

Ashmole Primary School
Sports Premium 2022-2023



Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£18,400
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Planned - Total amount spent by July 31 st 2023	£18,400

Swimming Data

Meeting national curriculum requirements for swimming and water safety. 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.	% Tbc this year – first Y6 cohort.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	% Tbc this year – first Y6 cohort.
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	% Tbc this year – first Y6 cohort.
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?	Yes/No



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				
Intent	Implementation		Impact	
<i>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:</i>	<i>Actions to achieve are linked to intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do you now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
To continue to use Sports Coaches, including a Head Coach and lunchtime staff to offer sports/games at lunchtime which involve children being physically active.	<p>Staff work with PE coaches who help to deliver sports lessons to learn from trained professionals.</p> <p>Deploy members of the lunchtime team to be responsible for physical activities at lunchtime.</p> <p>Purchase resources/equipment to sustain physical activities at lunch time play via PE Subject Leader.</p> <p>Sports coached and staff to work in after school clubs to gain more training in delivery sports activities.</p>	£13,800	<p>Increase in number of children attending sports clubs after school.</p> <p>Greater engagement of girls particularly in football. New girls football team in Y6.</p> <p>Girls football team set up – A and B team.</p> <p>All children have greater access to activities which promote physical activity.</p> <p>Children inspired to lead own physical activity clubs at lunchtimes.</p>	<p>Provide further training to rest of lunchtime team.</p> <p>Continue to look for opportunities to extend activities on offer.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	
<i>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:</i>	<i>Actions to achieve are linked to intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps:</i>
Provide opportunities to increase core gross motor skills of children in EYFS.	Staff in EYFS to encourage gross motor group as intervention with sports coach also deployed once a week in Reception.	£400	Fewer number of children needing intervention for gross motor skills. Greater number of children achieving standard in EYFS early learning goals. Members of staff confident in delivering physical activities as an intervention.	Look at way of continuing to deploy members of staff to continue to maximise impact and children who are supported.
To monitor for the first time the percentage of pupils able to swim 25m, use a range of strokes and perform safe water skills.	Top up swimming offered to children in Year 6 as confidence impacted when they attended swimming in Year 5.	£400	High % of children can perform criteria required. High confidence.	To record results and aim high again for the following Y6 cohort when pupils swim in Y5.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport						
Intent		Implementation		Impact		
<i>School focus should be clear what you want the pupils to know what they need to learn and to consolidate through practice:</i>		<i>Actions to achieve are linked to intentions:</i>		<i>Funding allocated:</i>		
<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>		<i>Sustainability and suggested next steps:</i>				
Train members of staff in delivering sports lessons to support key groups within lessons and to help with tracking progress and attainment.		<p>Sports coach to work alongside staff to deliver lessons to gain knowledge and skills necessary to deliver sporting activities.</p> <p>PE Lead to help support staff to deliver high quality PE lessons and monitor the impact.</p> <p>PE Lead to analyse data to ensure children make progress and support in place where needed.</p>		£1,900	<p>Greater confidence in delivering PE lessons.</p> <p>Intervention groups set to support children not at ARE particular with core skills e.g. catching and throwing etc have ensured children have basic skills needed in order to engage in PE lessons.</p> <p>Greater number of children attending Clubs after school.</p>	Look for training opportunities for member of staff to gain qualifications in PE e.g. level 1 football coaching.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils						

Intent	Implementation		Impact	
<p><i>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:</i></p>	<p><i>Actions to achieve are linked to intentions:</i></p>	<p><i>Funding allocated:</i></p>	<p><i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i></p>	<p><i>Sustainability and suggested next steps:</i></p>
<p>Promote physical activity beyond the curriculum.</p> <p>Widen children's experiences of physical activity beyond what is offered in curriculum</p>	<p>Hold an 'Sports Week' where children try out different sporting activities not on curriculum to broaden enjoyment and engagement beyond curriculum.</p> <p>Give subject leader time out of class to plan and organise this effectively.</p>	<p>£400</p>	<p>Lots of children have looked into doing one of the sports on offer as an outside curriculum club.</p> <p>Engagement of all children (different groups).</p> <p>Exposure to activities children have not considered before.</p>	<p>Look at offering sports clubs after school that is something outside of what is offered on curriculum.</p>
<p>Increase after school sports club opportunities.</p>	<p>3 football clubs on offer (including girls football club).</p> <p>2 dance clubs on offer.</p> <p>Tennis club on offer.</p> <p>Admin support to set up clubs.</p>	<p>£100</p>	<p>Increased numbers attending sports clubs after school.</p> <p>Greater percentage of SEN children attending.</p>	
<p>Develop pupils with a talent in PE as sports leaders.</p>	<p>Resources to support clubs.</p> <p>Admin support to set up clubs.</p>	<p>£600</p>	<p>Raised enjoyment and engagement across school.</p> <p>Children with a talent are given the opportunity to share their skills.</p>	<p>Look at further opportunities for children to attend borough competitions to harness their talents.</p>

Key indicator 5: Increased participation in competitive sport			
Intent	Implementation		Impact
<i>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:</i>	<i>Actions to achieve are linked to intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
Increase participation in school sports competitions ensuring participation of girls.	Boys' football team. Girls' football team. Train pupils in order to understand how to play football as part of a team and the necessary skills needed. Deploy member of staff to deal with admin of organising matches, letters to parents, risk assessments etc. PE Leader and Foundation Sports.	£100	Children involved in competitive sport, and have experienced what it takes to be part of a team. Greater involvement from girls in wanting to be part of a team. Increase in confidence. Enhanced positive attitudes and engagement towards competition. Raised profile of PE across school.
To broaden experience of performing and exploring a range of dances.	Year 5 to attend dance festival. Additional dance lessons to support preparing for festival.	£200	Children enjoy dance and are confident to perform in front of an increased audience. Give children a platform to show their talents. Platform has increased number of children who attend a dance club outside of school.

Sustainability and suggested

next steps:

Look at further opportunities for children to attend borough competitions to harness their talents.

Look for opportunities to be part of sporting events outside of school.	Year 5 to take part in rugby/ cricket festival. Training in school for how to play rugby/ cricket then teams attend the festival at neighbouring school. Admin needed to look into opportunities, letters to parents, risk assessment etc.	£300	Children exposed to a sport not currently offered on curriculum at Trent. Children find talents in a sport they have not played before.	
Plan and deliver sports day which promotes competitive sports.	Work with PE Lead and Foundation Sports to plan competitive sports day. PE lead PPA cover to organise and plan events. Purchase resources to make activities exciting.	£200	Children challenged themselves with new activities. Promoted a wide range of sporting activities. Every child involved.	

Signed off by	
Head Teacher:	Chris Tofallis
Date:	27.9.22
Subject Leader:	Bethany Powell
Date:	27.9.22
Governor:	Nicholas Scott
Date:	27.9.22