



Evidencing the Impact of Primary PE and Sport Premium Funding

2022-23

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Extra-curricular opportunities to participate in new sports that the children are unable to access due to costs and barriers at home. External providers such as Olympia Sport and Strive PE and Sport providing quality and engaging sessions that are inspiring the children to behave better in curriculum time and have more confidence getting involved in the school community. • Attendance to clubs has increased since the large gap in PE specialist and absent role model. Clubs are now 5 times a week, with a huge focus on target groups PP/FSM and HA and rehearsing fundamental skills such as agility, coordination and balance that have been missed due to the gap since COVID. PE clubs are organised based around Greenacre Sporting Competitions to ensure the children have the best opportunity to practice and have the confidence to compete in friendly competitions with other schools. • HA children are highlighted from curriculum lessons, showing all of the values at Phoenix, exceptional effort and performance in PE. Budget is spent on entering the Annual Membership Sport Partnership where children can feel pride and represent Phoenix. This is an opportunity they have not had for a few years since Covid and an opportunity to visit sports venues thus inspiring them! Year 1 and 2 competed in a Tri-Golf competition earlier this year and received the value award for their fair competition. This was celebrated in assembly. • PE curriculum lessons have been transformed with the introduction of Get Set 4 PE that provides engaging, differentiated lesson plans that are easy to follow for all supporting staff, including cover. Sequencing of this curriculum provides the opportunity for children to progress through the term, mastering skills and raising the attainment of PE across the school. The curriculum lessons have been linked with the school values with a huge focus on DOJO reward points to praise the use of these values in PE lessons. CPD for PE has been set to support 	<ul style="list-style-type: none"> • Focus on inspiring the children of Phoenix with real life sporting role models in sport, through motivating team talks, assemblies, and providing new opportunities for them to become inspired. • Once children are inspired and engaging in PE and extra-curricular activities, a focus on high attainers in PE can be explored. Following invitation clubs where they can train and enter MYG competitive competitions and inspire their peers within the school. This will then open up extended opportunities for those with ability to access new training clubs and have the belief and confidence they are enough to join these community clubs. • Build on renewing the equipment to make lessons more engaging and having enough equipment per sport to optimize participation for every child. Especially bigger items that will provide sustainability in that sport e.g Badminton courts, Basketball hoops. • In addition to new equipment being ordered to ensure that what is being ordered can be used for all year groups to ensure all have equal opportunity of achieving the learning outcomes of each lesson. It has been made aware that the equipment does not cater for the younger years, this is something we are looking to improve. • Introduce sport role models within the school, to support the PE lead and to encourage participation in extra-curricular clubs. • To target PP, FSM and LAC to attend extra-curricular clubs, send praise letters home from the PE department or call home to build a better relationship. • CPD and professional development on showing assessment and progress for PE leads. • Attend all MYG competitions and celebrate success in those. • Offer a variety of sports at lunchtime – renew a play leader course and lunchtime supervision play leaders course to give responsibility to lunchtime supervisors and Year 5/6 students.

the adults who do not have confidence in their teaching of PE and what strategies can be put into place to support them and ensure the children are getting the best teaching possible to ensure a positive outcome in their lessons.

- Insight is used to support the ongoing success in lessons as it provides evidence of teaching a new sport and the progress children are making.
- PE curriculum caters for all target groups with opportunities for leadership in different roles within sport. In addition to this, it ensures that lessons are accessible and achievable for all those participating.
- Working in partnership with Strive, our HTLA's and PE specialists have been involved in CPD on quick wins in leading engaging PE lessons focusing on assessment, behaviour management and progress. Improving the confidence and knowledge to deliver if needed.
- Ongoing observations on PE specialists, providing regular feedback to ensure development is ongoing and improving.
- Monthly observations by PE lead to other adults in the school to support/demonstrate delivering lessons and how to continue an engaging PE lesson.
- Sports day involved a huge amount of participation and interest with a variety of sports and external providers supporting.
- Imbedded into the curriculum is Year 4's opportunity for swimming. They learn to swim competently, confidently and proficiently over a distance of at least 25 metres throughout the year this skill is rehearsed and mastered. The sports premium budgets pays for the swimming coaches at Medway park.
- We have invested in a huge amount of new equipment linking with the new curriculum. Especially adapted equipment that caters for all abilities, providing a learning environment that is accessible and encourages learning.
- In addition to the new equipment, we have provided new sporting equipment for breakfast club, break time and lunch time to ensure there are plenty of opportunities for the children to be involved in sport.
- Sports week- As a school, we had the opportunity of having external visitors come in and teach each year group a sport they have not been exposed to. This allowed the children the opportunity to experience new sports and see what sports they enjoyed and would consider continuing outside of school. At the end of sports week, we hosted our very own

- Reward system in PE, players of the day. DOJO tangible rewards, praise through letters home and calls to parents. Rewards sports trip at the end of the year.
- Swimming to spread across KS2 and KS1 to provide Year 4 with curriculum PE lesson time so they are not missing out rehearsal of fundamental skills.
- More external links with a variety of external community clubs .
- Inter-house competitions in school to provide that competitive opportunity to all children for KS2 requirements and for this to be enjoyable for all!

sports day where the whole school had the opportunity to experience friendly competition against their friends. The activities were adapted based on their age/stage of development and ensured it was accessible for all to participate.

- A reward system has now been introduced for PE award of the term where a child will receive a certificate and a medal to encourage the children to be more engaged in PE and live a healthier lifestyle.
- Football competitions against other schools in the local area, allows the children to be introduced to trials/competition.

Meeting national curriculum requirements for swimming and water safety	Please complete all the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	72%
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	58%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	65%
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 students today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
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: 17.5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure that differentiated equipment is renewed and fit for purpose with the new curriculum.	Ensure there is enough equipment for each sport, key stage so that every child can be involved and learning. Ensure that the equipment that is ordered is accessible for all key stages.	£148 (Various sports equipment)	Teachers can adapt and differentiate their lessons using suitable equipment for each age group and ability. Knowing how to use this equipment for all levels and having it as an option readily available with ensure all children can access the learning and show progress in the PE lesson. They will be able to use the equipment in a variety of different spots already knowing the basics on how to handle the equipment in an appropriate and safe manner.	Invest in more equipment, especially the bigger essential equipment items that will provide sustainability of this sport and provide more opportunities to play games and improve on tactical awareness thus developing through to extra-curricular clubs. Ensure there is equipment that is appropriate if wet PE is needed. This will then help provide more competitive opportunities such as inter-house competitions raising increasing participation for all.

<p>The attitude and commitment towards consistency in PE is a priority across all staff and children and is taken seriously.</p>	<p>PE professional development to improve the confidence and quality of lesson for support staff and teachers at Phoenix. CPD put into place to ensure there is support for the adults who do not necessarily have the confidence in teaching PE and what strategies can be put into place to ensure they are more confident, and their lesson is engaging and effective.</p>	<p>N/A</p>	<p>Lessons will be approached with passion, encouragement and enjoyment. Leading with role models who believe in the importance of the PE curriculum. Inspiring the children to participate and all thus looking forward to PE lessons. PE lessons quality will enable the children to feel a sense of achievement every lesson, gaining and understanding the value of PE and the positive effect it can have on their physical and mental health. Termly observations to be put into place to ensure that all teachers/ TA's are following the expectations to ensure the best progress for the children.</p>	<p>Reiterate the uniform policy for PE kit so that children are confident in what to wear and when, and teachers know how to liase with parents and/or collect spare kit for children when this does not occur. Suggest to Year 6 at the end of the year to recycle their PE kit/Phoenix Jumpers so we have spare at the school to support those who need additional help with appropriate kit. Online courses in line with The National College to present how PE lessons should be delivered to help teachers/TA's gain better understanding/confidence.</p>
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<p>Ensure the provision of indoor PE weather permitting is effective so that children do not miss out on PE. Provide fun and engaging new roles for children who cannot take part practically and ensure the expectation of wearing PE kit is consistent so it does not act as a barrier to learning.</p>	<p>Investing or creating a donation and recycling project for spare PE kit for children who are consistently not coming to school in kit. Making this a major expectation that everyone is in kit.</p> <p>Reminders on DOJO about PE days and verbal reminders to ensure all children and adults know when PE day is and what the expectations are.</p> <p>For non- participants due to injury. To still come in their PE kit so they feel included in the lesson, but will have a different 'role' than the other children where if appropriate they can be the teachers 'helper and observer'.</p>	<p>N/A</p>	<p>Removing the barrier of forgetting or not having PE kit will encourage participation for all and highlight expectations of pride whilst wearing it.</p> <p>All children, regardless of injury, can take part in the PE lessons. Has also encouraged children to not just view sport as physical activity, but in a wider context of other jobs that sport can be involved in. Remind adults of the use of insight and how there are a variety of different objectives relating to physical, social and emotional.</p>	
<p>Introduced GETSET4PE for PE curriculum and in classroom resources to use during wet weather or support lessons.</p>	<p>Log ins given to all members of staff to access and be able to use the program to know what sports are being taught in each term. What classroom resources can be used to support a PE lesson that needs to be completed in the classroom. Each lesson is broken down into physical, social and emotional concepts and how the equipment can be used for the variety of different abilities.</p>	<p>£550.00</p>	<p>The impact this platform has it will help adults who are less confident with teaching PE feel more supported as the lesson is broken down into steps and has pictures to demonstrate what each part of the lesson should look like. This takes the pressure off the adults who are teaching.</p>	<p>Continue encouraging the importance of the platform and how it can be used to support and deliver PE lessons in and outside of the classroom. As we look to continue using GETSET4PE for the future, to ensure that the correct equipment is stored away and is taken care of to ensure it can be used in the lessons to ensure success.</p>

Olympia boxing after school club to encourage more participation in PE.	To ensure there is space around the school where the club is able to be completed to ensure positive delivery is able to occur and ensure the children get the best outcome during their time in an extracurricular sport.	£1,500	Having an extra curricular sport that is not in line with our curriculum targets a new sporting audience which ensures that more are involved within sport. Target audience is wider.	
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.	Percentage of total allocation:
	1%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Celebrate the sports that take place at Phoenix. Inside and outside of school. This allows the children the opportunity to discuss their passion in sport.</p> <p>As a school we are introducing Sport person of the term. This is to encourage more children to participate in sport</p>	<p>Celebrate sporting achievements in the newsletter and during whole school assemblies so that children and staff are celebrated and aware of other victories and successes.</p> <p>Children with sporting achievements appear in newsletter.</p>	£100.00 medals for Sport Reward of the Term.	Children across the school are excited about clubs and our uptake for every club this year has been high. All club spaces have been filled with waiting lists for each club due to interest. Children are excited by competitions and react positively when the MYG teams are celebrated in assemblies, with children in	<p>Focus more on some outside of school achievements.</p> <p>Sports stars of the term display board in the hall.</p> <p>Encourage more disadvantaged children to join PE. – create a pupil voice survey for what PE clubs children would be interested</p>

<p>Strive introduced to the school in order to support sport being raised in the school and be able to support with adults knowledge and delivery of lessons.</p>	<p>Strive company have 1 PE coach to come in every day to deliver PE lessons as well as support during lunch time with games.</p> <p>Strive PE coach attends the PE competitions in line with Primary School Games.</p> <p>CPD sessions run by Strive to support teachers with confidence and level of understanding.</p> <p>CPD sessions run by Strive to support TA's and HLTA's with their confidence in teaching as well as understanding.</p>	<p>£13,680</p>	<p>our peer review mentioning that they wished there were more competitions.</p> <p>There are a variety of children who attend after school clubs. PP children and SEN children. This ensures that the clubs that are available for the children are all accessible.</p> <p>5 PE clubs a week for the variety of different Key Stages. 15 children who attend PE clubs have SEN. 5 PE clubs a week for the variety of different Key Stages. 32 children who attend PE clubs that are PP</p> <p>Strive is able to support with encouraging PE throughout the school and is able to provide strategies to ensure PE is being valued and seen in a positive manner. Strive supports with ensuring that PE is improved throughout the whole school.</p>	<p>in.</p>
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	Interventions are completed 2 times a week for EYFS to support their gross motor skills.			
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation: 13%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Improve staff confidence to teach PE with a new scheme of learning which supports subject knowledge improvement and by considering CPD that would be best to improve confidence in some areas of PE.	<p>Teachers who wanted a jumper to have been able to order one and they are able to wear them when they teaching.</p> <p>Conduct staff surveys to better understand staff areas of weakness that can be addressed.</p> <p>Staff CPD organised for the new year to introduce and train staff on how to use the new orienteering course and deliver lessons as required by the national curriculum.</p>	£1410.00	All staff have the same uniform meaning that we can model to the children the correct uniform as well as feel like a community. In a staff survey, staff said they would prefer a hoody, so these have been ordered for staff to wear in winter months for PE so that we are still modelling the correct uniform to students.	<p>Carry out termly staff survey about the new scheme to find out views/what is working well/not well in each year group. Address gaps in the curriculum due to introducing now – some children may have missed previous year groups skills where we have switched schemes and they may not align.</p> <p>CPD for staff confidence and subject knowledge to be considered for this year.</p>
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.				Percentage of total allocation:

				39%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Expand the range of clubs offered at Phoenix so that an increasing number of children can attend (including lunchtime, afterschool etc).	Clubs to be in line with Primary School Games to ensure the children have the time to practice their skills so they are confident when they go to competitions. As well as this, clubs are based around the knowledge teachers have of their key stage to ensure clubs are engaging which will encourage more participation.	£550	More children than ever are participating in PE activities throughout the day and taking part in more guided sports/activities at lunchtime as a result of sports leaders, clubs and sports crew. As a school we are involved in different challenges that include classes recording who walked/cycled/scootered to encourage more of an active lifestyle.	Sports leaders/prefects to be introduced. They will be able to have more responsibility around the school to encourage a more active lifestyle and be able to complete pupil surveys to see what the children would like to see at school and what PE activities they would attend to. Clubs to be organised in advance for teachers to sign up to. Encourage more disadvantaged children to join PE. – create a pupil voice survey for what PE clubs children would be interested in.
	Introduce more sports clubs this year to a wider range of year groups. Lunchtime provision to be considered and researched to ensure structured play is available for the children at lunchtime and more exercise and sport opportunities are available.	£4290	Started to implement more play opportunities. There is PE equipment that is allocated for playtime and lunch time where the children have the chances to use the equipment and create their own sporting games with their friends. This has had an impact on the children as they are able to suggest their PE games to their teachers and be able to adapt lessons to ensure all engagement is maintained.	Ensure there is a lunchtime rota for the placement on the playground at break time and lunch time to which year groups can use which area to make it safe and allows those who do not want to participate in sport the space to do their own thing with their friends.
Football competitions are being taken place twice a term between	Mini bus and staffing costs to allow children to access off site sporting activities. The children have been competing in Primary School Games where they have the opportunity of taking part in a new sport and having the experience of friendly competition against other schools. This is for all year groups.		The children have had the opportunity to go to other	The adults who are outside monitoring break and lunch
	Have a large enough football team where there are reserves who can			

<p>schools in the local area, where children have had the opportunity to a fair competition through trials. We have been able to create a large team where the children will have equal opportunity of going to compete.</p>	<p>not only take part physically but can show their social aspect through supporting their team mates.</p>		<p>schools for sporting competitions. They have been able to show their resilience in a new sport and have been able to show their values. The children have shown pride representing Phoenix.</p>	<p>are aware of their role and how they can support those who are playing sports to ensure there is fair play.</p> <p>Potential sports day against other schools? This will allow ALL children the opportunity to experience friendly competition.</p>
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<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 29.5%</p>
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Raise the profile of PE and healthy competition. Ensure more children are able to access competitions and participate.</p> <p>When picking a team for competitions to ensure there is fair trials so all those who are interested have the opportunity.</p>	<p>Attend all Primary School Games competitions next year. Attend all Primary School Games this year.</p> <p>Ensure that all children who are competing in the Primary School Games have the correct kit on to ensure they are presenting the school in a respectful manner.</p>	<p>£500.00 to attend competitions</p> <p>£350.00</p>	<p>Competitions have raised the profile of PE across the school and developed pupil's enthusiasm for sport and competitiveness.</p> <p>Children have the opportunity to compete against other schools, allowing them to develop their skills and learn from others.</p> <p>Also has allowed them to practice their sportsmanship skills when competing against other schools.</p> <p>The children build more confidence in themselves as they are having more of an opportunity of taking part in a sport and showing an interest.</p> <p>Children who have shown interest in sport have gone and look at role models in the sport and spoken to adults about them.</p>	<p>At the end of each term a PE competition in year groups/Key Stages. As this will allow the children the opportunity to use their new skills they have learnt that term.</p> <p>Explore the possibility of taking more than one team to each Primary School Games/ MYG (Next Year) so that more children can attend and be celebrated.</p>