



Whittington Primary School
Physical Education and Sports Funding

2022/2023 Impact Report - Headlines

Intention 1: Physical Education Curriculum Continue to review the PE Curriculum making changes to include a range of inclusive sports. To deliver consistently high quality teaching and learning across the school to ensure good progress is made by all children and they develop a love of learning in PE (3)*	<ul style="list-style-type: none"> • Bespoke CPD provided for staff where need was identified • New assessment grid created and trialled successfully with staff • Detailed planning for our focus unit (gymnastics) created with progression information from EYFS to Year 6 • Planning tool for other units of PE trialled successfully • Ample equipment to allow for higher quality PE lessons and less sedentary behaviour during sessions • Awarded Youth Sports Trust Silver Accreditation
Intention 2: Development of Lunchtimes (focus on activity levels, development of both fundamental life skills and leadership qualities) Lunchtimes to be developed to allow children access to a range of activities to both increase 'active' levels and allow them to play collaboratively with one another building a number of life skills. Play-leaders encouraged to lead activities in order to experience a leadership role and develop qualities of a leader (1)* (2)*	<ul style="list-style-type: none"> • Increase of equipment for lunchtimes has raised activity levels • Problems in timetabling/activity choices etc have been identified and plans have been modified accordingly • Play-leaders have experienced leadership skills, developing skills and qualities of a leader • Play-leader training has taken place and is booked for development of next year's group • Training for staff completed • New Playground markings on KS2 playground that are utilised not only at play times and lunch times but by the before/after school club too
Intention 3: Wider Sporting Enrichment To allow all children to take part in competitive events and have a wide range of sporting experiences. (4)* (5)*	<ul style="list-style-type: none"> • Continuous development of curriculum ensures it is broad, balanced and tailored to our children • Inclusion sports have been included into our curriculum as well as Wheelchair Basketball enrichment sessions provided for the children • Sports and Wellbeing week (NOT YET COMPLETED) to provide children with a wide range of experiences focussing on a range of sports, well-being activities, house competitions, water safety focus and personal best challenges. • Some local links utilised through enrichment sessions and PE provision which have led to some children taking up new sports out of school.
Intention 4: Raise the profile of PE To continue to raise the profile of PE across school to reach the same level as it was pre-covid (2)*	<ul style="list-style-type: none"> • Sportsman ship qualities are recognised and celebrated weekly with our Sportsman Ship awards during celebration assembly • More competitions accessed this year than the previous 3 years allowing more children the chance to experience competitive inter-school competitions. • School council planned and delivered this year's May-Month of Movement challenge focussing on Person Best challenges.

2022/2023 Full Impact Report

2022-2023 Sports Funding- Intensions:

- Continue to review the PE Curriculum making changes to include a range of inclusive sports. To deliver consistently high quality teaching and learning across the school to ensure good progress is made by all children and they develop a love of learning in PE (1)* (3)*
- Lunchtimes to be developed to allow children access to a range of activities to both increase 'active' levels and allow them to play collaboratively with one another building a number of life skills. Play-leaders encouraged to lead activities in order to experience a leadership role and develop qualities of a leader (1)* (2)*
- To allow all children to take part in competitive events and have a wide range of sporting experiences. (4)* (5)*
- To continue to raise the profile of PE and school sport across school to reach the same level as it was pre-covid (2)*

Number of pupils and Sports Premium Awarded	
Total number of pupils on roll	336 (268 Yr1-6)
Money rolled over from previous year	£3200
Total money Received	£18680 (£16000 + £10x268)
Total money available	£21880
Total Spend	£16074 (including budgeted for actions – to confirm at end of academic year)
Money Rolling over to next academic year	£5806

Intention		Implementation & Impact	Sustainability
Detail	Funding		
Intention 1: Physical Education Curriculum			
<ul style="list-style-type: none"> • Continue to review the PE Curriculum making changes to include a range of inclusive sports. To deliver consistently high quality teaching and learning across the school to ensure good progress is made by all children and they develop a love of learning in PE (3)* 			
Curriculum: Create PE Curricular Team to develop high quality planning which supports progression of skills from Year 1 to 6. Dance units to support teaching of Dance and dance units led by a professional for Year 5/6 students	Get Set for PE: £1375 Dance Units: £180 AfPE member	The curriculum team has been created although still in its infancy in terms of impact. So far, we have been able to use this team to gain quality, detailed feedback about staff needs and next steps for our curriculum development. We have been able to ensure that our focus unit for this academic year, Gymnastics, has been planned to a high standard, training has been utilised and staff knowledge, skills and understanding and therefore teaching is at a high standard. We have also trialled a new planning system for PE, Get Set for PE which we will be investing in for next year. Detailed dance units (which had been trialled in the previous year) were rolled out throughout school with fantastic result. The quality of both the teaching and learning have improved through detailed plans with appropriate musical accompaniments. Subject specific language has also improved. Conversations	Curriculum development is an ongoing process and will continue to be so in order to ensure we offer the best provision for our children. Lessons learnt and the experience of new sports has and will continue to drive our PE offer. Purchasing of equipment and more importantly better

<p>Development of progression grids for each unit to assist staff in the assessment of PE</p> <p>Embed new inclusive sports units into the curriculum which were introduced during Sports Week last year (Boccia, Goal Ball, Seated Volleyball and New Age Kurling).</p> <p>PE equipment – all units to be well equipped in order for all children to take part at once with the aim of being active for as long as possible during a PE lesson.</p> <p>Storage for indoor sports equipment as the hall storage is no longer adequate to accommodate the range of equipment. Develop the quad – Sports Council to monitor.</p> <p>AfPE Membership</p> <p>YST Membership. Reapply for YST award (Spring/Summer 2023) – supply to cover AH to work on application.</p> <p>EYFS Training and equipment</p> <p><u>Provision from Sports-Active:</u></p> <p>Monitoring provision provided by Sports-Active (AH, NL and EJ) to ensure provision meets the expected high standards.</p> <p><u>Staff Continuous Professional Development</u> to improve gaps in their subject knowledge and to up-skill in areas of the curriculum that are identified as a weakness.</p> <p>Subject lead (AH):</p> <p>Leadership time to attend networking meetings, work with Caroline Holder (PE</p>	<p>ship: £115</p> <p>YST member ship: £250</p> <p>Equipment: £1500</p> <p>CPD Package : £3555</p> <p>Supply for CPD: £1359</p> <p>Supply for Subject Lead: £1275</p> <p>Total: £9609</p>	<p>through staff and pupil voice have identified an improved enjoyment of dance, linking to topics has given it more ‘meaning’ and was more ‘engaging’. Units to match topics for the next academic year will now be purchased to continue this high-level delivery.</p> <p>Our curriculum is continuously developed due to our commitment and desire to always improve our PE offer. It is fluid which means that staff have the freedom to tailor our curriculum to the needs of each and every class. Staff are clear of the objectives and expectations and ensure that these are met through the curriculum. The children have enjoyed experiencing our inclusion sports (which were introduced during Sports Week last year) as embedded parts of our school curriculum. These have helped some children who find PE difficult find a sport where they can harness self-esteem and belief in their ability which is fantastic (pupil and sports council voice)</p> <p>Equipment is frequently assessed and restocked where necessary to ensure PE lessons can be delivered at the highest standard and children can be active for a higher proportion of the lesson (no less than 80%). Our new storage and organisation system has been highly successful in ensuring that stock is not lost, damaged and is much more easily accessed which has had a positive impact on PE sessions by ensuring time is not wasted trying to find equipment or discard unsuitable or damaged equipment etc.</p> <p>Storage for indoor PE equipment – still in progress. It is hoped that this has a similar effect that we have seen on our outdoor PE equipment. Currently it is stored in the classroom of the PE Lead and this has led to more care being taken and it is regularly checked so that the equipment has an improved life-span, hopefully this will continue once the storage is organised.</p> <p>AfPE and Youth Sports Trust membership ensures that we are up to date with all new national developments in the PE. We also achieved the Silver YST Award which is a useful audit tool for the subject, it was uplifting to see more areas close to Gold than in previous years.</p> <p>This year we continue to work with Accelerate Learning Services for staff CPD and create a bespoke CPD plan after discussions with staff on needs and areas where they feel they need to improve. We have sent staff on a range of courses this year including: Early Years specific courses, first aid and PE Essentials. Feedback from these courses is always positive and teachers comment on their increased confidence and understanding with the areas of PE they have been looking at. Because Gymnastics had been identified as an area that many staff wanted to work on, we had an Inset day dedicated to it, looking at the use of equipment, health & safety requirements and planning with progression across the year groups. It was a day tailored to our staff's</p>	<p>storage solutions for equipment will allow us to provide children in future years with the opportunities for more active lessons.</p> <p>Having received the Silver YTS Quality Mark this year but being closer to gold than in previous years provides motivation to not only maintain but also improve to Gold in the near future. This tool has and will continue to be used as an audit tool to spot areas within PESSPA that can be improved moving forwards.</p> <p>Improvements and areas of development in planning and assessment will lead to more comprehensive plans in the future which maintain the high-quality elements of the lessons whilst also improving the areas highlighted for development. This, overtime, will lead to consistent outstanding lessons being delivered by both staff and coaches. Successful staff CPD will have a continued impact on the children they teach, beyond just this academic year. All staff have been happy with their personal outcomes and happily shared subject knowledge and resources with other staff. There is a shared area where resources can be added and accessed by all staff as and</p>
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<p>Consultant) and complete leadership paperwork</p> <p>Other staff:</p> <p>Emergency First Aid Training</p> <p>Early Years Development – Off to the best start</p> <p>In school training – Gymnastics Inset Day</p> <p>PE Essentials course</p> <p>Child Leaders:</p> <p>Play-leader training</p>		<p>needs and gave them the chance to ask questions or have discussions based on their own worries, concerns or misconceptions. Following the training, comprehensive and progressive planning sheets were created as well as a new assessment system to trial. Following learning walks, staff voice, pupil voice and a planning/assessment look, it is clear that the gymnastics training had a positive impact on the level of teaching and therefore the outcomes for the children. Subject specific vocabulary was embedded in lessons, being used by both the teachers and the children. All children during learning walks were engaged in activities and able to articulate what they were doing. Health and safety measures were clearly being followed and the children both understood them and the need for them in order to feel safe and secure during the sessions. Staff also felt the assessment system was a much more beneficial way of assessing the children and would lead to better transition with new classes next year. This assessment tool is to be rolled out with other areas of PE next academic year.</p> <p>Playleader training and lunchtime development courses were also completed (see detail below)</p> <p>Subject leader time has allowed PE Lead to keep up to date with PESSPA (Physical Education, School Sports and Physical Activity) requirements as well as managing this important part of the curriculum. Planning can be produced, assessment system has been created, in school events organised and a PE handbook for staff to aid subject knowledge has been created for all staff.</p>	<p>when needed, this is continuously added to and will be available to staff present and in the future. Planning progression, assessment system and handbooks to be built on in coming years and embedded as useful tools within the PE curriculum.</p>
<p>Intention 2: Development of Lunchtimes (focus on activity levels, development of both fundamental life skills and leadership qualities)</p> <ul style="list-style-type: none"> Lunchtimes to be developed to allow children access to a range of activities to both increase 'active' levels and allow them to play collaboratively with one another building a number of life skills. Play-leaders and Sports Council encouraged to lead activities in order to experience a leadership role and develop qualities of a leader (1)* (2)* 			
<p>Following children questionnaires, School SIP addressing leadership roles for children and to address the Obesity strategy and the governments advised 30 minutes of activity during the school day.</p> <p>Lunch time provision:</p> <p>Work with Sports Council and Play-Leaders to help develop a lunchtime/playtime timetable for equipment use – order stock and play-leader training. Sports Council and Play-Leaders to have ownership over this.</p>	<p>training: £400</p> <p>equipment: £420</p>	<p>During the Autumn term, play-leaders were provided with training which allowed them time to learn more about the role and also the qualities needed to be effective leaders. The children also had the opportunity to create different games and activities that they could use with the younger children. New equipment was purchased and introduced with the Play leaders and Sports Council taking responsibility for the organisation and maintenance of it.</p> <p>Whilst these developments increased the activity levels of children helping to promote healthy active lifestyles, unfortunately it did not run as a seamless and trouble-free activity as hoped, as different problems arose, we worked with the playleaders to try and create solutions. Unfortunately, there were some elements in our initial plan that needed to be changed. In response, we sent staff onto a developing lunch course at the beginning of the Summer term and together a new plan was created. We are using the Summer term to ensure</p>	<p>Having an open mind and always striving for the best outcomes for our children mean that we are always learning and improving our provision. This will continue until we have a system that works seamlessly whilst achieving our goals of having a more active offer for children whilst allowing our older children to lead. Once this system successfully set up, it will continue to grow</p>

<p>Equipment to allow this to run smoothly and enough to allow engagement levels to be high amongst the children.</p> <p>Play-ground Markings</p> <p>Child Leadership: Play-leader training (termly) to help support and lead activities utilising the improvements made to the playground markings and outdoor spaces in previous years.</p> <p>Continued development of leadership skills for the Sports Council.</p>	<p>storage: £65</p> <p>total: £885</p>	<p>that we have a new system and our new playleaders for next academic year are trained and have ownership of the equipment they will be using with the other children. This will then be able to be up and running from September.</p> <p>Although our plans for lunchtimes did not go as originally hoped the playleaders and Sports council did experience leadership roles and utilised multiple qualities during this time such as problem solving, communication, coaching, team work, leadership, organisation, support, encouragement and listening skills.</p> <p>Equipment at playtime was well managed and increased the activity levels of children by approximately 50%. The Sports Council did a fantastic job of looking after the equipment in Years 5/6 and other monitors in lower year groups did the same. Equipment for playtimes will be replenished where needed for future use.</p> <p>Through observations, play-ground markings also helped to increase activity levels during play time and lunch time but also at the before and after-school club. Pupil voice has been positive about the new lines, especially the circuit activity.</p> <p>Sports Council have development and ran whole school activities for the children to encourage more movement and personal best challenges, they have also organised and maintained school kit, equipment and helped with the planning and running of Sports Week.</p>	<p>and be utilised in years to come.</p> <p>Lessons and qualities used by the leaders during these activities are vital life lessons and skills which they will continue to use and build on in the next stages of their education.</p> <p>Playground markings will continue to be used throughout coming years.</p>
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Intention 3: Wider Sporting Enrichment

- To allow all children to take part in competitive events and have a wide range of sporting experiences. (4)* (5)*

<p>Following discussions with children and staff, as well as building on the success and momentum of previous years</p> <p><u>Sports and Wellbeing Week – (Summer Term)</u></p> <p>Children to have access to a new sporting experiences as well as exploring mental and physical wellbeing.</p> <p>Enrichment sessions to allow children to experience sports which are not offered on the curriculum</p>	<p>enrichment and Sports Week: budget: £1700</p>	<p>Sports and Wellbeing week: To be fully completed after the event in July.</p> <p>Sports and Wellbeing week promotes good physical and emotional well-being and teaches the importance of it. It also provides the children with the opportunity to access a wider variety of sports through enrichment sessions, taster sessions, and teacher/sports coach led activities. Our aim for this week is to promote, highlight and encourage the skills that can be accessed through sports and well-being activities: teamwork, co-operation, resilience, enjoyment, confidence, participation, decision making and competitiveness.</p> <p>The children completed enrichment sessions that are specifically chosen by class teachers dependent on the children in their class. We also used local links to help provide taster sessions such Leicester Tigers.</p>	<p>Up-levelling of staff through enrichment sessions which will continue to drive our curriculum and mindful sessions within school. More enrichment sessions are booked for next academic year.</p> <p>Children will use ideas of activities themselves, both independently and play-</p>
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<p>Purchase of enrichment activity equipment in order to allow staff to run enrichment sessions as star of the week rewards or for their weekly mindful session.</p> <p>Health & Wellbeing Toolkit – linked to PE conference?</p> <p>Green Educators Course (VL) to build on use of outdoor learning in EYFS but also utilised across school for enrichment opportunities</p> <p><u>Increasing competitive opportunities:</u></p> <p>All children to experience competitive intra-school competitions and an increased number of pupils experience inter-school competitions (35% of KS2 21-22)</p> <p>Maintain School Games Mark Gold Award</p> <p><u>Making links in the community:</u></p> <p>Links made with the community to help promote sport, health and wellbeing. Also providing the children with a wide range of experiences. Links made often allow children to take up or continue with clubs out of school.</p> <p>Example: local dance teacher to come in and teach WW2 dancing workshops to all Year 5 and 6 children, Leicester Tigers, Micro-sports tennis</p>	<p>enrichment equipment: budget £600</p> <p>Health & Wellbeing: £1050</p> <p>Training for 3 people: £532</p> <p>Green Educators Course: £608</p> <p>dance delivery: £340</p> <p>total: £4830</p>	<p>During this week we had a focus on Water Safety which until has been exclusively taught to the children when they access school swimming however as of next year, it will be part of the school curriculum as it is an extremely important area of knowledge. We used Sports Week as an opportunity to introduce the topic and trial a range of activities.</p> <p>The children will all participate in intra-house competitions through Sports Day and the Sports Coach sessions this week. We also provided opportunities for the children to challenge themselves, building character and resilience through Personal Best challenges. The week also focussed on mental wellbeing by looking at meditation, mindful activities, outdoor activities, tai chi, breath work and much more.</p> <p>Outcomes of the PE conference are that we would like to have a focus on teaching the children about the brain and the make up of their brain. We have seen a rise of children struggling to understand and regulate their emotions and hope that this will help in this area – we will now explore this in more detail, including working with The Mind Gig on a package that can be taught across the school. *Demo lessons will be carried out during Sports and Wellbeing week and if successful package purchased to embed next academic year</p> <p>Green Educators Course: The course provides an insight of how acting locally, contributes to a positive impact globally. It's for educators to explore holistic, student-cantered, and nature-based activities which they can learn to enrich the education within their school or organization. It focuses on wall less learning, being outside and active through a thematic style of teaching.</p> <p>All children within school have experienced intra-house competitions as well as personal best challenges. Competition is a common part of life and we want to ensure that we are helping children to experience and learn the skills needed for competitive situations. *Sports Day and Well being week.</p> <p>Through the growth of the PE Leadership team, with another member of staff taking on the role as SGM lead, and the ever-increasing offer of inter-school competitions following Covid, we have been able to access a wider range of competitive sporting opportunities this year. Our aim was to increase the percentage of children experiencing inter-house competitions from the previous academic year (35% of KS2) and this year we have enabled 51% of KS2 the opportunity to represent our school.</p> <p>We have been able to develop some links with the community this year, however this is an area we wish to continue to grow and develop. It is our aim</p>	<p>leader led, at playtimes and lunchtimes.</p> <p>Children will continue to benefit from the experiences and knowledge learnt through the Green Educators course.</p> <p>Children will carry life skills learnt by accessing competitive sport and enrichment activities with them and build upon them through opportunities providing in the future.</p> <p>Experience at competitions this year has helped to motivate children with more children volunteering for events than previous years. This drive will help to encourage children next academic year.</p>
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		<p>to allow the children to experience a wide variety of sporting opportunities as well as educating parents on where they might find these links should the children want to take part. We have linked with the Linda Lovall Dance School through delivery of Year 6 WW2 dance which was so popular with the students, it was extended to link to their Decades topic, allowing the children to experience and learn the Jive, Mambo and more. One of the most significant outcomes was the ability to work collaboratively with someone the children wouldn't primarily pick. Many children found it uncomfortable to dance with a member of the opposite sex to begin with, but with the teaching and encouragement of Linda were able to adapt and overcome this barrier. It was also fantastic that some of our children took up dancing as result of this. We have also had taster tennis sessions which led to children taking part in an after-school tennis club and an rugby enrichment sessions with Leicester Tigers. We also carried out a fantastic Wheelchair Basketball session which was enjoyed by the children and allowed them the chance to experience a different type of sports, linking to our aim to allow the children to experience more inclusion sports. This has led to links with a new company who we will work with in the coming academic year.</p>	
Intention 4: Raise the profile of PE To continue to raise the profile of PE across school to reach the same level as it was pre-covid (2)*			
<p>Following observations, child responses and a decline in the profile of the PE significantly following Covid.</p> <p>Sportsmanship Awards</p> <p>Reintroduce Sportsman ship awards within Celebration Assemblies in order to celebrate all areas of sporting achievement</p> <p>Sports Council</p> <p>Development of Sports Council so that they have a more prominent role in everyday school life.</p> <p>Website Development</p>	<p>certificates: £50</p> <p>IPads for Sports Council: £700</p>	<p>Sportsmanship Awards were introduced into our celebration assemblies with children being recognised for displaying a range of skills, not just the physical outcomes of the lesson. We celebrate children who have demonstrated good: teamwork, communication, coaching, encouragement, tactics **</p> <p>The teachers and children feel that it is a positive thing to recognise children who have demonstrated these skills and pupils are beginning to understand how these skills are forever life skills. *More to be done on this during our Sports and Wellbeing week.</p> <p>Sports Council are an integral part of the running of PESSPA and have had a number of responsibilities this year: helping with organisation of equipment, responsibility for sports kit, handing out of Sportsmanship Awards in assembly, ordering and organising new equipment, gathering of pupil voice, creating whole school challenges to increase movement and delivering these to school. *More to be done on this during our Sports and Wellbeing week.</p> <p>This role helps to teach children how to handle responsibility and how to think of an area whole-school (some children found it difficult to begin with, to think about activities that could be applied whole school as opposed to just their year group) It has also allowed them to experience public speaking, organising and running of events and the importance of carrying out duties regularly to ensure smooth running.</p>	<p>All of the areas under this point are sustainable and can continue as we move forward into our next academic year and beyond. Consistent evaluation and monitoring of these areas as well as networking with other subject leads will allow us to not only keep driving these areas forward but also to make improvements where necessary.</p>

Ensure the website is update with expectations of PE Kit, Active 30 information, links with local sporting clubs, celebrations of achievements both in and outside of school.	total: £750	<p>We always endeavour to improve our Sports Council so I will meet with them to talk about their experience and to ensure that we can continue to develop it for our next group.</p> <p>*Development of ICT and website – ongoing to be reported on at end of Summer term</p>	
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Through all of this work the impact on the pupils has been that they have developed a whole range of different skills and experiences as detailed in the poster below:

