children to not only access during their daily physical activity time but during playtime and lunch times. | | Assess termly the needs of the classes and alter the type of daily physical activity taking place. Offer a variety to the children over the year.  Training/information to be given on daily physical exercise.  Research and get quotes from companies that supply and install Education Outdoor Gym equipment. |
| Implement provision within EYFS to enable children to become proficient in Fundamental movements. | Schedule daily time slots both indoor and outdoors for Class 1 and the EYFS children in class 2.  Provide staff with focused training on Fundamentals | | 0 | All EYFS children involved in daily activities that raise fitness levels as well and raising standards in FMS. | | Schedule time both indoors and outdoors for EYFS children.  Provide EYFS teachers with the under 5’s fundamental Skills booklet and Fundamental skills booklet that show progression through each skill.  Ensure there is the correct equipment to support the development of FMS. |
| Y6 Playground leader programme to engage all children in physical activity when outside.  **CARRIED OVER 22-23** | Playground leaders to be trained through sports leaders | | 0 | Children accessing new resources. Children involved in a wider range of playground opportunities. Children who may not normally choose to be physically active at lunchtimes chose to do so. | | Continue to train Year 6 pupils on playground games, use of resources and playground leader programme.  Purchase of new/extra resources to support the programme. |
| Raise the awareness and standards of healthy lifestyles among our school families through daily exercise and healthy eating. | Train a member of staff in delivering cooking lessons for a healthy lifestyle.  Purchase resources needed to implement club: equipment and ingredients.  Invite key families to take part.  Map out a schedule of classes for families during term time.  Link classes with active lifestyles, including daily exercise ideas that can be used at home. | | CPD  £1500  0  0 | Healthy uptake from families.  Feedback from parents who attend classes.  Parent Voice.  Raising awareness of healthy lifestyle with our Fulwood and Cadley community.  Educating families on how to prepare healthy meals and include daily exercise into their daily routines. | | Review after each term/set of classes.  Family feedback on how to improve/alter classes.  Look at the changing needs of the families and plan classes accordingly. |
| **Key indicator 2: The profile of PE and Sport being raised across the school as a tool for whole school improvement** | | | | | | |
| **Intent:** | **Implementation:** | | **Funding:** | **Evidence and Impact:** | | **Sustainability and Next Steps:** |
| Reward children in assembly for their performance in PE and inter-school sports through Stars of the Week and Sporting Hero award. | For each sporting fixture that has taken place within the week Sporting Hero certificates are to be awarded. Teachers encouraged to choose children for star of the week for their PE lessons. | | 0 | Rewarding children for representing the will have an impact on the children feeling valued and encourages them to feel proud of themselves and want to continue to represent our school.  Star of Week certificates for PE will show children that working hard and trying in PE is rewarded as well, as much as other subjects. Children will want to try hard in PE as much as other subjects. | | Continue to reward players who have represented the school.  Introduce a special PE award each week. |
| Ensuring teachers have access to the right equipment and enough equipment for each PE lesson. To ensure there is the right equipment so teachers can challenge and support their pupils.  Ensuring there is a wide range of equipment to ensure through skill development particularly of the FMS. | To audit current sporting equipment and purchase.  Purchase a variety of different equipment that can support skill development and also challenge pulpil. | | £6000  (£5213.25 spent so far) | Quality PE lessons are being taught using the right equipment. Challenge and support is able to be offered to the children through a variety of equipment.  Skills can be developed.  FMS skills are developed further in EYFS and KS1 as the right equipment is available.  There is enough equipment so PE lessons can be taught effectively Children have access to equipment and don’t have to share cutting down waiting around time.  Attainment levels in PE are raised throughout both key stages. | | Continue to replace equipment, build up supplies of equipment.  Continue to order a variety of equipment to support PE lessons.  Research gymnastic equipment that can be used in school to raise the standards in gymnastic lessons. |
| Ensure all staff and children have access to appropriate school kits for physical activity | Look at children who do not have access to a PE kit and use appropriate funding to supply them with one.  Ask for parents to donate spare/grown out of PE kit to school so children who do not come in a PE kit on their PE day are able to borrow a kit. s  Order staff kit for new members of staff, and extra kit for staff.  Look into outdoor kit for staff, coats, and fleece. | | TBC  0  TBC | All children are dressed in the appropriate clothing for PE sessions. No Child is missing out on PE.  Children feel they are part of a team dressed in PE kits like the rest of their class.  Staff are dressed appropriately for PE lessons.  Staff are visible at sporting fixtures wearing outdoor kit. | | Create a list of children who do not have access to a PE kit. Purchase PE kits and hand out to children.  Contact parents and ask for donations of PE kits. Create a central bank of kit in the PE cupboard for teachers and TAs to access at the start of the day.  Create an order for staff kits. |
| Create a point of reference and celebration in school through a central display board | Use a board in the main corridor.  Create fixtures boards that can be altered weekly.  Team sheet boards  Weekly fixtures  Photographs of teams  Achievements: Sporting heros  **NEEDS TO BE MORE EFFECTIVE THIS YEAR** | | 0 | Children are aware of weekly fixtures.  Children can see results from sporting fixtures.  Celebrate the children taking part in sporting competitions by display team pictures. | | Up date board weekly.  Display sporting achievement of children outside of school.  Encourage children to bring in sporting achievements to display. |
| **Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport** | | | | | | |
| **Intent:** | **Implementation:** | | **Funding:** | **Evidence and Impact:** | | **Sustainability and Next Steps:** |
| All teachers to be upskilled in  knowledge of Fundamental Movement Skills and the stages of development.  **To be delivered in Summer A** | Schedule staff meeting time to deliver information and training on FMS and the three levels of development. To be delivered by PE lead. | | 0 | Teachers are focusing warm ups in lessons on FMS particularly in KS1.  Teachers are aware of children in their class that cannot perform the FMS at mastery level and are putting extra support and interventions in place during lessons.  The number of children mastering FMS by the end of KS1 is increased and all children leaving KS2 are mastering the basic FMS.  These skills are being transferred successfully into lessons. | | To monitor and assess children who are not mastering FMS and put support in place. |
| Ascertain teacher needs through quantitative analysis and implement coaching and team teaching where appropriate.  **Questionnaire completed.**  **Training on gymnastics took place.**  **Staff meeting covering basics of PE and fundamentals to take place Summer A.**  **Dance training Autumn A or B** | Create a staff self-reflection questionnaire based on PE knowledge for staff to complete. It will focus on confidence, knowledge, skills in all areas of PE.  Analyse results from questionnaire and implement coaching, support where needed.  Outside agencies  Peer support.  Team teaching | | TBC (depending on what outside support is needed) | Areas that teachers need extra support and coaching in are addressed.  Teacher subject and skill knowledge is improved and teachers are confident at teaching lessons in PE. | | To ascertain teacher needs on a regular basis so ongoing support can put in place.  Implement the best form of support for the need.  Research support available in and outside of school. Contact Jessica Squires for support in delivering staff coaching. |
| Carry out a focused monitoring day to ascertain standards across the school and identify next steps. | Focused monitoring day arranged and a variety of year groups monitored.  Analysis of assessment data, evidence, pupil voice and teacher feedback. | | 0 | From teacher lesson observations, PE passport and photo evidence, pupil voice and teacher feedback standards across the school ascertained and next steps put in place to address these. | | Continue to monitor assessment and evidence on PE passport each term.  Carry out pupil voice again next term using a different group of children. |
| **Key indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | | | |
| **Intent:** | **Implementation:** | | **Funding:** | **Evidence and Impact:** | | **Sustainability and Next Steps:** |
| Use coaches and teacher interests/expertise to offer a broad range of sporting opportunities to all pupils after-school. | Ribble Valley Coaches have been employed to deliver:  5/6 boys and girls tag rugby  5/6 boys and girls hockey  5/6 girls football.  Badminton club (teacher led)  **COACHES FOR TAG RUGBY AND HOCKEY NOT SUCCESSFUL**  **COACHES FOR JUDO, ARCHERY AND FENCING**  Contact the fencing company we used in summer term to return in the spring and summer term to offer a club.  Contact the Judo company who carried out a taster day in summer term to offer a club. | | £4 per child per session.  0  TBC  Child funded?  TBC  Child Funded? | Involvement of children not previously involved in after school clubs. Children attempting different sports they would not have normally have tried.  Monitor through club registers. | | Alter extra-curricular clubs so that they link with sporting fixtures.  Continue to promote extra-curricular clubs |
| Continue to offer the current after school clubs. | Use of teacher skills to deliver after school clubs.  **MINI SKILLS**  **FOOTBALL**  **DANCE**  **GIRLS FOOTBAL**  **ROUNDERS**  **BADMINTON**  **CRICKET**  **GYMNASTICS**  **ATHLETICS**  **NETBALL** | | 0 | Continued involvement of children in clubs they have always enjoyed.  Monitor through club registers. | |  |
| Use sports coaches to address gaps in provision and introduce chd to new sports ie Fencing | Through pupil voice ascertain which sports the children would like to try as extra-curricular clubs.  Using current links with sports coaches and previous sporting companies we have used to ascertain what they can offer.  Plan out provision over spring and summer term.  **SPORTS COACHES WERE USED IN AUTUMN TERM FOR TAG RUGBY AND HOCKEY BUT THEY WERE NOT SUCCESSFUL. TEACHERS USED FOR CLUBS IN SPRING AND SUMMER TERM.**  **A DIFFERENT COACHING COMPANY USED IN SUMMER TERM FOR TRI GOLF BUT NOT UP TO STANDARD.**  **OUTSIDE AGENCY USED FOR ARCHERY, JUDO AND FENCING AND EMPLOYED AGAIN FOR 23-24** | | TBC  (depending on coaches rates and number of pupils attending) | Children who would not normally attend a sporting club are accessing these ‘new sports’.  More sporting clubs are on offer addressing a wider range of children.  Monitor through club registers. | | Research the variety of sports available.  Book companies to deliver these sports.  Book taster days in school to promote new clubs.  Plan out a termly schedule of sporting clubs. |
| **Key indicator 5: Increased participation in competitive sport** | | | | | | |
| **Intent:** | **Implementation:** | | **Funding:** | **Evidence and Impact:** | | **Sustainability and Next Steps:** |
| To raise the number of children taking part in competitive sports.  Implement a termly schedule of inter-school fixtures and match extra-curricular provision to the need. | Ensure clubs are running that link with the School Games competitions and the Inter school league ran by DB sports.  All sporting competitions are entered.  Skilled members of staff are running clubs.  Ribble Valley sports have been employed to run 3 of the clubs.  To give all children who attend the clubs an opportunity to play in the competitions along with those who are demonstrating a skills in those sports in lessons  **CARRY OVER INTO 22-23. ENSURE THERE IS EQAUL OPPORTUNITY FOR ALL CHILDEN TO TAKE PART: PARENT QUESTIONAAIRE.**  Liaise with Fulwood Academy who offer sporting competitions throughout the year for Primary Schools. | | £4 per child per session  £300  0  0  £4 per child per session.  0 | More children are attending clubs, being physically active and are having the opportunity to develop skills in new sports and paly competitive sport.  Children who have never taken part in competitive sport are being given the opportunity to represent their school.  Monitor through club registers. | | Continue to work with School Games and DB sports and enter teams into competitions.  Continue throughout the year to offer a variety of clubs that link to the sporting competitions in that summer. E.g. cricket club and rounder’s club in summer.  Continue to offer clubs that have always been on offer so those children can continue to access School sport out of school hours.  Retain Ribble Valley Coaches to deliver clubs that staff do not feel confident in delivering or source other coaching companies.  Make contact with the head of School Sports at Fulwood Academy and map out termly sporting competitions. |