

Frittenden Church of England Primary School



Shepherding our school community to enrich God's world and flourish.

Sports Premium Funding Report

2022 - 23

Our school policies are written with the objective of continuously improving the school in our aim of realising the school's vision:

Our Vision

At our school each child is known and nurtured in our inclusive family; we value each member of our community equally. Our enriching curriculum develops the whole child to find joy in the every day. We are responsible and respectful, outward looking environmentalists who shepherd God's world and each other.

Our School Values

Frittenden Church of England Primary School values

Compassion • Respect • Joy

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"> - Forest School - specialist sports coach - Increased, successful, participation in tournaments - Afterschool clubs PE focus - upskilling to teachers and staff through specialist sports coach - Termly enrichment - greater focus on mental health and wellbeing 	<ul style="list-style-type: none"> - to establish a wider range of after school provision, including change for life - greater opportunities for active bursts throughout the day - purchase kit which matches to improve feeling of belonging - continue to work with local schools to improve range of festivals and opportunities available for pupils - train a member of staff level 3 FS - implement healthy schools week - Continue to book enrichment

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 2023.	76%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	47%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	-
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

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: £17000 + £2000		Date Updated: July 2023	
Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport					Percentage of total allocation: %
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:	
<ol style="list-style-type: none"> Upskilling teachers in their teaching of PE so that lessons are well taught and pupils make good progress Ensuring LTP is fit for purpose and covers all skills and progression in skills that pupils should know and be able to demonstrate 		<ol style="list-style-type: none"> Utilise sports coach to team teach some PE sessions; ensure that sports coach has access to quality CPD. Create Progression documentation. 		As above £8000	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
				Teachers are confident to deliver high quality PE and pupils knowledge and skills are evident. There is a clear progression in the skills pupils are display in lessons and these can be vocalised.	
				Sustainability and suggested next steps:	
				Continue team teach of some PE lessons KM to facilitate play leader and TA training for duty staff.	
indicator 2: 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: 30%
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:	
				£3250	
				Evidence of impact: what do pupils now know and what can they now do? What has changed?	
				Sustainability and suggested next steps:	

<ol style="list-style-type: none"> 1. Plan active bursts during teaching sessions to improve pupils fitness, stamina and concentration 2. Use funding to pin point FSM pupils for active start breakfast club 3. Continue delivering forest school to raise levels of resilience, wellbeing and key skills such as working together and problem solving. 4. Plan for activities during lunch play to increase physical activity 	<ol style="list-style-type: none"> 1. Teachers to take pupils out for brain breaks: running, circuits, skipping 2. Funding allocated for FSM pupils to attend am sessions 3. Allocate time to deliver FS 1 day a week investigate training another member of staff 4. Purchase tubs and equipment for lunch play 	<p>£0</p> <p>£1250</p> <p>£2000 including resources and level 3 training</p>	<p>Increased participation in activity in KS1 and LKS2 – Leuven scale – wellbeing and participation</p> <p>Active start participation resulted in a calmer start to the day for FSM pupils and ensured breakfast was eaten.</p> <p>Forest School halted Dec – June. Pupils participating in some activity: UK2 have been productive in leading play with younger children during split playtime</p>	<p>Introduce skip2bfit</p> <p>Continue breakfast club</p> <p>Re-establish forest school and training</p> <p>Provide Young Sport’s Leader Training for Y5 – 6</p>
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Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement
Physical Education, School Sport and Physical Activity (PESSPA)

Percentage of total allocation:
42%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated: £8000</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	<p>Sustainability and suggested next steps:</p>
<ol style="list-style-type: none"> 1. Specialist sports coach employed to teach and to work alongside class teachers and young leaders so that confidence is gained in this curriculum area. 2. Attendance to Kent and Medway PE conference. The PE specialist attends this annually as it is a n excellent source of information on PESSPA and also aids with training on use of funding and on curriculum planning. 	<ol style="list-style-type: none"> 1. Ensure that sports coach has PPA time to plan, deliver and assess PE provision; allow for time to train young sports leaders. 2. Sports coach to attend PE conference and take note of opportunities for their own professional development 	<p>£8000 linked to KPI 2</p>	<p>Class teachers gained confidence in delivery of PE. Pupils are receiving a variety of sports taught by a trained expert in PE provision.</p> <p>Access to Key Speakers in PE plus update on information on Primary PE Curriculum and funding.</p> <p>Pupils developing greater skill at balancing and upper body strength</p>	<p>Continue upskilling teachers</p> <p>Contact secondary schools to see if we can tap in to training</p> <p>Further develop the skills of support staff to lead some play.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 3%
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: £5470	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<ol style="list-style-type: none"> 1. Increased attendance at festivals and taking part in matched against cluster schools. 2. Offer a wide range of clubs and activities outside of curriculum time, including residential 3. To offer a range of sports enrichment to pupils, including sporting activity not on the curriculum presently 4. Using funding to train a further forest school lead. 	<ol style="list-style-type: none"> 1. Sports coach to lead with cluster schools timetabling events; offer coaching for events during lunch time. 2. Plan and implement sports clubs after school – use funding for FSM pupils to encourage participation 3. HT and PE lead to book enrichment across the year 4. Book training through Earth Craft UK 	£100 £400 (FSM pupils) £3470 + £1500 £1000 (indicator 2)	Pupils in key stage 2 have successfully compete in a number of festivals and friendly matches. Sports club provision is popular across the school, on average 25 pupils attend each session. Pupils say that they have really enjoyed enrichment this year – purchasing of Box2bfit/ Skip2bfit and quidditch equipment to enable further development of KPI1 next year	Healthy living week linked to curriculum and nutrition. Use of skipping for whole school improvement Forest school training – allocate a staff member. Continue to book enrichment for pupils

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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: £2100	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:

<ol style="list-style-type: none"> 1. Ensure the school is signed up to participate in cross-school competitive competitions 2. Ensure staff are available to implement after school clubs and support at events 3. Equip pupils and attending staff with the kit required to attend, to instil pride and sense of identity for teams taking part in tournaments. 	<ol style="list-style-type: none"> 1. Sports coach to facilitate events with other schools; coach to hold lunch time coaching sessions linked to specific events 2. Support staff and sports coach to claim for extra hours 3. Pupils have an increased sense of pride and belonging from wearing school kit: current kit is mismatched and sizing is off. 	<p>£100</p> <p>£1400</p> <p>£600</p>	<p>Pupils have enjoyed a greater sense of achievement having taken place in tournaments and galas: they have a sense of accomplishment.</p> <p>Greater attendance at sporting events: staff, pupils and parents</p>	<p>Continue attending local events</p> <p>Develop house competitions</p> <p>Opportunities for multi skills KS1 with cluster schools</p>
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Signed off by	
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Date:	July 2023
Subject Leader:	Kylie Manktelow
Date:	July 2023
Governor:	Alex Davies
Date:	Updated Sept 11 th