

The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

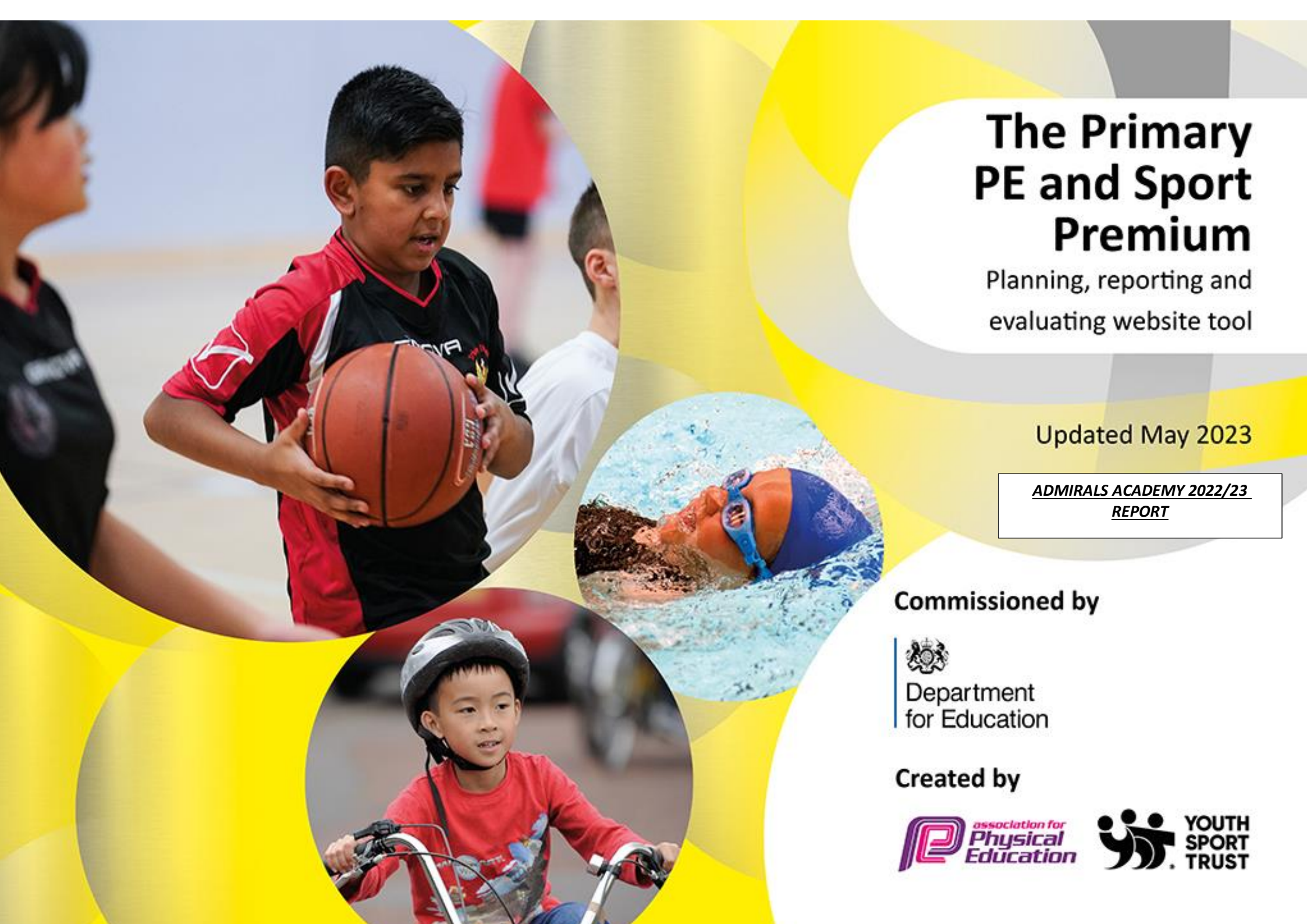
ADMIRALS ACADEMY 2022/23
REPORT

Commissioned by



Department
for Education

Created by



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils’ PE and sport participation and attainment. The funding **should** be spent by 31st July but the DfE has stated that there will be **no clawback** of any unspent money so this can be carried forward into 2023/24.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£0
How much (if any) do you intend to carry over from this total fund into 2021/22?	£0
Total amount allocated for 2022/23	£18,710
Total amount of funding for 2022/23. Ideally should be spent and reported on by 31st July 2023.	£18,710 (actual spend £23,193)

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p>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</p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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.</p> <p>Please see note above</p>	62%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	58%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	56%
<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>	Yes/ 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: 2023/24		Total fund allocated:		Date Updated: July '23	
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					Percentage of total allocation: 38%
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:
Provide pupils with access to daily structured physical activity via active lunchtimes	External coach to provide 5 x 45 minutes 'wide game sessions' per week for 38 weeks. This will include a 'come and play' multi-sport approach.		£3562	<ul style="list-style-type: none"> • 60% of all pupils engaged in the optional activity • Pupils experienced a wide range of sports; Hockey, Cricket, Dodgeball, running circuits • Pupils reported that they enjoyed the structure, playing for fun • A constructive way to spend free time • Pupils planned their own games of Basketball • Decrease in behavioral incidents at lunchtime 	<ul style="list-style-type: none"> • Continue to offer children a variety of sports and activities, to ensure all can experience and enjoy the activities offered • Complete surveys with children to understand which activities they enjoy, and what they would like to see during break and lunchtimes • Ensure activities rotate across the year to ensure children attend
	Lunchtime duty staff lead and oversee a range of activities with pupil sports leaders; team ball games, skipping, hoola-hoops, trim trail, reading corner, board games		£1000 equipment costs		
Provide a full range of extra-curricular activities that include team games and individual sports	Academy staff (one 10 week club per year) and external coaches (5 clubs per week) to provide after school activities of a sporting nature that are provided free to all pupils		£1000 equipment costs	<ul style="list-style-type: none"> • The Academies ran 49 clubs over the 3 terms. 68% of pupils attended one or more clubs • Sporting clubs were heavily oversubscribed & well attended • Multi-Sport and Basketball were very popular • Pupils now see after school clubs as part of our offer, and are keen to sign up on a termly basis 	<ul style="list-style-type: none"> • Provide and offer a wide range of activities as seen last year • Ensure to use the children's preferences and opinions to support the choosing of clubs • Aim to increase the percentage of pupils who attend one or more clubs this academic year
			£3281 external staff		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				21%
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>Raise the profile of Physical Activity and Healthy Life styles including;</p> <ul style="list-style-type: none"> • healthy lifestyles • healthy eating • accessing to regular physical activity • supporting and embracing good mental health 	<p>All pupils to engage in a high profile new experience 'Climbing Day' via the hire of staff and climbing wall from 'Outdoor Explore'</p> <p>Via the use of 'Rock Kidz' deliver a bespoke high profile day dedicated to pupil welfare, inclusion, personal aspiration and good mental health</p> <p>SENCO leads programme of brain gym and regular brain breaks for learners during academic lessons</p> <p>Friday celebration assemblies invite pupils to celebrate external sporting success for those competing in activities outside of the Academy</p> <p>Pupils encouraged to wear PE kit to school to ensure maximum 'take-up' of PE lessons</p> <p>Make use of external provider to support cohorts of pupils who as a result of lost learning during Covid have weak team building skills and lack resilience during competitive situations, particularly team games</p> <p>Re-brand a high profile sports day that encourages 100% pupil engagement and invites parents to attend and stay for picnic lunch, celebrating the importance of inclusion and healthy competition</p>	<p>£600</p> <p>£1200</p> <p>£2500</p> <p>£500</p>	<ul style="list-style-type: none"> • 100% engagement from pupils in Climbing Day • Pupils valued experiencing adventurous activity, requesting more activities like this • Pupils able to overcome height and physical fear challenges giving them confidence to engage fully in challenging activities • Teachers engaging classes in active brain breaks, including jogging the golden mile course • Increased number of pupils sharing their sporting successes outside of the Academy, raising the profile of local and regional clubs and organisations • 100% attendance on 'Rock Kidz' health and well-being day; actively promoting positive approaches to personal welfare and 'aiming high' • Decrease in the number of pupils not engaging in PE lessons due to 'forgetting kit' • Year 5 cohort engaged in 12 week team-building programme. As a result pupils demonstrated improved levels of engagement and were able to show empathy and understanding of each-others skills and challenges • 95% pupil engagement. Parent feedback, 'best sports day in 10 years!' 	<ul style="list-style-type: none"> • Ensure the benefits of the climbing day and rock kidz event are promoted to children and families to ensure all feel the value in the events • Continue to explore events which challenge children to overcome fear and activities outside the normal • Create and provide a space within school to actively promote and share the sporting success of the academies children to encourage them to share their successes • Children participating in PE has grown due to wearing PE kit into school, next steps are to be firm in the uniform of this- still ensuring the importance of participation • Encourage the importance of daily activity on the mental health and personal growth of pupils • Continue to use 'brain breaks' as part of children's healthy lifestyle development and keeping children active to support learning • Develop Sports day from parent and staff comments from the previous year, with the same aims in sight

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
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 teachers are confident in delivering PE lessons across the Key Stage</p> <p>The majority of PE lessons are of high quality with pupils being able to make progress across the PE curriculum</p>	<p>The purchase of 'Get Set for PE' online resource provides teachers with access to high quality planning documents, lesson ideas, demo videos and assessment ideas</p> <p>Internal PE qualified staff are timetabled to teach across the Key Stage, and is available to model lessons for less experienced staff</p> <p>Well qualified external sports coaches will support teachers across the key stage through modelling and team teaching sessions</p> <p>The new Academy PE lead ensures that the curriculum is well resourced and that teachers have access to the resources they require to deliver high quality lessons</p> <p>The new Academy PE lead has termly access to the West Suffolk School Sports Partnership lead to quality assure the Admirals PE offer and to bench mark progress against achieving the Bronze School Games Mark</p>	<p>£425</p> <p>£7125</p> <p>£1000</p> <p>£1000</p>	<ul style="list-style-type: none"> Teachers have access to high quality planning and videos Lessons able to focus on pupils needs in fitness and skill improvement Teachers have been able to deliver high quality PE lessons, which have been well resourced Where some staff are inexperienced internal staff have been able to team teach or deliver model sessions ECT's and those staff identified as requiring support have accessed weekly CPD through team teaching and model lessons. Both pupils and staff benefit from this model New long term PE plan is now adequately resourced ensuring that pupils have access to the correct PE resources and teachers can pan more fully to deliver lessons where pupils actively engage and meet lesson objectives Bronze School Games mark has been achieved, with the subject leader already progressing towards Silver award 	<ul style="list-style-type: none"> Teachers to continue to use the lesson plans and videos to support delivery of PE lessons Internal PE staff to provide CPD and modelled examples of teaching PE effectively Greater focus this year on assessment across the different sporting skills, to ensure children who need interventions are identified Teachers to use these assessments to subsequently adapt PE lessons to ensure all can achieve individual goals By using assessment and adapted lessons, children will experience more enjoyment in physical activity and learn skills with ease, to make greater steps in their learning & health To achieve the silver award, the importance of teacher assessment and tailored PE lessons will allow all children to succeed in lessons. Further to this, focus on children remaining included in school competition.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: Spend accounted for elsewhere
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>Ensure that the Admirals PE curriculum and long term provision map meets the needs of current cohorts</p> <p>Ensure that the physical activity offer outside of the curriculum offer includes a wide range of 'other' non-curricular activities</p>	<p>New PE lead to revisit the subject long term plan to ensure that it is well sequenced and coherent offering the full range of National Curriculum activities</p> <p>The new Academy PE lead ensures that the curriculum is well resourced and that teachers have access to the resources they require to deliver high quality lessons</p> <p>New PE lead monitors and tracks the Physical activity offer within the extra-curricular programme ensuring that it offers a range non curricular activities</p> <p>Particularly at Upper KS2, our pupils engage in events/taster sessions with Thetford Academy staff and sports leaders to experience new and different sports activities and events</p>	As spend in KPI 1 & 2	<ul style="list-style-type: none"> Teaching schedule for the year has been overhauled ensuring the correct teaching sequence and order of coverage As a result, pupils have been better prepared for team games and sports day. Also curriculum coverage has been easier for staff as curriculum offer is better organised and offers a greater variety of sports and experiences Investment in new and updated resources has raised the profile of PE, but has led to pupils being enthused by the new kit and equipment Teachers have found it easier to teach activities with a full range of the appropriate resources available to them 100% attendance by Year 6 pupils in speed skipping afternoon led by Secondary Academy staff and sports leaders. Very high levels of engagement with pupils motivated by new activity and approaches 	<ul style="list-style-type: none"> Continue to monitor the long-term plan and order of subjects taught, by also listening to staff teaching the sports to ensure sequencing benefits the children The current plan has shown a growth in participation in extracurricular clubs, as well as greater ease in sporting activities and competitions due to the order of taught sporting skills. Continue to offer sporting events for children to experience and showcase skill learnt in PE Resources provided are tailored to the age, and skill of children to ensure they can actively learn new skills Resources will be checked throughout the year, to ensure every class has the equipment essential to teach PE effectively Communicate with the local secondary school, to offer more activities where sports leaders can interact with the academy children in sport

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				2%
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:
Children enjoy a sense of inclusion in physical activity and become well equipped to engage as team players through participation in competitive sports.	<p>Engage fully in local cluster sports competitions; Football, Swimming and Cricket</p> <p>Re-brand a high profile sports day that encourages 100% pupil engagement and invites parents to attend and stay for picnic lunch, celebrating the importance of inclusion and healthy competition</p> <p>Introduce a termly internal 'House' focused sports event that is selective and competitive;</p> <p>Autumn - Cross Country Spring - Long Distance Relay Summer - Tug of War</p>	<p>£500</p> <p>As spend in KPI 2</p>	<ul style="list-style-type: none"> • Across the Key Stages, Academy teams and selected groups engaged in cluster sports events across the 3 teams • The Academy hosted one event which was well attended by 3 visiting schools • Events were both competitive and inclusive for those pupils to play in teams with pupils from other schools • Sports Day was a huge success, well attended by parents who witnessed high levels of sporting success. 100% of pupils engaged in both track and field events, with everyone scoring points regardless of ability and finishing position 	<ul style="list-style-type: none"> • Complete meetings across the year with local schools to offer more cluster sport competitions to make participation by academy children much higher • Aim to offer competitions which will meet the interests of every child in school • Encourage inclusion but also competitive sport within school by creating activities and events for children to take part in – as mentioned an event for each term • Offer another sports day which acts on the feedback from this year, to ensure children can again feel included in success of sport, but also the sense of enjoyment in being active

Signed off by	
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Date:	30.7.23
Subject Leader:	Melissa Boulton
Date:	30.7.23

Governor:	Wayne Thomson
Date:	30.7.23