



Astley Church of England Primary School  
PE and Sport Premium Funding 2022 - 2023

At Astley CE Primary School we recognise the contribution of PE to the health and well-being of all our pupils. We believe that the PE curriculum and extra-curricular opportunities have a positive influence on the concentration, attitude and academic achievement of every single learner in our school.

At Astley, we promote the School Games Values

<b>Determination</b>	<b>Persevere to achieve our best and be successful.</b>
<b>Passion</b>	<b>To inspire ourselves and others to reach our goals. Aspire for excellence.</b>
Respect	For all and everything; for our learning, learning from each other and celebrating our differences.
<b>Honesty</b>	<b>To take responsibility for our own actions and participate with fairness and positivity</b>
<b>Self-Belief</b>	<b>Motivate and believe that we can all achieve.</b>
<b>Teamwork</b>	<b>Working together collaboratively and drawing on our strengths to achieve our aims.</b>

Through these values, we promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.



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The PE and Sport Premium Key Outcome Indicators:

1. The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.
2. The profile of PE and Sport being raised across the school as a tool for whole school improvement.
3. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

For further information please click on the link below:

<https://www.gov.uk/guidance/pe-and-sport-premium-for-primary-schools3>

Astley Church of England Primary School Sport and P.E. development priorities based on our school context and identified pupil need.

- To provide opportunities for all pupils to access sporting and physical activities, both competitive and non-competitive, by increasing levels of engagement and participation of reluctant/non-participants in regular physical activity.
- To enrich ALL children's experiences with broad and balanced opportunities in a range of physical activities and to promote multi-cultural awareness.



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- To promote positive healthy attitudes towards sport and P.E. and focus on Health and Well-being; know ourselves and promoting personal challenges.
- promote positive learning behaviours and emotional well-being.
- To increase confidence, knowledge and skills of teaching staff in P.E. and Sport.

#### Key Indicators

Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.

Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement;

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

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

Key Indicator 5: Increased participation in competitive sports.

**Quality Assurance** – Systems that are in place to ensure value for money and the involvement of the school leadership team, including the Governing Body, in overseeing the effectiveness of the future plans for P.E. at Astley CE Primary School

- Updates to the Headteacher by P.E. subject lead.
- Feedback from pupils (including Sport Captains) and staff detailing the effectiveness and impact of provision.
- Annual report to Governors including updates as requested.
- Update parents on a regular basis (newsletter and website)



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**Key Indicator 1: The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.**

INTENT	Key Indicator	Implementation	Funding allocated /spent	IMPACT	Sustainability/Next steps
<p>To encourage physical activity to empower the children to make healthy lifestyle choices.</p> <p>To increase the activity levels in children in during play times and lunch times, to actively participate in games.</p> <p>To develop positive attitudes towards health and fitness whilst developing social and emotional well-being through games and physical activity.</p>	<p>1, 3 and 4</p>	<p>All children to continue to access 2 hours of High-Quality PE each week.</p> <p>Re-introduction of Play Leaders, train the play leaders in school to lead activities and games in play times and lunch times.</p> <p>Introduction of game cards linked to the School Games values for Play Leaders to coach children and develop children’s independence in actives games.</p> <p>Train Mid-Day Staff / TA’s to facilitate active and physical activities during lunch time provisions.</p> <p>Evaluate and Enhance equipment available to children and purchase high quality equipment to be available for lunch and play times.</p> <p>Introduction of PE equipment storage area on the playground for children to access different boxes of sports or games.</p>	<p><b>£3,000</b></p>	<p>2 hours timetabled PE lessons each week following GetSet4PE disciplines and progression. High-quality delivery, progression in skills and breadth of disciplines covered. <b>Evidence – Pupil voice, timetabling and monitoring.</b></p> <p>Play Leaders – Year 3 and 4 – application and training. Delivered small games (skipping, throwing and catching) ) and dancing sessions to EYFS and KS1 improved interaction with physical activity, inclusivity of SEND children and development of young leadership skills: communication, assertiveness, problem-solving and team work. <b>Evidence: Pupil voice and observations.</b></p> <p>Games Cards – Sports Leaders created to target School Games Values – varied the games children play during breaks and</p>	<p>Subject leader to continue to monitor time allocation and lesson observations.</p> <p>Further develop play leaders next year: increase number of sessions lead, skills and further increase profile throughout school.</p> <p>Game cards accessible continually in sports</p>



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<p>Promote health and fitness so children choose to participate in games and active sessions with parents.</p> <p>Increase the number and variety of after school clubs and the places on offer.</p>		<p>Introduce Daily Mile, Yoga and wake up, shake up in each class throughout day.</p> <p>Highlight less active children and encourage these children by creating sports buddies and special games group to incorporate the identified children.</p> <p>Share games, activities, sporting clubs and opportunities with parents through Seesaw.</p> <p>Increase the number of and offer a range of sporting activities after school for children to access focusing on specific groups. Outside Coach employed to facilitate high-quality sessions.</p> <p>Introduce the skip2be fit programme into school for children and the workshop. Purchase the workshop and the kit bags.</p>	<p>£575</p>	<p>lunch times. <b>Evidence: display, pupil voice and observations.</b></p> <p>Sports Leader evaluated lunch and play time equipment and gather pupil voice, identified need for storage and equipment for EYFS / KS2 (air flow balls, games sets) purchased playtime sports shed. Increased variation of games and physical activity e.g., daily basketball game, shooting and scoring, skipping and traditional games. Increased collaboration and self-motivation to improve. <b>Evidence: Pupil voice, observation, audit and parental comments.</b></p> <p>Introduced active timetable to increase variation includes Skip2Bfit, Go Noodle and Daily Mile this contributes towards the 60 active minutes and increased activeness and participation. Following pupil voice adapted active timetable which increased participation, activeness and stamina. Teachers use judgement during lesson times it's increased focus and calmness. Yoga improved focus and core strength in EYFS. <b>Evidence: pupil voice, observation, record sheet and observation.</b></p> <p>Seesaw in EYFS =</p>	<p>area for independent access.</p> <p>Install storage shed and rotate the equipment / sports boxes to be facilitated by sports leaders – link to competitions, festivals and seasons.</p> <p>Implement the use of sharing Sports opportunities and research with parents into all classes in the next academic year.</p> <p>Using the competitions and active assessment on GetSet4PE created tailored</p>
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				<p>Increased participation in after school clubs delivered by PSI, attendance at competition and festival facilitated by PESCO and WW. Use of Seesaw in EYFS increased discussions and children participating in Sports or active sessions (bike rides) outside of school. PSI coached delivered: KS2 Girls football, KS2 Boys Football, Quick Sticks, KS1 Football and cricket. Increased Girls participation in Football and after school sports. Increased number of girls attended the Y5/6 Football event and Y3/4 Football event. Number of children participating increased. <b>Evidence: pupil voice, after school registers and GetSetPE</b></p>	<p>invitations and personally invite target children to after school sessions.</p>
<p><b>Physical Development in Early Years (Nursery and Reception)</b></p> <p>To improve core strength and the balancing skills of the Early Years children to promote foundation and core skill required in physical activity.</p> <p>To provide the foundation for developing healthy bodies and social and emotional well-being.</p>	<p>1 and 2</p>	<p>Purchase helmets to allow children to use the balance bikes and trike to develop core, strength, strength within limbs and balancing skills.</p> <p>Implement and introduce the Early Years 'Learn to ride' provided and facilitated by trained specialists.</p> <p>Develop children's awareness of fitness and a healthy lifestyle through EYFS sporting cards, lifestyle and PE books.</p> <p>Carefully monitor children's physical development through observations, notes and discussion with pupils and staff</p>	<p>£500</p>	<p>EYFS children understand and can verbalise the importance, implications and safety need for helmets. Helped improve the gross motor skills for targeted children. Increased activeness as children use the bikes during lesson time support ELG for physical development and fine motor with letter formation. Improved stamina and strength within legs for all children. <b>Evidence: teacher observation, assessment, timetabling, pictures / videos and pupil voice.</b></p>	



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		<p>Adults can support children to develop their core strength, stability, balance, spatial awareness, coordination and agility through use of high-quality resources.</p>	<p>Implemented 'Learn to Ride' delivered by former Olympian – raising profile of girls within sports and aspiration. All children can ride with stabilisers, turn, balance and most can ride independently without stabilisers. Improved the enthusiasm towards riding for EYFS children. Staff implemented techniques, vocabulary and activities modelled by coach. Link created with coach and outside club. Returned for KS2 inclusive bike session – jumping, tricks and balancing. <b>Evidence: pupil voice, pictures, certificates, videos, teacher assessment and parental letters.</b></p> <p>EYFS children participate in active timetable supported by Sports Leaders and KS2 children increasing activeness and awareness of fitness. <b>Evidence: assessments, observations and pupil voice.</b></p> <p>Introduced gross motor sessions weekly for Nursery and Reception – children developed core strength, ability to use equipment independently and supported fine motor in classroom. Identified during moderation of PE. <b>Evidence: moderation, assessment, pictures and planning.</b></p>	
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Key indicator 2: The profile of PE and sport is raised across the school as a tool for whole-school improvement;					
<p>To promote and improve social skills, growth mindset and behaviour through physical activities leading to increased wellbeing, positive communications and resilience within the children.</p>	<p>2 and 1</p>	<p>To embed the opportunity for sports leadership roles for the children through Team Captains. Whole-school Team Captain vote. Team captain badges for identification. Introduction of Play Leader Jumpers.</p> <p>Sport Leader meetings to hear the pupil's voice and organise events to raise money to purchase sports equipment children have identified / want. Sports Captains to create new and lead existing wake-up, shake-up routines and create these.</p> <p>Introduce the 'Sporting Award' for EYFS, KS1 and KS2 to present during assembly for key skills including sportsmanship, communication, resilience and positive attitude.</p> <p>Purchase PE and sports books highlight resilience, growth mindset, wellbeing and an active lifestyle.</p> <p>Growth Mindset training for all members of staff and Growth mindset sessions and language introduction across the school.</p> <p>PE Leader to introduce, implement and towards achieving the School Games Mark.</p> <p>Share the children's experience with parents of seesaw to further raise profile with whole families.</p>	<p>£3,000</p>	<p>Pupil Voice voted for Sports Leaders. Led wake up, shake up and supported the development of the active timetable from their observations and gathering of pupil voice. Lead the sessions. Identifiable by badges, younger children approached leaders led games and dancing. <b>Evidence: display, pupil voice, speech book, PE board.</b></p> <p>Sports Leader meetings – highlighted sports week, sports equipment and writing letter to raise money for boxing sessions to support Kidderminster District Youth Trust. <b>Evidence: Pupil voice, letters and images.</b></p> <p>Sporting Award introduced during Sports Week – raise profile of skills within sports. Children discussing these and highlight them on the sporting board. <b>Evidence: observations, pupil voice and images.</b></p> <p>Staff CPD in growth mindset Gym Hub accredited professional development – developed research and understanding of growth mindset in preparation for children's sessions. <b>Evidence: MET, certificates and staff voice.</b></p>	<p>Consider Sports Leaders for two years to support implementation and leadership skills development.</p> <p>Children's Growth Mindset session booked in for next academic year.</p>





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			<p>School achieved GOLD sports mark for 2022 – 2023.</p> <p>Seesaw implemented and used in EYFS to share gross motor skills and sports. Increased the children’s discussions and support parent’s awareness.</p>
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#### Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.

<p>Improve and deliver high quality PE through coaching sessions and staff CPD to develop competency in teaching skills and assessing in a broad range of sports.</p>	1,2,4,5	<p>Sports coaches employed through the PESCO partnerships to deliver high quality PE session and staff meeting for all teaching staff.</p> <p>Improve the delivery of skills through clear skills progression and a deeper understanding of how to extend children resulting in increased progression for all children.</p> <p>Build confidence within staff of delivery. Evidenced this through assessment data, lesson observations, staff survey and increased levels of skills used during competition and play time.</p> <p>Further develop the long-term planning linked to School value, Schools Games values and competition calendar.</p> <p>Share the progression of skills with staff and with KS2 children to allow them to reflect and assess themselves against the skills in order to understand their next step.</p>	£1,000	<p>Tag Rugby coaching for Year 5 and Year 6 – developed attacking skills evident through competition position and staff confidence in delivering discipline.</p> <p><b>Evidence: staff questionnaire, images, videos and pupil voice.</b></p> <p>Curriculum progression shown through the use of Get Set PE and moved the disciplines to support progression with ball skills and align with the competition and festivals.</p> <p>Staff audit and survey – identified assessment. Recording assessment through GetSet identifies the skills for each discipline to judge against. Collecting evidence through videos and images. Moderated externally with EYFS and UKS2. Target children and identify specific areas for improvement</p>	<p>Images and pictures to be recorded digitally on Seesaw in PE folder. Reduce workload for staff and will allow for internal moderation of PE next year and external moderation for all year groups.</p>
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		Review the skills progression document to ensure each year group has clear progression in each area.		and focus. <b>Evidence: data, monitoring, staff voice, PDM.</b>	
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#### Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils.

<p>Ensure children participate in a range of sports across school to build confidence and progression in skills and 'try' new sports or activities.</p>	<p>4 and 5</p>	<p>Implement whole school 'Sports Week' during Summer Term 2 giving the children the opportunity to participate in new sports and activities throughout the week e.g. karate, boogie bounce, basketball and further.</p> <p>Invite outside sports providers and clubs in during sports week to facilitate sessions for children from EYFS to KS2.</p> <p>Add 'The sports we have' into the PE board to raise the profile of different sports across school and show the range of sports children have participated in.</p> <p>Provide Dance Xchange session for the whole school to develop core strength, balancing and creative expression.</p>	<p>£4,000</p>	<p>Sports Week – Children participated in range of and inclusive sport including: Broadway Boogie, Football, Cricket, Boxing, Yoga Pickle Ball, which was recently introduced in Wyre Forest. Increased range of sports, improve resilience, enjoyment and pleasure in sports. Made sports accessible to all children. Built links with external providers and clubs. <b>Evidence: pupil voice, videos, observation and staff questionnaire.</b></p> <p>All children participated in a weekly session with Fabric Dance (formally Dance Xchange) led by working professional for six weeks. Children developed movement skills: levels, body position, musicality and movement patterns. Learnt the process and skills to development movement patterns and perform these to parents. Pupil voice identified children liked the process</p>	<p>Fabric Dance invited and booked in preparation for the following academic year. Children will participate in the PESCO / WWG Dance Festival.</p>
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				and experience of creating movement. All children grew in confidence, skills and most children wanted to participate in Fabric Dance session again to further develop themselves. <b>Evidence: pupil questionnaire, teacher assessment and observations.</b>	
Audit and purchase high quality PE equipment to ensure children can participate in a range of sports including SEND children.	ALL	<p>Purchase of a Boccia kit to allow SEND children to participate within the sport and introduce to all children.</p> <p>Pupil voice / audit to listen to the activities and sports equipment children would like.</p>	£500	Boccia kits purchased for pupils to use – new sport introduced and increased children’s understanding of inclusive sports. SEND children participated in inclusive game building self-esteem and awareness. <b>Evidence: pictures and videos.</b>	

#### Key Indicator 5: Increased participation in competitive sports.

Target reluctant or less-active children to participate more frequently in competitive physical activity.	1 and 5	<p>All pupils in Key Stage 1 and Key Stage 2 to participate or attend competitions and festivals to increase the percentage of pupils engaging in physical activity and competitions.</p> <p>Competition register to track which children have participated in competition and competitive sports.</p> <p>Provide and offer a broader range of sports and activities to all pupils to increase the activity levels of all children.</p>	PESCO £1250.00	<p>GetSet4PE assessment introduced and implemented across school including the competition register. Tracked and targeted pupils for competitions and festivals e.g., Panathlon, KS2 Girls football and Y3/4 athletics. All pupils Reception – Year 6 participated in a festival or competition. <b>Evidence: competition register and pupil voice.</b></p> <p>PESCO – children have accessed Panathlon, rounders, rugby, cross country and multi-</p>	
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<p>Increase the percentage of Astley pupils engaging in competitive physical activity outside the school site.</p>		<p>Promote links between local clubs, sports coaches and the school.</p> <p>CPD for staff provided by the Chantry, Worcestershire West and Youth Sports Trust.</p> <p>After school clubs to provide opportunity for more children to participate in sporting activities</p> <p>Attend the appropriate festivals and competition provided by Worcestershire West and PESCO. Using money to provide transport for children to competition during the school day</p>	<p>YSP £175.00</p> <p>Transportation Costs: £2,000</p>	<p>skills. Children compete building communication, aspirations and apply skills learnt in a competitive game situation. Sports transition Year 6 – improved confidence, built self-esteem and reduced apprehension. <b>Evidence: parental letters, pupil voice, teacher assessment, images, videos and competition results.</b></p> <p>Play Leader training at PE cluster meetings. Led by MMLM. Play leaders introduced into school.</p> <p>CPD – active 60 minutes training by SGO implemented Skip2Bfit, active timetable led by Sports Leaders and signed school up to Daily Mile – Official endorsed. Increased attendance to after school clubs due to the financial support – PSI – KS2 Girls Football, KS2 Boys Football, KS1 Football, Quick Sticks and cricket. <b>Evidence: pupil voice, school money and after school registers.</b></p>	
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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>100%</p>
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What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	100%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86%



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- Sports award,
- letters for charity,
- play leaders and play captains
- Add boccia into sports week EYFS and KS1
- pupil voice break and lunch times.
- Play leader timetable and pictures – Update games cards out for all ch to access.
- Sports leaders audit equipment purchase
- PE books
- after school register and pupil voice.
- competition folder