



Ready, Respectful, Safe

Evidencing the Impact of the Primary PE and Sport Premium 22-23
(July 2023)



Crawley Ridge Infant School – PE & Sport Premium 2022-23

Details regarding funding

Total amount allocated for 2022/23	£17,190 allocated £4,230 carry over
How much (if any) do you intend to carry over from this total fund into 23/24	£8,638
Total amount allocated for 2022/23	£21,420
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£12,782

Review of 22/23

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| <ul style="list-style-type: none"> ➤ Active play across the KS1 using the boat during break times ➤ Use of boat for afternoon activities for Reception ➤ Play equipment (e.g., skipping ropes, balance boards) available for use at breaktimes. Purchase of new unit to hold active equipment at play/lunch times ➤ Growing staff confidence when structuring Games lessons and beginning to transfer this to teaching Gymnastics and Dance ➤ Teaching assistants have gained subject knowledge and confidence through paired teaching with Sports Coach ➤ Teaching staff and educational support staff are now better able to recognise when movement breaks and physical activity can be used to help re-focus pupils in their learning and help them develop concentration in the classroom. ➤ Children continue to show increased skills and confidence. ➤ Developing more engagement with children who choose to be less active. ➤ Children comment on their enjoyment of PE. ➤ Children have an increased awareness of how to stay healthy through good hygiene, a healthy diet and through keeping active | <ul style="list-style-type: none"> ➤ Staff CPD (especially outdoor games) ➤ Provision of high-quality games lessons, using outside provider ➤ Provision of high-quality Forest School sessions, using outside providers ➤ Develop staff confidence in using Forest School resources. ➤ Identify opportunities to take the curriculum outdoors (e.g., Math activities) ➤ Develop children’s understanding and skills in Food Technology to support their understanding of healthy eating and healthy lifestyles. ➤ Using movement breaks throughout the day to ensure children remain active; also, to promote active learning as much as possible across the curriculum. ➤ Purchased a PE planning package (Get Set for PE) so that sequencing and progression is fully aligned with the school's curriculum vision. |
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Action Plan and Budget Tracking

Academic Year: 2022/23	Total fund allocated: £12,782	Date Updated: July 2023		
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:	
			32%	
Intent	Implementation and Funding		Impact	Sustainability and suggested next steps
<p>To continue to build physical activity across the curriculum</p> <p>To continue to build skills and confidence in learning support staff through involvement in Games lessons and to share this with other members of the team</p> <p>To continue to develop the use of sensory circuits and structured movement breaks to support the learning for specific children, ensuring clear targets are set by teaching staff</p>	<p>Continued use of external Sports Coaches to develop and lead games lessons and develop staff knowledge and skills</p> <p>Use of external coaches to lead groups focusing on building games skills (physical skills and cooperative awareness)</p> <p>Use of external coaches to provide lunchtime clubs to encourage active play</p> <p>Developing use of “Sensory Circuits” and “movement breaks” for specific children, led by TAs & supported & modelled by SENCo & ELSA</p> <p>Regular structured movement breaks at the start and between of lessons (e.g., Cosmic Yoga or active counting/ phonics activities with movement) led by class teachers.</p>	<p>£3,859.20 for Ultimate Coaching – Games sessions and lunchtime games.</p>	<p>Lessons are well-structured and accessible for all children. Extra staff will enable the coach to focus on teaching skills rather than focusing on the participation. Lessons are more active; children moving quickly from one activity to another, learning skills and applying them in a range of games (e.g., traditional games, coach-led games and games created by the children). Children have a clear understanding of the appropriate actions and movements needed for each skill (e.g., underarm/ overarm throwing) Children have been introduced to a wider range of games and structured activities that they can play with increasing independence during playtimes. TAs are more confident in using skills during “movement breaks” with specific pupils. Staff can recognise when additional movement breaks are needed to reduce and dispel some negative behaviours. Children have a positive response to physical activity, and they have gained in confidence</p>	<p>Continue to work with outside providers to develop high quality lessons.</p> <p>Facilitate after school clubs paid for by the school for all key groups of children (currently only offered to PP children)</p>



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			when joining in PE and Games lessons. Children are more alert, and ready to learn after movement breaks at the start and between lessons.	
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<i>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</i>				Percentage of total allocation:
				0%

Intent	Implementation and Funding		Impact	Sustainability and suggested next steps
To build a greater awareness of the need for healthy lifestyles and physical activity across the school community	To celebrate notable achievements by the children during physical activity and also by experts in the Sporting field Staff are encouraged to use our extensive outdoor spaces across the curriculum so that children can benefit from the fresh air and opportunities to learn in a range of physical contexts. Promoting a range of outdoor activities (e.g. the Wildlife Trust’s “Random Acts of Wildness” which families can join in too.	N/A	Pupils are able to recognise how they can improve their own performance. They enjoy finding out about experts in their field and begin to emulate their desire to do well. Children have a further enjoyment in a greater range of outdoor pursuits (not just Sport and Games) and they have an increased understanding of how they can benefit from physical outdoor activity in different ways for people of all ages	Identify opportunities to invite visiting experts in the sporting field

<i>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</i>				Percentage of total allocation:
				0%

Intent	Implementation and Funding		Impact	Sustainability and suggested next steps
Staff feel confident about delivering high-quality PE lessons (in particular outdoor games sessions)	Twilight training sessions planned for staff on delivering quality PE provision (e.g. spatial awareness, travelling, ball skills, defending/ attacking techniques) as well as an overall awareness of healthy lifestyles	(Provision already included in the package agreed with Ultimate Coaching - details above)	Staff more confident to continue games lessons without the support of coaches. Children will make continued progress in lessons.	CPD sessions took place, and this will continue next year.

<i>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</i>				Percentage of total allocation:
				60%



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Intent	Implementation and Funding		Impact	Sustainability and suggested next steps
Additional achievements: All children participate in Forest School during the academic year	Educational Support Staff attend with the children to support the provider and to develop their own skills in this area.	KS1: £2,050 Our school PTA pays for Reception to take part.	Many staff to feel confident in leading Forest School sessions, and can use the area in our woodland as an additional resource (e.g. to offer extra support for pupils with SEN/ mental health & emotional needs)	Continue to develop staff confidence in this area so that they can make full use of the designated Forest School area in our woodland, for individuals or groups
Microscoot safety workshop	External provider into school with all equipment to run scooter safety workshops.	Year 2: £360	Children more confident to get to and from school on scooters, encourage healthy lifestyles.	Continue to run for all year groups.
Sports Coaches to support children’s play and encourage positive participation during lunchtimes	Dedicated provider offers daily sessions (KS1 classes attend on a rota during the summer term)	£4,480 for 50 sessions (5 x 10 weeks)	Children have a positive attitude to play and elements of competition within their play Children are resourceful and can create their own games using resources provided.	
New sports resources to be used in lessons and to stock the new shed for independent learning. Children to have ownership of the care and organisation of the equipment including setting up lessons with the teacher.	Resources to be purchased and stocked in the storage shed. Teachers with children to label and organise, staff to train children on how to access the resources and use them correctly. Audit of all sports equipment to be completed and compared against planning to ensure we have the necessary equipment to conduct all lessons correctly.	£265	All planned lessons will be well resourced.	Revisit elements of these activities next year during PE curriculum time. Children will have prior learning and knowledge
<i>Key indicator 5: Increased participation in competitive sport.</i>				Percentage of total allocation:
				8%
Intent	Implementation and Funding		Impact	Sustainability and suggested next steps



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<p>To encourage a positive attitude to competition.</p> <p>To develop pupils' self-esteem and self-worth, identifying their individual strengths and weaknesses</p> <p>To develop positive relationships and interaction with their peers</p>	<p>Weekly games lessons contain elements of competition (e.g. scoring points individually, with a partner or in a group)</p> <p>Self and peer evaluation in PE lessons (e.g. What worked well? How could it be improved?)</p>	<p>N/A</p>	<p>Children have built a better understanding that there are winners and losers in games, and that there will be more chances to take part and perform well in the future.</p> <p>Children know how they can improve their own performance through understanding the success criteria of activities and through discussion and self or peer assessment.</p>	<p>Continue to develop children's self-awareness and awareness of others during PE lessons.</p> <p>Develop children's ability to evaluate their own and others' performance to enable them to identify areas where they can improve.</p> <p>Continue to develop children's capacity to create their own games</p>
<p>PE resource shed so that children can access resources independently throughout the day.</p> <p>New sports resources to be used in lessons and to stock the new shed for independent learning. Children to have ownership of the care and organisation of the equipment including setting up lessons with the teacher.</p>	<p>Storage shed to be purchased and stocked. Teacher to train children on how to access and use the resources in the shed during break times, lunchtimes and in lessons where appropriate.</p> <p>Resources to be purchased and stocked in the storage shed. Teachers with children to label and organise, staff to train children on how to access the resources and use them correctly. Audit of all sports equipment to be completed and compared against planning to ensure we have the necessary equipment to conduct all lessons correctly.</p>	<p>£860</p> <p>£71</p>	<p>Children have easy access to sports resources throughout the entire day and grow in independence.</p> <p>All planned lessons will be well resourced.</p>	<p>Planning to be adapted so that children set up their own games and lessons to have ownership of the lesson.</p> <p>Continue to monitor availability of equipment.</p>








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Total budget: £21,420

Total spent 22/23: £11,946

Total carried over 23/24: £9,474

Signed off by			
Head Teacher:	Benedict O'Shea 	Governor:	Mehefin Bell <i>M. Bell</i>
Date:	30.07.23	Date:	30.07.23
Subject Leader:	Alana Samuels 	  	
Date:	30.07.23		