

PE AND SPORT PREMIUM EVALUATION: COURT LANE JUNIOR 2023

Details with regard to funding

Please complete the table below.

Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,810
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Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	
N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue, even if they do not fully meet the first two requirements of the NC programme of study	
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. Please see note above	46%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above	68%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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: £20,810		Date Updated: July 2023	
<p>Key indicator 1: The engagement of <u>all</u> 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</p>					Percentage of total allocation:
					64%
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>All pupils will participate in regular physical activity, showing progress both physically and mentally, and demonstrating a deep understanding of why exercise and eating healthily is important.</p> <p>All children will understand the need for rules during play. They will be supported to identify risks and suggest ways of mitigating those risks to ensure all parties can play safely and fairly together.</p> <p>Children will have access to wider variety of resources at break times (not just football) to provide inclusive play for everyone.</p>	<p>Replacing damaged equipment to ensure children can use equipment safely</p> <p>Providing play equipment for children to use outside of PE lessons</p> <p>OPAL (Outdoor Play and Learning) bought in to improve provision during break and lunchtimes</p> <p>Training staff to become Forest School leaders to provide different opportunities for outdoor activity (this allocation is reported in key indicator 3)</p>	£13,272	<p>Children are continuing to develop their knowledge and skills in physical literacy.</p> <p>All children have access to equipment that is fit for purpose in order to develop both their gross and fine motor skills.</p> <p>All equipment is safe and useable for all children.</p> <p>Staff report that children are already beginning to return to lessons more ready to learn, having had fewer issues, and children are enjoying break times more.</p>		<p>We will continue to increase children's access to a range of equipment and resources (including "loose parts") to stimulate their imaginative play. These will be introduced in line with OPAL procedures (following play assemblies and risk benefit discussions) to ensure children can use these safely. This should help to promote them being more active for sustained periods of time.</p> <p>Over time, children will develop the skills to identify risks and set rules or ways of mitigating risks independently.</p> <p>The equipment and resources will continue to be audited to ensure it is in good condition for the enjoyment and use of all children.</p>

Key indicator 2: The profile of Physical Education, School Sport and Physical Activity (PESSPA) being raised across the school as a tool for whole school improvement				Percentage of total allocation:
Intent	Implementation		Impact	0% directly (developed through allocation to other indicators)
<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:</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>
<p>Physical activity at break time will be used to develop the whole person (including personal and social skills).</p> <p>PE is visible through the school with displays of the cogs in the hall so every child knows what they are currently working towards.</p> <p>Staff feel more confident and skilled in delivering activities that will engage and inspire pupils to take part in life-long physical activities.</p> <p>Children have the opportunity to apply skills learnt in one sport to another sport.</p>	<p>Regular play assemblies to introduce new equipment available during break times: identifying what risks may be present and what rules we might need (as a school) to ensure the equipment can be used safely and fairly).</p> <p>Supervising staff to support children in their interactions during break times, helping them to make safe choices and adding in new rules as required to keep the games safe and fair.</p> <p>Promote sports events to children and parents (inviting parents in to watch events e.g. sports days)</p> <p>Sharing successes in physical activity on social media platforms to raise the profile.</p> <p>Curriculum design allows for skills to be applied (e.g. tennis to table tennis; cricket to rounders; netball to basketball etc)</p>	<p>£0</p> <p>(This indicator is covered through allocation for other indicators)</p>	<p>Children enjoy break times more and have fewer instances during breaks that can have an impact on lessons when children return to class.</p> <p>Children speak positively about their experiences with physical activity, both during and outside of lessons.</p> <p>Parents are more engage in supporting their children's physical literacy.</p> <p>Children and parents speak positively about the opportunities afforded to children in relation to physical activity.</p> <p>Children are able to apply similar skills between sports and can identify the ways those skills are similar and different e.g. dribbling in hockey with a stick, in football with your feet and basketball with your hands.</p>	<p>Continue developing the OPAL working group to continue improving the provision for break times.</p> <p>Keep updated for future opportunities.</p> <p>Continue to inform parents of events and sharing successes and opportunities via social media</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
Intent	Implementation		Impact	6%
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:
To ensure all staff are provided with opportunities to continue to develop their confidence and expertise in delivering high quality physical education and activity for their classes.	<p>Through the Real PE scheme, staff have planning and resources ready to use, which is easy to follow and helps support personal development. Children have access to videos of other children completing their activities as inspiration and motivation.</p> <p>Staff have opportunities for own personal development through Real PE development portal, where they can access training online at a time convenient for them.</p> <p>Provide training through Create Development for all new staff and early career teachers to ensure all staff are confident in the delivery of the scheme and use of the Jasmine platform.</p> <p>Provide forest schools training to develop skills of staff in other areas of physical activity.</p> <p>Supply cover to cover class of teachers involved in training and events.</p> <p>PE lead to attend network meetings with other PE leaders to share good practice and ideas.</p>	£1343	<p>All staff are developing their skills to improve their confidence in delivering PE lessons.</p> <p>Children have access to good quality physical education and are making good progress.</p>	<p>Continue to review training needs of staff.</p> <p>Staff survey to identify any further development requirements.</p> <p>Continue to signpost training opportunities for staff.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				7%
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>We aim to provide a broad curriculum that inspires and motivates all children to want to try new sports.</p> <p>Our provision will allow for inclusive participation, with adaptations for children with SEND where necessary.</p> <p>All children will feel successful in their own way when participating, which will increase their enjoyment and motivation to continue with sport.</p>	<p>Paralympic sports were introduced into the outdoor curriculum (e.g. Boccia, New Age Kurling) to give children a wider experience of sport (new equipment purchased).</p> <p>Introduction of archery, orienteering and table tennis into the PE curriculum to broaden children's experiences.</p> <p>Adaptations were made for children with SEND to ensure they can access all lessons and feel included</p> <p>Athletes in Schools – package paid for to have 2 athletes in schools to inspire children (running workshops and showing what they can do / have done).</p> <p>During activities week / residential, year 6 children have the opportunity to complete a broad range of physical activity.</p>	£1479	<p>Children thoroughly enjoyed taking part in a sport they had seen on the TV during the Olympics. They were inspired to have a go and could not wait to have another lesson the following week. This engagement helped them to make great progress in a short period.</p> <p>Having a heptathlete teach the children javelin prior to sports day was really inspiring for the children, and hearing the adversities both athletes had faced yet still been successful inspired resilience in children.</p> <p>The athletes also talked about the team of people who helped them reach success, which showed children that other roles are also available within sport – even if you are not the greatest athlete yourself</p> <p>Children spoke positively about their experiences in activity / residential week.</p>	<p>Continue to signpost opportunities for children to develop these skills outside of school.</p> <p>Continue to find opportunities for visitors and motivational speakers to come into school and work with children.</p> <p>Provide a wider range of extra-curricular opportunities for children to experience a broader range of activities.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				23%
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>Providing a range of opportunities to compete in inter-school competitions (within classes, across houses in the year group, across houses in the whole school)</p> <p>Providing opportunities to compete in intra-school competitions to develop links with different schools across Portsmouth</p> <p>Providing opportunities for involvement in sport through leading (in addition to competing)</p>	<p>Redesign of sports day to incorporate traditional and fun events, drawing on skills covered in PE lessons – time for PE leader to organise</p> <p>Replacing / ordering new resources for sports day</p> <p>During PE lessons, children will learn to measure, time and score for their peers in preparation for being volunteers on Sports Day when in Years 5 and 6</p> <p>Before or after school clubs to train for competitions</p> <p>Entries into competitions / leagues e.g. football and Dance Live</p> <p>Minibus use – transport costs to intra-school events; MIDAS training for new drivers</p> <p>Organisation of Inter-house competitions e.g. sports day; class competitions planned in during PE units</p>	£4717	<p>Children can be successful on an individual level, as part of a team in a team event, or by collecting points towards their house cup, so every child feels successful in competition.</p> <p>Extra-curricular opportunities inspire children to want to continue that activity outside of school.</p> <p>Parents see the impact of PE lessons on children and support them in pursuing strengths into clubs outside of school (e.g. hockey dribble relay on Sports Day leading to parents signing children up to a hockey club)</p> <p>Being a volunteer allows children to be successful in sport – even if they are not the most athletic – and demonstrates other options that are available in sporting careers.</p>	<p>New activities are discovered and are continued outside of school</p> <p>Offer a wider range of intra-school competition for next year</p> <p>Develop the Young Leader role further to incorporate play leaders during break and lunch times – training children up to run games and activities for other children to increase activity levels and introduce new activities for children to take part in</p>