



PE AND SPORT PREMIUM FUNDING IMPACT REPORT 2022-23

Introduction

Since September 2013, the government has provided additional funding for primaries to improve the provision of PE and sport for the benefit of pupils at the school so that all pupils develop healthy lifestyles. In 2022-23 we received £18,600.

Vision

All pupils leaving primary school are physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy lifestyle and lifelong participation in physical activity and sport.

Underlying principles and aims

At Greenleas, we review our PE and sport provision annually and currently assess that, to have the greatest impact on the most children we need to:

- Increase specialist PE time in school to compliment the skills the staff already have.
- Increase confidence, knowledge and skills of all staff in teaching PE and sport
- Ensure PE curriculum resources and active play equipment are in good order and sufficient for our needs.
- Encourage and support a wide range of sports/ extra-curricular clubs to ensure pupils have the opportunity to further develop skills in activities they enjoy and/or have talent in.
- Develop the use of the website and the curriculum to improve the awareness of pupils and parents about healthy lifestyles.
- Impact on pupils' physical activity beyond PE lessons and sports clubs to ensure that physical activity is a part of daily life for *all* pupils. E.g. active learning
- Ensure pupils develop a love for physical activity through, for example, incorporating it into cross curricular lessons which would normally be classroom/table based.
- Encourage children to develop sportsmanship through inter/intra school competitions.
- Within our cluster we organise and fund interschool competitions.
- Promote Change4Life, helping children build a healthier lifestyle.

| Key achievements pre covid | Areas for further improvement post covid |
|---|--|
| <ul style="list-style-type: none"> • Increase in daily physical activities beyond PE lessons e.g. active maths etc.. • Increase in club provision and participation for all pupils- some clubs oversubscribed • Good opportunities to experience a range of sports through specialists visiting school and inter school games/competitions • Profile of physical activity raised across the school • Increased physical activity at play and lunchtime through new markings, including the Golden Mile; the trim trail and use of equipment • Pupils increasing leadership skills- Golden Mile ambassadors etc... • Sports display promoting achievements, clubs etc... • Calendar of sporting events within the alliance of schools- all groups catered for • Annual Health week incorporating sports day. Children opportunity to take part in team and competitive activities- parents invited along. Supports development of good sportsmanship, they congratulate others on their success and are gracious in defeat. • Positive drive on developing mental health and well-being provision- ADHD training, sensory garden etc.... | <ul style="list-style-type: none"> • Increase focus on the celebration of all children's PE and sporting achievements in and out of school • Further develop teacher practice as provision now all in house through use of new PE scheme and training as needed. • Develop assessment process for PE through new scheme • Further develop lunchtime provisions, lunchtime staff leading and developing activities. Re-establish play leaders • Continue to purchase resources for sports to ensure all aspects of PE can be taught effectively. • To continue to develop and enhance links with Wirral Alliance for inter sports activities. • Ensure swimming provision meets the needs to the children- enhance provision and train more staff to develop expertise on the team. Explore options for alternative provision • Further enhance SEMH provision - Sensory Room development |

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 children may swim in another year please report on their attainment on leaving Primary school.

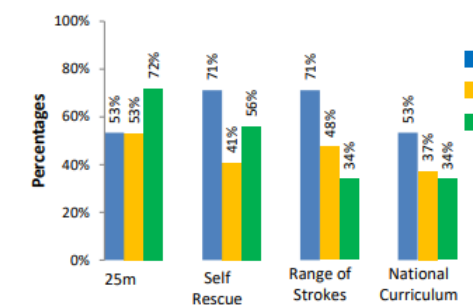
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?

Year 6

Percentages achieving each objective

| | 25m | Self Rescue | Range of Strokes | National Curriculum |
|---------|-----|-------------|------------------|---------------------|
| Overall | 53% | 71% | 71% | 53% |



All three objectives must be met in order for a child to reach National Curriculum standards.

| | |
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| <p>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?</p> | <p>Yes In the past <i>Gifted and talented</i> to attended swimming galas.</p> |
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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 students today and for the future.

| Academic Year: 2022-23 | | Total fund allocated: £18,600 | | Date Updated: September 2023 | |
|--|---|--------------------------------|---|---|--|
| Key indicator 1: The engagement of <u>all</u> 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 | | | | Percentage of total allocation: | |
| | | | | % | |
| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: | |
| Further develop whole school PE provision with the aim that all children will take part in at least 2 hours of timetabled physical activity each week. 30 minutes of which to be at lunchtime/breaktime | PE lead to work with teachers to audit provision and plan ahead. New scheme to be purchased to ensure quality provision that is progressive across the years. Additional time can be through active brain break activities, Golden Mile, Trim trail, Active Maths etc.... | £18,000 across all initiatives | Children taking part in additional physical activity daily in addition to play/lunchtime and weekly PE slot- QFT | Active learning to be embedded across the school | |
| Resources to support PE provision | Audit of resources- identify gaps and address - upgrade resources in line with new scheme | | Staff able to deliver an effective PE curriculum using appropriate resources | Rolling programme of updating resources Does planning/assessment need better resourcing | |
| Continue to invest in resources and training to support break and lunchtime sporting and fitness provision. Support play leaders encourage physical activity during playtimes | Appoint Play Leaders to lead games with lunchtime staff Golden Mile ambassadors to continue to monitor progress Pupil voice- ideas on resources and activities Further develop activities on the | | Improved behaviour at unstructured times- children active and interacting positively Staff on duty are able to support children with ideas and | TA and midday training to support and oversee activities at break and lunchtime. All staff onboard and confident in their ability to lead | |

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| <p>To provide children with an opportunity to participate in varied and broad selection of extra curricular clubs</p> <p>School Streets, Walk to School and Modeshift events</p> <p>To further develop a programme linked to health and wellbeing</p> | <p>rota to ensure age appropriate and accessible</p> <p>External agencies provide wide range of opportunities that cannot be provided in house - Thorndale Tennis, LFC, full of Beans, Fencing etc..</p> <p>Explore site as hall out of use- Lunchtime/breakfast?</p> <p>Actively promote across whole school - challenges and competitions</p> <p>Scooter racks</p> <p>Bikeability</p> <p>Liaise with active travel officer</p> <p>SEMH training for staff and support for families.</p> <p>Continue to develop Sensory room provision and resource</p> <p>NC range of webinars to support.</p> <p>Pupil wellbeing ambassadors</p> <p>Staff trained ambassadors</p> | | <p>games</p> <p>Pupils take on leadership roles</p> <p>Increased participation in activities across all year groups.</p> <p>Increased number of children walking, scooting, cycling to school</p> <p>Less congestion around school gates</p> <p>Cleaner air</p> <p>Increased knowledge of MH and wellbeing</p> <p>Able to regulate own emotions</p> | <p>activities</p> <p>Links with other schools and wider community</p> <p>School Streets permanent fixture. Use annual events to promote/reinforce etc..</p> <p>Embed MH and well-being into all aspects of school life</p> <p>MH lead completes training</p> |
| <p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p> | | | | <p>Percentage of total allocation:</p> <p>%</p> |

| School focus with clarity on intended impact on pupils : | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
|---|--|--------------------|--|---|
| Broad and balanced PE curriculum with a progression in knowledge and skills which are built on year by year. | | | | |
| <p>To develop ambassadors- develop and promote provision and the importance of PE on mental health and wellbeing</p> <p>Profile of sport and physical activity high within other curriculum areas and the school community</p> <p>Accurate tracking and assessment of children's PE development</p> | <p>PD subject team to utilise ambassadors to promote. Celebration assemblies following sporting achievements led by pupils and leaders Support PE ambassadors promote activity at play and lunch time</p> <p>Teachers to exploit cross curricular opportunities Outdoor learning environment used effectively Resources e.g. active maths support this</p> <p>PE lead to support teachers and work closely with them to develop an effective system. Progression of skills can be seen across the year</p> | £ as above | <p>Children actively participating in improving provision at Greenleas. Children confident to share views</p> <p>Resources support and promote active learning Increased fitness, stamina, coordination etc...</p> <p>Robust system in place to monitor the effectiveness of PE, sport, wellbeing, healthy living etc...</p> | <p>Pupils' role in leading PE will be embedded- succession planning yearly to ensure continues.</p> <p>Embedded in all departments and across a range of subjects. Shift in culture of physical learning and activity</p> <p>PE action plan build on successes and identify next steps.</p> |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
|--|---|-------------------------------------|--|--|
| | | | | % |
| School focus with clarity on what want pupils to know and be able to do | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| INTENT | IMPLEMENTATION | | IMPACT | |
| <p>PE is taught by knowledgeable and confident, upskilled teachers who enjoy teaching the new scheme and promote physical activity to all</p> <p>Increased support during swimming activities - train more school staff should have an increased outcome on more children's ability to swim.</p> <p>Development of PE lead role (shared role) to focus on curriculum</p> | <p>CPD provided to enhance knowledge</p> <p>Opportunities to team teach with colleagues</p> <p>PE lead to monitor assessments on Getset4PE</p> <p>Edsential training package</p> <p>PE lead to : Lead staff meetings to raise profile Work closely with colleagues to develop provision Ensure equipment is relevant and fit for purpose Subject leadership time to monitor provision Moderate PE assessments</p> | <p>As above</p> <p>PE Lead time</p> | <p>Staff feel confident with delivery across the PE curriculum Broad and balanced PE curriculum with a progression in knowledge and skills which are built on year by year.</p> <p>Children supported to develop swimming techniques, not just swim.</p> <p>Updated resources to enthuse and engage children Monitoring is robust Pupil voice acted on</p> | <p>Embed a coaching model across the school</p> <p>Opportunities to enhance through specialist support</p> <p>Increase in staff available to support with swimming lessons</p> <p>Expertise shared amongst staff</p> <p>Ambitious curriculum embedded across the school. Resources continually enhancing provision</p> |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |

| | | | | % |
|--|---|--------------------|--|--|
| School focus with clarity on what want pupils to know and be able to do | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| INTENT | IMPLEMENTATION | | IMPACT | |
| <p>To provide a wide range of physical activity across the PE curriculum and clubs</p> <p>BC and ASC with an element of physical activity included</p> | <p>Review PE overview inline with new scheme to ensure a wide range of high quality activities planned.</p> <p>Invite external providers into school and organise events that can be enjoyed by all. e.g. walk to school promotions, tennis, inflatables Y6</p> <p>Book in Bikeability</p> <p>Take learning outdoors- cross curricular with other subjects</p> <p>Extend extra curricular activities for wider range of pupils eco/gardening, little musketeers, bootcamp, dance</p> <p>Pupil voice to identify preferences</p> <p>Resources support activity</p> <p>Seek opportunities to invite vulnerable groups for specific sessions</p> | | <p>Evidence: timetables, planning, photos etc..</p> <p>By extending range of activities potentially increase the appeal of physical activity to more pupils - find something new to enjoy</p> <p>Community led - school streets initiative</p> | <p>Pupil and parent voice support developments for the long term</p> |

| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|--------------------|--|---|
| | | | | % |
| School focus with clarity on what want pupils to know and be able to do | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| INTENT | IMPLEMENTATION | | IMPACT | |
| Increase the number and breadth of competitions available both in and out of school | Wirral competitions such as Cross Country, Football, tennis etc.. extend to other year groups Parent volunteers used to establish links externally Build team spirit and how to be a team player Y4 and y6 activity led residential Develop links with local supporting clubs Transport to attend fixtures | | Evidence: entry forms, letters to parents, calendar posts, twitter feed Pupils are more motivated, practise in a focused way and enjoy competition showing teamwork, commitment, resilience Pupils learn to accept disappointment and understand helathy competition. More opportunities in house for pupils to compete | Programme embedded. Opportunities sought to develop new links with sports clubs, schools etc.. for future opportunities |