

## SPORTS PREMIUM IMPACT STATEMENT 2022/3

**Allocation: £18,065**

**Accrued from previous year: £11,470**

**Total to Spend in financial year 2022/3: £29,535**

### OUR AIMS:

- To utilise the sports premium spending effectively in order to ensure sustainability of quality in PE in the future.
- Provide a wider variety of physical activities and games both in and out of PE lessons.
- To further enhance the overall quality of PE teaching – to ensure all provision is effective and inclusive of all needs.
- To further promote healthy lifestyle choices in order to raise awareness of the need to reduce obesity levels.
- To further increase the overall involvement and enjoyment in sport for EYFS
- To continue to develop the engagement of sport within all year groups.
- To increase attainment in PE in all year groups, especially for the less and more able learners.
- To further expand the opportunities for sport and physical activity provided during play time.

Initiative	Provision	Intended Impact	Planned Spend	Actual Spend	Actual Impact
Membership to Croydon School Sports Partnership Programme membership	<ul style="list-style-type: none"> <li>*Real P.E training for staff</li> <li>* Workshops for pupils:</li> <li>*Teambuilding</li> <li>*Multi-skills</li> <li>*Sports leaders</li> <li>*Sports mentors</li> <li>*Festival / competitions – Dis/SEND /most able</li> <li>*Sports leader CPD including conference</li> </ul>	<p>Maintaining and building upon links with other Croydon schools will improve staff development leading to improved teaching and learning across the school.</p> <p>Real PE scheme embedded with the help of a Croydon School Sports Partnership (CSSP) coach to team teach and further develop understanding of 'Real P.E' pedagogies (approach to teaching).</p> <p>The school will be involved with sports developments in and outside the borough extending and improving sporting opportunities for our pupils.</p> <p>'Sports Leaders' will be created within our own school setting, raising confidence and team leadership skills. Increased opportunities for children to develop coaching and organisation skills</p>	3000	2865.66	<ul style="list-style-type: none"> <li>- Teachers report improved confidence levels when delivering PE through Real P.E lessons.</li> <li>- Networking events run by SSP enabled subject leader to network with other schools/ leaders, improving confidence in subject knowledge and confidence in our school's curriculum/ end points.</li> <li>– Physical Development / Sports Workshops held by SSP enriched targeted groups – targeted SEND and Reception Boys.</li> <li><u>Reception SEND</u> – 6.3% EXS in P.D. at baseline, 63% EXS at end of year.</li> </ul>

		<p>by sharing and leading games and activities during lessons.</p> <p>PE lead will have enhanced knowledge and expertise to disseminate to all staff.</p>			<p><u>Y1 SEND</u> – 45% expected level (EXS) at baselines, 86% achieving EXS at end of year.</p> <p><u>Reception boys</u> - 49% EXS at baseline, 77% EXS at end of year.</p> <p>- Teachers / children report improved confidence and enjoyment for these groups of pupils</p> <p>-Sports leaders coaching and teaching sessions improved children’s confidence and been used to challenge and support more able children across the school.</p>
<p>Further develop range of physical activities to promote healthy lifestyles in the playground</p>	<p>Audit and order new resources e.g. Footballs, Goals, Team games resources etc.</p>	<p>Children will have increased opportunities to utilise a range of resources and equipment at playtime, leading to increased engagement in physical activity.</p>	<p>500</p>	<p>1880.26</p>	<p>Replenishment of outdoor resources has impacted positively – children report that playtimes are ‘fun’ and ‘not boring’ and ‘keep us busy and active’.</p> <p>Staff have reported ‘play times are beautifully constructed’. ‘Children are engaged at all times in the playground’. ‘There is something for everyone’. ‘It is a safe place where children are happy’.</p> <p>Ping pong table/ small world construction/ ‘Magnatiles’ have been ordered following School Council and Sports Leader consultation - used on a rota system. Sports Leaders report that children ‘are excited to have a ping pong table like the big schools!’ ‘I can hit the ball now but it is hard to keep it on the table because it bounces far!’</p> <p>Staff report ‘No one is bored, everyone is moving and busy’.</p> <p>Staff report that ‘children’s fine motor development is improving which is having a positive impact on their handwriting’.</p>

<p>Replenish current indoor resources</p>	<p>Replenishment of indoor resources, to fulfil 'Real P.E' requirements in addition to other areas of Physical Education, across EYFS / KS1.</p> <p>Improved ventilation in place to ensure PE can take place all year round – inside and out.</p>	<p>New resources will enhance provision across the subject, leading to improved outcomes.</p> <p>Improved environment for PE sessions will lead to improved outcomes / more opportunities all year round for children to engage in physical activity.</p>	<p>9000</p>	<p>3687</p>	<p>Staff report that resources are easily accessible.</p> <p>Teachers report that highly effective P.E lessons are now quick to organise with high levels of engagement.</p> <p>All PE sessions are effective with high levels of engagement of all groups of pupils.</p>
<p>Staff CPD</p>	<p>Signpost staff to relevant training to ensure up-to-date knowledge and skills in PE. E.g. PE lead – 'Real PE' learning modules</p>	<p>Following staff consultation / questionnaires teachers will receive high quality CPD, which will improve the quality of teaching and learning.</p> <p>Highly effective practice will be shared ensuring high attainment and progress in PE across the school. All lessons will be effective or better.</p>	<p>1000</p>	<p>1175</p>	<p>PPA discussions / observations - teachers are confident in teaching P.E. to all groups of children.</p> <p>Subject leader is confident in sequencing the curriculum, organising workshops / enrichment according to need, using data to target groups of children /individuals.</p> <p>Data shows a 10% increase, across Reception and Year One, for children meeting EXS in P.E. across the year.</p> <p><u>Reception</u> – Autumn - 83% EXS, Summer – increased to 92% EXS.</p> <p><u>Year One</u> - Autumn - 88% EXS, Summer - increased to 98% EXS.</p>
<p>5-a-day subscription</p>	<p>To encourage active minutes throughout the day, promoting fitness, well-being and a healthy lifestyle.</p>	<p>Children will have daily 'active breaks' and will participate in a minimum of 2 hours of physical education a week to improve and maintain healthy lifestyles.</p>	<p>275</p>	<p>274</p>	<p>Staff report that quick 'movement breaks' help children to re-focus and concentrate better during lessons.</p> <p>Children report that 'I like to move my body for a bit because it gives my brain a break so that I can then do my work better when I sit down again'.</p>

<p>Sports / fitness enrichment days / trips</p>	<p>CPD for staff - sports coaches, workshops etc to increase levels of confidence in the teaching of the subject.</p> <p>Sports coaches to provide a range of skills / sports as afterschool / enrichment workshops.</p> <p>These will include: Golf, Football, Tag Rugby, Cross country running, Yoga, Multi-Skills, Musical theatre, Zumba, Athletics, Bollywood Dancing, Street Dance, African Dance, Circus Days, Skateboarding,</p> <p>MA/PPG group trips to areas of sporting interest</p>	<p>Pupils will use the school's 'Growth Mind-set' approach to learning in order to engage with sports and activities that they may not have encountered before.</p> <p>Pupils will learn / further improve skills in a range of sports which they may not have had the opportunity to try.</p> <p>Pupils will improve their team work skills.</p> <p>Demonstration of high standards of teaching and learning from qualified coaches, leading to improved PE provision in school, which can be sustained in the future. Raised levels of attainment and interest for pupils.</p> <p>Most able pupils will be presented with new challenges to continue to develop their skills, which will lead to higher levels of attainment and engagement amongst this group.</p> <p>EYFS pupils will continue to experience whole class PE sessions enabling children to develop key skills in this area leading to improved pupil attainment and engagement in physical activity.</p> <p>Highlight talent and provide the opportunity for individuals to further develop these skills and interests.</p>	<p>5000</p>	<p>5427.80</p>	<p>Experiences/ enrichment have impacted the children's love for movement / sports – children report that their favourites have been skateboarding and Global, 'because everyone worked together in the dark!'</p> <p>Children are able to identify a sport that they enjoy and would like to continue to get better at as they get older.</p> <p>Children report 'I didn't know that Circus Skills was a kind of sport – but I got really hot and sweaty doing it and my heart was going really fast so it must have been good exercise! Now I want to be in the circus!'</p>
<p>Resources for Sports Day / Race for Life / Get Active week</p>	<p>Banners, Badges, Trophies etc to encourage participation and enjoyment levels</p>	<p>To promote the impact sport can have on fundraising etc.</p> <p>To promote 'sportspersonship' throughout the school.</p> <p>A higher proportion of children will meet the expected standard in physical education at the end of the year compared to baseline data.</p>	<p>200</p>	<p>249.89</p>	<p>Planned sporting events have shown children that sports can be used as a way of supporting their mental health and well-being.</p> <p>Children have enjoyed the challenge of pushing themselves further – 'I kept running and running in Race for Life because I knew I could do it and help people'.</p>

Intervention resources	Resources where needed. Interventions led by trained support staff	A higher proportion of children will meet the expected standard in physical education and physical development compared to baselines.	500	25.64	<p>Targeted interventions groups, with a focus on SEND – children report that they are more confident in their abilities and increased enjoyment.</p> <p>A child with more physical barriers told us - ‘my leg doesn’t work sometimes but I try really hard and I can do PE with some help because I love it!’</p> <p>Data shows that SEND children have made significant progress in all areas of P.E. / P.D.</p> <table border="1" data-bbox="1451 475 2092 635"> <thead> <tr> <th></th> <th>EXS Baseline Data</th> <th>EXS Summer Data</th> </tr> </thead> <tbody> <tr> <td>Reception P.D.</td> <td>6.3%</td> <td>63%</td> </tr> <tr> <td>Year One P.E</td> <td>45%</td> <td>86%</td> </tr> <tr> <td>Year Two P.E.</td> <td>65%</td> <td>75%</td> </tr> </tbody> </table> <p>Teachers have observed resilience and perseverance in lessons particularly for the SEND group of children.</p> <p>(Some resources were purchased from school SEND budget)</p>		EXS Baseline Data	EXS Summer Data	Reception P.D.	6.3%	63%	Year One P.E	45%	86%	Year Two P.E.	65%	75%
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EYFS outdoor area enhancement	Both fine and gross motor resources to replenish the outdoor area where needed. E.g. water pump for upper body / core strength	A higher proportion of children reaching the Early Learning Goal for Physical Development compared to baselines.	4000	2884.75	<p>Increased number of children achieving EXS in PE / PD compared to baselines.</p> <p>EYFS – 58% EXS at baseline, 92% achieved ELG, KS1 – 93% EXS at baselines, 97% EXS end of year</p>												
<b>TOTAL SPEND</b>				<b>£18,470</b>	<b>Carry forward to 2023/4: £11,065</b>												