



## SPORTS PREMIUM SPENDING REPORT REVIEW

**Sports Premium Grant Reporting**  
**Sports Premium Grant (SPG Allocation) for 2022/23**

Grant received and total expenditure	
Amount of SPG received in 2022/23	£16,820
Carried over from 2020/21	£0
Amount of SPG to be received in 2023/24	£16,750
Carried over from 2022/23	£0

**Measuring the Impact of the Pupil Premium Spending**

The Impact of the Sports Premium for 2021-22 was:

- Great Addington entered a team into many available cluster competitions, competed and won a variety of awards including:
- A gymnastics tournament for Years 5/6, reaching the county finals of the competition, finishing 5<sup>th</sup>
- Attended inter-school cross-country with all children completing the race.
- Attending further competitions in Netball.
- Children are consistently taking part in organised active lunchtime activities twice a week.
- Sports crew have been trained and have delivered lunchtime activities during days where sports coaches are not in school
- Coaches have been used to help improve quality of teaching, enabling teachers to become more confident in their delivery.
- Extra swimming coaches have led to 90% pass rate of the 25m expectation.
- New clubs such as girl's football were made available which previously have not been possible.
- Progress has been made towards Gold standard with the aim to achieve this during the next academic year.
- Teachers have been supported by sports coaches: this has enabled practice to develop with staff now teaching P.E with greater clarity.
- P.E progression has been secured using new planning format.
- Playing field use has increased significantly, in particular in KS2 during terms 5 and 6.
- Due to use of minibus, children have been able to take part in wider school events such as cross country during the school day.

## Swimming and water safety.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.	90%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	90%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	90%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

**Sports Premium Allocation for 2022-23: £16750**  
**Planned spending**

<b>Academic Year:</b> 2021/22	<b>Total fund allocated:</b> £16,327	<b>Date reviewed:</b> 23/09/22		
<b>Key indicator 1:</b> 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			<b>Percentage of total allocation:</b>	
			19%	
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<p>Less active children are identified and are then encouraged to participate in break time games and join clubs.</p> <p>Organised games and activity with all pupils during outdoor time increases, with at least 60% of the children taking part in organised activities.</p> <p>All children are able to access some form of activity during break times to develop their physical health including SEND</p> <p>Ensure that all children are taking part in at least 30 minute of activity in lessons outside of P.E a day</p> <p>Increase the variety of sports offered to the children in order to give them opportunities to explore wider sport.</p> <p>Children encouraged to lead a healthy life-style outside of school through the promotion of cycling.</p>	<ul style="list-style-type: none"> <li>All children complete a survey of physical activity to assess how much as a baseline the children participate in.</li> <li>Sports crew are able to organise activities for their fellow pupils to engage in during lunch time. Sports crew receive training to help aid them to deliver active sessions, with these pupils being comprised from all KS2 classes to ensure sustainability.</li> <li>Pupil voice to decide on activities at lunchtimes to ensure they meet needs of all pupils</li> <li>Pupils can explain ways that they can be active in a variety of subject areas.</li> <li>Range of clubs to include lacrosse, archery and fencing.</li> <li>Year 5/6 access Bikeability sessions.</li> </ul>	<p>£500 coaching support at lunchtime and training of sports crew.</p> <p>£2000 use of sports coaches to supplement lunchtimes and lead change 4 life clubs.</p> <p>£500 for course training.</p>	<p>The school are aware of the less active children and have put steps in to adjust this.</p> <p>Sports leaders are actively involved in a wide range of sports planning including level 1 games competitions.</p> <p>Sports leaders deliver a wide range of activities to their peers and Year 5 pupils are able to continue into Year 6 as senior members of sports crew.</p> <p>50% of KS2 weekly participation in afterschool football club either girls or boys iteration.</p> <p>33% participation across new multi-skills and multisport clubs,</p> <p>30% of KS1 participation in afterschool gym club.</p> <p>90% participation from Year 6 pupils Summer 2023 (one week on and off road course led by professional instructors)</p>	<p>School sports survey to be undertaken more formally this year using forms to help collate data more effectively.</p> <p>Planning is now saved on server so need to renew and create further costs to the budget is more flexible that previously.</p> <p>Sports leaders have planned and delivered lunchtime activities consistently for a period 14 weeks.</p> <p>Year 5 pupils successfully led playground activities alongside their Year 6 counterparts. This will enable them to lead activities next year.</p> <p>Next steps: Formalise the activities being led and collate these into a folder which future Sports Crew members can also contribute to for a sustainable continuation.</p>
<b>Key indicator 2:</b> The profile of PESSPA being raised across the school as a tool for whole school improvement			<b>Percentage of total allocation:</b>	
			15%	

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Establish a calendar of Level 1 games to give all children experience of competitive sport across a wide range of disciplines.</p> <p>Children actively celebrate their sporting accomplishments.</p> <p>Physical activity to become a whole school priority. Levels of physical activity are increased throughout the school day.</p> <p>Continue to ensure that PE is at the heart of the whole school curriculum and that the positive ethos around school sport is further enhanced.</p>	<ul style="list-style-type: none"> <li>• Sporting achievements both related to external achievements along with those in activity journals are presented during Celebration assemblies</li> <li>• Sports Crew to deliver School games assemblies summarising participation in sport and demonstrating highlights.</li> <li>• Create the sporting display in school hall office so that children and parents walking past are aware of the activities taking place inside school.</li> <li>• All sporting achievements in school are recognised on the school newsletter weekly as they occur.</li> <li>• Social media posts are also signposted and completed to demonstrate sporting accomplishments on Twitter</li> <li>• Introduce a programme of intra-school competition using a house team system</li> <li>• Class Teachers identify sedentary hot-spots in school day and develop ways of bringing more active learning into lessons.</li> <li>• Secure further extra high-quality swimming lessons for all of Key Stage 2 on top of the provision which is statutory.</li> <li>• (12 weeks x 1 hour for all key stage 2 year groups)</li> <li>• Secure Support Staff provision to time-table all classes to the playing field for one lesson per week for at least half of the school year.</li> </ul>	<p>£200 for minibus usage to transport children for these sports.</p> <p>£1000 Pool Hire and Instructors</p> <p>£400 for extra support staff</p> <p>£900 annual donation for use of playing field.</p>	<p>Profile of sport across the school is high.</p> <p>Children are able to explain how they are able to compete in competitive sport together.</p> <p>Children are able to build on work from P.E lessons to maintain positive attitudes.</p> <p>Pathways from intra to inter school sport is clear and more children are inspired to try these for themselves.</p> <p>Children feel part of a larger group in working with their sporting teams.</p> <p>High quality swimming instruction has led to 20% of the cohort recorded moving to swim 25m when otherwise this would not have been reached.</p>	<p>Some intra school competitions have taken place on a class by class basis, establishing a competitive spirit within sport.</p> <p>Next steps: Create a system within school where teams are able to work towards competition on a school wide scale.</p> <p>Children have been celebrated in assembly for their performances in both intra and interschool competition.</p> <p>Break times and lunchtime now have consistent activities being delivered by sports crew 60% of the week.</p> <p>Next steps: Develop recording using sports crew children for which people are accessing the sports each week and consult with them on what would increase numbers.</p> <p>Support staff have been available for 33% of the curriculum time in order to bring children to the school playing field.</p> <p>Due to the additional spend on swimming, sustainable improvement is now possible to ensure exceptional pass rates year on year due to children continuing to swim throughout KS1</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				34%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Improve quality of teaching within P.E sessions.</p> <p>Increase staff knowledge across the P.E curriculum in areas identified as needing support.</p> <p>Staff have a clear idea of how P.E progresses across the school.</p> <p>A new sports curriculum is in place and teachers are upskilled in delivering both the skills and sports elements.</p> <p>P.E delivered is of a high quality and follows a consistent approach across the school.</p>	<ul style="list-style-type: none"> <li>Employ at least 2 coaches to work with teachers planning out the new P.E ethos and then delivering in 3 week blocks.</li> <li>Ensure that the P.E vision is clear across the school and that all staff are able to explain how the curriculum is being delivered and how that is achieved.</li> <li>Progress of pupils is good or above for 85% of children across the school.</li> <li>Invest in a new P.E curriculum which enables staff to be confident in both the delivery and assessment of the P.E curriculum, ensuring a mix between fundamental movement and organised games.</li> <li>Use Sports Leader in conjunction with SGO to support the skill development of other staff.</li> </ul>	<p>£5000 for the funding of the sports coaches to deliver alongside staff.</p> <p>£500 for time taken for planning of new curriculum.</p>	<p>Data shows substantial or good progress for pupils.</p> <p>Teachers feel confident and fluent in their delivery of curriculum P.E</p> <p>Lessons more impactful and structured for pupils to progress highly.</p> <p>Teachers are able to explain the P.E vision of the school and the targets this includes, understand methods of assessments and be confident in delivering a P.E series of work.</p> <p>As a result of the more holistic approach, children access more sport and will have more positive attitudes, measured from pupil voice.</p>	<p>Planning given by sports coaches provided a basis of which staff and the P.E lead could look for as best practice within delivery. Due to high quality modelling of P.E, staff are more confident to deliver P.E.</p> <p>Next steps: Staff and P.E coaches to work alongside each other for new P.E scheme of which the coaches have been experienced in so that lessons are consistent in their structure and delivery.</p> <p>Following a successful OFSTED, revisit and firm up P.E vision to reflect the planning format now being followed.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				25%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Give the children more opportunities to stay active in extended school provision.</p> <p>Continue to raise the profile of further sports across school in a myriad of experiences.</p> <p>Increase the variety and challenge of sports that children encounter through the school</p> <p>Children can tailor their own learning in P.E with a focus on personal challenge.</p>	<ul style="list-style-type: none"> <li>Supply equipment which can be used in order to encourage active participation from children.</li> <li>Introduce new sports or activities and encourage more pupils to take up sport.</li> <li>Purchase new equipment including volleyball nets, archery equipment and wider athletics equipment which increase difficulty and breadth of challenge to pupils.</li> </ul>	<p>£1500 for volleyball/badminton nets, rackets, soft balls and archery equipment..</p> <p>£2700 to fund sports clubs after school.</p>	<p>All children in after provision will have at least 3 organised activities per week to enjoy, using funded after school clubs to deliver this.</p> <p>Addington offered and have fully established 2 new after school/ before school disciplines with Multi-Skills and Multi-Sports giving children a chance to try a variety of new sports.</p> <p>At least 2 new sports within the P.E curriculum are established to run alongside existing provision using the new equipment including lacrosse.</p>	<p>During previous academic year the children have been able to take part in an afterschool gymnastics, dance, dodgeball, football, multi-skills and multi-sports clubs.</p> <p>Next steps: Approach sports clubs around the county to create links to these clubs and a further range of sports available.</p> <p>Pull back funding on current clubs to ascertain whether they can run sustainably in the next academic year.</p>
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				7%
<p>Enter any opportunities for competitive sport and monitor participation so all children have the chance to represent the school.</p> <p>Build upon high levels of 5/6 game attendance by introducing competitions to years 3 and 4 more regularly.</p> <p>Continue high volume participation in Pacesetters Sports and PR Sports competitions (inter-school and leagues).</p> <p>Further increase participation across the school through the development of intra competitions.</p> <p>Re-apply for Gold Games Mark.</p>	<p>Further use of Coaches to prepare teams for inter-school competitions (before school/lunch/after school).</p> <p>Extend number of SSP events entered to include a wider variety of specifically inclusive events.</p> <p>Develop intra-competitions within classes and across year groups with Sports Leaders used as organisers.</p> <p>Develop participation in wider club sports by making links with local clubs.</p> <p>Contribution to minibus for out of school competitions (at least equivalent to 1 per week)</p>	<p>£302 (PR Sports)</p> <p>£425</p> <p>£400 for transport and organisation of any bespoke competitions.</p>	<p>Evidence and impact:</p> <p>ALL children have engaged in competitive sport. Competitions have a competitive edge reflected in pupil approaches.</p> <p>Children feel supported to succeed in competitive sport.</p>	<p>Sustainability and suggested next steps:</p> <p>Competitiveness is now established in P.E lessons, particularly in KS2 with games running regularly in lessons within the class.</p> <p>Teams are set for the period of a sport to encourage a competitive edge.</p> <p>Links to other schools have been firmed up with an interschool cricket competition involving 25% of KS2 children.</p> <p>Next steps: Secure a calendar of intraschool games based on 'house point' system to establish a year long calendar of competitive sport.</p> <p>Use sports leaders more effectively in the delivery of these Intra School games.</p>
Additional P.E targets not included in budget				

<p>The new P.E scheme represents a balanced curriculum delivery of fundamental movement and applicable sport Lessons are progressive and target skills throughout with a set system.</p>	<p>Map out the curriculum of each Year group so that sport and fundamental movement are intrinsically linked, working with P.E coaches to create a curriculum that starts with fundamental movement and builds to targeted sport and tactics..</p> <p>Dedicate time in staff meetings for members of staff to analyse and explore their own curriculum and share these to ensure progression throughout the year.</p>		<p>Teachers will be able to explain clearly how P.E is delivered across the school and the rationale behind our approach.</p> <p>Children will in turn also be able to explain how the activities in both P.E lessons blend together and support them.</p>	<p>P.E scheme now in place and staff voice has confirmed positivity with its usage, making it easier to follow and deliver consistently strong P.E lessons.</p> <p>Next steps: Like with other subjects and in line with OFSTED report, make explicit the journey the children will go through during each unit of work.</p>
<p>Procedural and Declarative knowledge across the curriculum in P.E is clear and progressive, with any links to other subjects indicated.</p>	<p>Gather curriculum documents from P.E Hub and Real P.E which reflect the declarative and procedural knowledge being developed.</p> <p>Give teachers the time to link their objectives to ensure both vertical and horizontal links are present throughout the delivery of P.E</p>		<p>Each teacher knows the year group expectations for declarative and procedural knowledge and how these link throughout other years.</p>	<p>Using curriculum documents, a long term map is in place and objectives on planning clear based on National Curriculum.</p> <p>Next steps: Marry documents to long term map to clarify coverage.</p>



