



Evidencing the impact of the Primary PE and Sport Premium at Heathfield Primary School

The enjoyment children receive from engaging in sporting activity can contribute to a life-long relationship for the love of sport alongside sustainable approaches to a healthy lifestyle. The EEF teacher toolkit recognises that sports participation has an average impact on attainment of +2months.

Through the Sports Premium Funding allocation, we are able to develop teacher's subject and pedagogical knowledge and increase the quality of sports on offer. By using the funding to develop Heathfield staff, **the impact will be much more sustainable.**

Here at Heathfield Primary School, we value sport and sport participation as part of our Heathfield Heart curriculum. School encourages healthy competition through in school competitions and competitions with other schools in an attempt to foster and develop positive sportsmanship, fair play, competition, respect for one another and having a sense of belonging within a team.

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">• Achievement of School Games Mark – Silver – June 2018.• Daily Mile introduction.• Introduction of Walk to school scheme• Summer term KS2 lunchtime football tournament• Increased levels of understanding for the need of healthy lifestyles through exercise and healthy diets.• Sportsperson dinner• 27% of children Years 1 – 6 have represented school at a sporting event• 100% of PE teaching is at least good. All teachers understand the PE curriculum and delivery of skills following on from coaching and development from PE lead	<ul style="list-style-type: none">• To achieve Gold School Games Mark• To ensure The Daily Mile is rigorously implemented• To engage more children in after school clubs and intersport competitions, targeting SEND and disadvantaged children• To improve the physical development of our youngest children• To improve the percentage of children that have reached the expected swimming standard• To further develop the sporting teams we send to sporting events to ensure they can compete effectively

SWIMMING

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<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 children may swim in another year please report on their attainment on leaving primary school.</p>	30%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	30%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	30%
<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/No</p> <p>From September 2022 we have increased the funding so that we have two blocks of swimming each year.</p> <p>We will make strategic decisions to ensure we maximise the percentage of Year 6 children that meet the KS2 standard.</p>

<p>CURRENT YEAR 5 MEETING THE KS2 STANDARD</p>	<p>26% (8 CHILDREN) SEPTEMBER 2022</p>
---	---

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: £17810 Total fund spent: 22,908	Date Updated: 29 th September 2022		
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: 0%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Staggered break and lunch times to provide more space for children to take part in physical activity; Teaching assistants provide focussed sporting activities PE lead providing focussed and targeted sporting activities during KS1 and KS2 lunch on Monday and Tuesday	Teaching assistants timetabled to be outside. One staff member to observe, provide FA and others to engage in activity with children. Range of physical activities for children to take part in PE Monday/Tuesday timetable edited so can be outside for KS1/2 lunch	No allocation	Reflection cards have decreased from an average of 12% over the year to 6.8%	Systems and routines Zones areas Staff placed strategically and involved setting up activities
All classes to engage in 15 minutes of the “Daily Mile” daily – this entails walking, jogging or running for every child.	All children to be actively engaged to participate for 15 minutes. Timetables reflect this and monitor it is implemented	No allocation. Use of the playgrounds on KS1/2.	This has not been implemented as consistently as it has been in previous years.	Re-launch the daily mile
All classes to participate in the ‘Walk to School’ initiative	Re launch ‘Walk to school initiative’	No allocation Bike racks provided	The Heathfield ‘bike’ area is now overflowing – we have more children coming to school on scooters/bikes etc	There has been a change in culture, more children are now walking to school and using a bike/scooter etc

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				49%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Following on from coaching model last academic year, development points have been identified and the PE lead is developing pedagogical knowledge through a coaching model for targeted teachers. This will help to ensure consistent, quality first teaching across school and result in excellent teaching of PE.</p>	<p>Lesson visits to identify gaps</p> <p>Targeted support and coaching</p> <p>Review each term</p> <p>Dance CPD</p> <p>Targeted CPD to support subject knowledge and pedagogy</p>	<p>£6240</p>	<p>Identified teachers have received at least one year of coaching and team teaching to support with subject and pedagogical knowledge.</p> <p>This academic year, this has continued but with more team teaching and where possible splitting the class to provide further challenge for the more confident children and further support for the least confident children.</p> <p>Development activity confirms 100% of PE teaching at Heathfield is at least 'good'</p>	<p>Heathfield staff now have the skills to implement the Heathfield curriculum independently. This will be monitored.</p>
<p>Percentage of children achieving age related and greater depth in PE increases</p>	<p>Analysis of data</p> <p>Focussed teaching with PE lead to support children not working in line or above age related expectations</p> <p>Targeted CPD to support subject knowledge and pedagogy</p>		<p>We have focussed on effectively delivery this last two years. Teachers now have the skills to assess accurately and we now have the infrastructure to record this data through Insight.</p>	<p>This academic year, teachers will assess and PE curriculum lead will validate data and monitor for trends and CPD requirements</p>

<p>Lunchtime sports provision is available for all children to increase engagement for non-active children.</p>	<p>Teaching assistants timetabled to be outside. One staff member to observe, provide FA and others to engage in activity with children.</p> <p>Playground equipment purchased</p> <p>Identify and target children that do not participate in sports/physical activity Engagement of SEND pupils and those identified by staff with behavioural/social issues.</p>	<p>£500</p>	<p>Reflection cards have decreased from an average of 12% over the year to 6.8%</p> <p>Represented Heathfield at a sporting event:</p> <table border="1" data-bbox="1292 300 1668 448"> <thead> <tr> <th></th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>KS1/2</td> <td>34%</td> <td>41%</td> </tr> <tr> <td>KS1</td> <td>7%</td> <td>23%</td> </tr> <tr> <td>KS2</td> <td>49%</td> <td>51%</td> </tr> </tbody> </table> <p>The above children were invited to the Sportsperson dinner, including a child who is a wheel chair user.</p> <p>62% of our disadvantaged children and 63% of our SEND support children have attended an after school club</p> <p>6 SEND children attended two sporting events specifically aimed at children with SEND</p>		21/22	22/23	KS1/2	34%	41%	KS1	7%	23%	KS2	49%	51%	<p>Continue with the current model with the aim to maintain and increase the number of children representing Heathfield at sporting events.</p>
	21/22	22/23														
KS1/2	34%	41%														
KS1	7%	23%														
KS2	49%	51%														
<p>Celebration of sporting opportunities/successes are shared in whole school assemblies, newsletters, social media and PE notice board.</p> <p>Sportsperson dinner</p>	<p>Dashboard created of all children that participate in sporting clubs and competitions. Engagement of SEND and disadvantaged analysed so we can make targeted decisions</p> <p>Maintain a record of children that have represented school at events to inform sportsperson's dinner.</p> <p>Increase the percentage of children Years 1 – 6 that have represented Heathfield. Last academic year 34%</p>	<p>Funding allocation is part of Key Indicator 5</p>	<p>41% of Heathfield children (Years 1 -6) have represented Heathfield</p> <p>Record keeping has been kept up to date</p>	<p>Continue to monitor and target children</p>												

Additional block of swimming purchased to allow school to make strategic decisions to ensure we maximise the percentage of Year 6 children that meet the KS2 standard.	Identify children that have not passed the KS2 standard so that they can attend a second block of intense swimming.	£4598	Limited impact. The quality and intensity of the swimming lessons is not effective and school does not feel it has the control, despite Heathfield staff getting into the water.	Pool in school July 2023

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

Percentage of total allocation:

49%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Following on from coaching model last academic year, development points have been identified and the PE lead is developing pedagogical knowledge through a coaching mode for targeted teachers. This will help to ensure consistent, quality first teaching across school and result in excellent teaching of PE.	Lesson visits to identify gaps Targeted support and coaching Review each term Dance CPD Targeted CPD to support subject knowledge and pedagogy	Funding allocation is part of Key Indicator 2	Identified teachers have received at least one year of coaching and team teaching to support with subject and pedagogical knowledge. This academic year, this has continued but with more team teaching and where possible splitting the class to provide further challenge for the more confident children and further support for the least confident children. Development activity confirms 100% of PE teaching at Heathfield is at least 'good'	Heathfield staff now have the skills to implement the Heathfield curriculum independently. This will be monitored.
Heathfield PE curriculum taught consistently across school; above expected children are challenged and additional support for children not achieving age related expectants Focus on Physical Development for early years children to develop a string foundation	Analysis of PE data to inform support/CPD need PE lead timetable to include Nursery and Reception to provide PE sessions and activities for EY outdoors		EY PD: 67% increase on previous year	

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

44%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:				
PE lead to deliver Commando Joe to each class. Children will take part in a range of 'active' missions to develop Heathfield Heart character, including team work and collaboration skills	PE lead to deliver CJ each week to Reception – Year 6 making explicit connections between PE and Heathfield Heart	£6240 £1750 CJ box	Commandoe Joe was delivered consistently throughout the year <table border="1"> <tr> <td></td> <td>21/22</td> </tr> <tr> <td>Clubs</td> <td>37</td> </tr> </table>		21/22	Clubs	37	Tracking 2 x children's character development across the academic year An electronic method of
	21/22							
Clubs	37							

Provide a wide range of after-school sports clubs	Offer a range of after school clubs. TAs paid overtime for delivering clubs	£1000	Heathfield sports week was implemented as planned	parents/carers booking after school clubs to reduce administration and paper
Children to engage with quality sports equipment	Replace and update sports equipment	£1000	Reception took part in 'balance ability'	Maintain and increase the number of after school clubs
Bikeability	Heathfield Sports week: Sports day, Climbing wall, quidditch day	£200		
	Children complete a basic cycling proficiency course. "Bikeability" for Year 5 provides safety training and provides effective, lifelong preparation to ride a bike safely	No cost		

Key indicator 5: Increased participation in competitive sport

Percentage of total allocation:

7%

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:												
<p>To increase the percentage of pupils taking part in competitive sport. (Higher than last year – 34%)</p> <p>To increase the number of competitions/occasions, Heathfield children compete to a level that they can win and/or provide high level of challenge</p> <p>To raise the profile of Heathfield Primary in competitive sport.</p>	<p>Join the ESSA cluster competitions calendar</p> <p>Join the Sports games calendar</p> <p>Increase the number of competitions entered and the number of children that are able to attend (Higher than 27%)</p> <p>Build time into PE leads timetable to target groups of children (elite and non-elite) to develop specific skills to ensure we are able to compete to a good level against external teams</p> <p>Introduce inter school competitions during lunchtime e.g. basketball/netball</p> <p>To share success with parents/wider community via web site and social media</p> <p>Sportsperson Dinner</p>	<p>£780</p> <p>£100</p> <p>£500</p>	<p>Represented Heathfield at a sporting event:</p> <table border="1"> <thead> <tr> <th></th> <th>21/22</th> <th>22/23</th> </tr> </thead> <tbody> <tr> <td>KS1/2</td> <td>34%</td> <td>41%</td> </tr> <tr> <td>KS1</td> <td>7%</td> <td>23%</td> </tr> <tr> <td>KS2</td> <td>49%</td> <td>51%</td> </tr> </tbody> </table> <p>Sportsperson dinner: Keynote speakers: Tom Lancashire (Bolton Olympian) Jack Lightbown – a former Heathfield pupil and currently playing for the Sale Sharks Academy. Mayor of Bolton</p>		21/22	22/23	KS1/2	34%	41%	KS1	7%	23%	KS2	49%	51%	<p>Heathfield to win sporting events not just compete</p>
	21/22	22/23														
KS1/2	34%	41%														
KS1	7%	23%														
KS2	49%	51%														

