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| **Academic Year:** 2022-23 | **Total fund allocated:** £17,800 | **Date Updated: July 2023** |  |
| **Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school** | Percentage of total allocation: |
| **21%****£3780** |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| All children to take part in a minimum of 30 active minutes during the school day on top of existing break and lunch times. | Continuation of the daily mile each day for all classes.Staff CPD on the importance of 30 active minutes and ways/activities to encourage this within class.Purchase table tennis table for children to play at lunchtimes.Organised lunchtime coaching sessions led by sports coach. | N/AN/A**Total: £840****Total: £2940** | Classes all take part in daily miles walks/runs daily. Increased activity and support for chn with SEMH who require movement breaks. (15mins daily)Children use the table tennis tables at lunchtimes and breaktimes increasing levels of activity during these sessions.Children in Yrs.’ 2, 3, 4, 5 and 6 have all benefitted from lunchtime sporting clubs. There is an increase in sporting activity during these times and a reduction in behaviour incidents in school. (30mins daily).This equates to 45minutes of increased activity per day on offer to children. | CPD to revisit importance of movement breaks and additional benefits of exercise for chn. |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvementSchools 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 shoulduse 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 | Percentage of total allocation: |
| **30%****£5340** |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Ensure all children have access to high quality PE lessons with appropriate equipment.Increase opportunities for children to take part in school sport by reintroducing a range of sporting club opportunities.Provide children with increased opportunities for ‘active’ break and lunch times.**SDP: Pupils have access to a wide range of opportunities and a rich set of experiences** | KS1 and KS2 football clubs subsidised throughout the school year.Premier sports coach to offer engaging and alternative golden time PE sessions over the school year.Sensory groups for Key stage 1 and 2 Terms 5 and 6 (12 sessions)Introduce gymnastics clubIntroduce netball club with progression from year 4 into the club during the summer termReintroduction of sports leaders with internal training on how to lead active games at break and lunch times.Leaders to create a game pack to support others leading games in the future.Purchase PE equipment to ensure resources are adequate for curriculum lessons and active playground activities led by sports leaders. | **Total: £600****Total: £3200.****£770****£770**N/A**Total: Raised through charity event.** | Football club run throughout the year. Support for PP chn and disadvantaged to attend (see PP funding grids).A variety of sporting activities were offered throughout the year for golden time.12 chn from KS1 have attended movement groups and improvements have been seen in their FMS and behaviours in class (see profiles).Gymnastics club and netball club have had popular attendance (see registers). We won 2 competitions this year and a development team attended a friendly match showing good sustainability.Sports leaders reintroduced in year 6 and have taken a very active role across the whole school year, leading games and activities and assisting during sports days. | TAs to watch the sensory groups and fundamental movement skills groups and work alongside the coach to be able to lead sessions independently moving forward.Sports leaders to attend leadership training (offered by school games organisers) to ensure they develop their skills and can continue them into secondary school. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| **39%****£7000** |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| All children to have a clear understanding of learning intentions within a PE lesson.All pupils to be able to understand how their skills are progressing with and across school years.All children to have opportunities to practice skills and commit them to long term memory across the school year.**SDP: Subject leaders have an effective knowledge of skills progress****SDP: Pupils will have a greater depth of knowledge and skills in subject learning.** | Staff to take part in CPD led by King Alfred’s PE specialist. Monday PM for terms 2 and 3 across all classes. Prioritising new staff (year 4, 3, 2 and 1). PE co-ordinator to work with staff to remap the PE curriculum across the school and ensure children are accessing a variety of sporting curriculum opportunities.Staff meeting to explain new focus.Updating of PE policy. | **Total: £7000** | Newer teachers to the school are more confident leading PE sessions to their respective classes and assessing the success of children in these lessons. (See lesson observation feedback).Progression grids are developed for their school. | Continued support to teach PE lessons for newer staff next academic year.Curriculum progression grids to be revisited and updated to ensure a broad range of activities across the school and robust knowledge and skills progression. |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | Percentage of total allocation: |
| **6%****£1130** |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| All children at Stockham to have the opportunities to take part in a variety of sporting clubs and activities across the school year.A minimum of 75% of the least active population across the school to have taken part in.At least 75% of year 3 and 4 to have taken part in an additional school club (identified as less active classes across Oxfordshire).**SDP: Pupils have access to a wide range of opportunities and a rich set of experiences** | Years 3, 4 and 5 to attend swimming lessons across the school year. Coach to be subsidised by sports premium ensuring disadvantaged children and PP can attend sessions (£800 approx. 20 chn) and staff to receive appropriate training to be qualified to attend (£80)School to take part in a charity fitness event with a focus on aspirations and sport for healthy active lifestyles.Vortex howlers purchased for KS1 and KS2 athletics lessons and sporting events. | **Total:** £880**Total: £250** | Children in identified years all attended swimming sessions this year The school raised over £1000 for the sporting charity and purchased new equipment for active lunchtimes with the money raised. Athletics lessons in KS1 and 2 allowed to teaching of throwing skills using vortexes and children in KS1 have enjoyed their introduction to sports day allowing for a more sporting approach (quad kids). | Use of sports premium to allow for a catch-up swimming block for any children identified as not achieving a 25m length at the end of year 5. |

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| **Key indicator 5:** Increased participation in competitive sport (mass participation): | Percentage of total allocation: |
| **3%****£550** |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| All children to have taken part in a intra school competition.As many children as possible to have taken part in an inter school competition In key stage 2.60% of SEN and pupil premium children identified to take part in an interschool competition.50% of least active pupils to have taken part in an inter school competition. | Tennis festival - summer term – whole school tennis festival (intra school competition) run by the local tennis club encouraging club links.School to buy into level one sports partnership competitions.Buy into local package of competitions by a sporting provider.Attend competitions held by school games organisers both at a level 1 and 2 level. Boccia, quad kids, archery, cross county, netball, football and tag rugby. | **Total: £150****Total:** part of package above**.****Total: £400** | All children in the school took part in the local tennis festival and received an invitation to attend a fun day at the local Wantage club (club links).Stockham attended, tag rugby, cross country, rounders, football netball, boccia and quad kids competitions across various classes in KS2. Children in KS1 attended new competitions this year (football and rounders) and allowed for children at an early age to experience competitive sport encouraging future attendance. (66% of Year 2 children). | Improvement in grass root club links next academic year.Continued attendance to local competitions and KS1 attendance. Monitor engagement and aim for mass participation/attendance for target groups of children (those identified as less active). |

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| **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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023. | 63% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 33% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 33% |
| 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? | N/A |

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| Signed off by |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: | Catherine Hughes |
| Date: | 4/7/23 |
| Governor: |  |
| Date: |  |