

Academic Year: 2022/2023	Total fund allocated: £19,215	Date Updated: July 2023		
Key indicator 1: 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				Percentage of total allocation: 28%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
With pupils engaging in 30 minutes of physical activity in school will increase physical stamina, increase focus in class, increase wellbeing and be healthier.	Free club to students who are identified as benefiting from extra physical activity	£1,000	Allowed all KS2 students to attend one club throughout the school year. It provided students not able to attend an extracurricular club to attend one. Students felt happy being active and have the opportunity.	Pupil voice to check which activities the least active students would like to play at lunch time.
	Pupil voice on best equipment to keep children engaged and active.	£100	A variety of playtime equipment has caused students to be more active at playtimes through walk arounds at lunch playtimes.	Create lunchtime monitors (yr5/6 students) to organise weekly lunchtime games as per pupil voice.
	PE/playtime equipment	£2,000	The correct equipment allows teachers and students to have better PE lessons as they have the right equipment needed.	Continue to monitor PE and playtime equipment throughout the year.
	Daily Mile markings	£1,655	All KS2 take part in 'Daily Mile' and having the markings allows more students to feel more engaged to wanting to improve each day. Students say they enjoy knowing where to run and how long they have ran. It also has allowed us to easily participate in the London Mini-Marathon as we can track their laps.	Create a tracking document in classes for students to track their progress throughout the year. Have a competition between classes at the end of each term on who can run the most laps during a certain time.

	Teacher trainer – Active Lessons	£150	Active Lessons subscription provided. However, not many classes used the resource due to our new curriculum in place this academic year.	Teacher voice to see if subscription is useful now that the new curriculum has been in place for a year now. Also, discuss with other PE leads how their school create more active lessons.
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement	Percentage of total allocation: 2%
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
An increase in sport raised across the school will motivate pupils to participate in PE lessons, increase sign ups to sport clubs and increase leadership for those that excel in sport. The intended impact is to increase resilience and confidence in pupils.	Regular PE announcements to celebrate competitions by Sports Ambassadors at weekly KS2 COLA assemblies.	£0	During pupil voice, students enjoy being able to stand up and receive an applause for representing the school. Since starting this, more students have wanted to go to a sporting event.	Continue to share results by Sports Ambassadors during assemblies.
	Competition announcements to be written up on PE notice board, website and newsletters.	£0	Students are able to see their picture or name on the PE board and you can see them look at it during lunch break.	Continue to share PE events on the school website, newsletter and PE board and give Sports Ambassadors more ownership on the announcements posted.
	Athlete visitor, community sporting opportunities	£300	Did not complete due to funding being moved into PE events.	
	Sports Ambassadors to create an activity for students to do to promote physical activity.	£0	Younger students join in more as they look up to the older students and become more active. The Sports Ambassadors enjoy being a leader and have more confidence.	Sports Ambassadors to conduct a pupil voice to see how they can help students be more active at lunch and take more ownership over the role.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				22%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
An increase in subject knowledge in PE and sport will increase the safety and skill development through all pupils to help build their confidence and resilience.	Staff training for Dance lessons as an area of need per survey completed by staff	£300	Discussed during a teacher meeting that allowed teachers to voice their concerns and questions. Teachers stated that they felt more confident to teach the dance curriculum.	Continue to survey teachers to see where gaps in the curriculum knowledge may be.
	Employ dance expert to lead specialized dance PE lessons: Year 3	£1,500	Students were engaged in lessons as dance teacher was good at being inclusive of all. Teachers were able to learn how they can apply this to their own lessons.	Continue to provide an expert dance lead to teach dance lessons to different teachers to provide CPD to all teachers – focus on ECT teachers.
	PE lead to coordinate Lesson Learning Walks.	£200	Was able to see where gaps in the curriculum is and how this can be improved on for the next academic year.	Continue to complete termly Lesson Learning Walks to monitor the implementation of the curriculum for students.
	Ten Project for yr2 tennis PE lessons with family lessons on weekends	£1,751	Tennis lessons from an expert to assist with skill development of tennis for ECT teacher and how to keep children active throughout the lesson.	
	PE Curriculum	£525	Teachers are more confident teaching PE with more skills being taught with use to video through teacher survey. Students are stating they enjoy the lessons and more students feel confident about their PE level.	Continue to use the curriculum as teachers are feeling more confident teaching PE as previous. A focus will be on challenging the more able.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
An increase in resilience and enjoyment in physical activity.	Climbing wall frame to build resilience	£1,146	Our school focus is being resilient and this was communicated to leaders of the activity. Many teachers noted that students felt more confident after the activity as they pushed themselves and kept going even though they felt challenged.	Speak with SOLD to try a different activity and book the climbing wall every other year to make it more of a larger importance.
	Skateboarding/scooter taster as students enjoyed it last year	£200 (partially funded through previous fundraising event)	As skateboarding is not as popular, most students were on the same starting point and children felt more inclusive during the activity and felt safe to go out of comfort zone because of the safety equipment provided.	Continue to have skateboarding each year for students to continue to develop their skills and promote trying out a new sport as this helped to develop resilience in the children as they continue to struggle with different tricks taught.
	Table Tennis Taster to continue to develop skills to use at playtime	£400	Allowed students to practice their table tennis skills where many said they enjoyed learning a new skill that they could play at playtimes.	Complete the table tennis taster for new year 3s and 4s to continue to learn the basics of table tennis as they will be allowed to use the tables during playtimes.
	EYFS core balance activity	£400	Nursery students were able to learn how to engage their core for balance while trying out different activities each week for 5-weeks.	Continue to schedule in for next year as this will help to make note which students to target for gross motor work in reception.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				10%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
An increase in participate in competitive sport with the intent on building resilience in students, providing leadership opportunities to build confidence and creating teamwork skill sets.	Schedule in competitions that allows an opportunity for all KS2 students to participate in one event with transportation/staffing/uniforms	£4,500	Greater impact as children felt more prepared for events when a practise session was scheduled in before the event. Students stated they enjoyed further developing their skills of a sport, trying out a new sport and competing against other schools. All year 5 and year 6 students were offered to participate in a sporting event this year.	Continue with a practise session before an event. Potentially hire a regular coach to take students to events due to lack of staffing. Speak to SGO about having more festival-type events. Assign a child leader to promote leadership skills for more abled.
	Compete in competitive events with a partnership at Richard Challoner.	£1,500	A great partnership with Richard Challoner to help those students transitioning from year 6 to year 7. Students enjoy being competitive against other schools. It is well run and students always come back thrilled to have participated as they are provided a certificate of participation.	Continue the Richard Challoner events as it is a good partnership for transition from year 6. Add in a girls' only football competition offered to focus on girls' football.
	Kingston borough partnership for events that are based on different skill sets (eg. Social, leadership, physical, etc.)	£675	A good partnership with other schools to offer a good relationship/partnership with other schools and PE leads in participating in a variety of events.	Continue next year as a bulk of our festival events come from the borough partnership.
	Inter house competitions to take place 4 times a year with opportunity for children to take on leadership roles.	£0	Interhouse competition allows student to develop teamwork skills, leadership skills and celebrate the development of	Students stated they wish that teachers would ref and keep score of each game. Also that we could add sportsmanship

	Whole School Sports day at Kingsmeadow	£700	<p>specific skills for that sport. Students enjoy the interhouse as per pupil voice and look forward to it.</p> <p>Students stated they enjoyed all the activities and love the running races in KS2 and feeling like a proper athlete where their grown-ups can watch them. They feel confident after running in front of a lot of people and feel special.</p>	<p>points also to the scoring.</p> <p>Continue with Sports Day and use pupil voice to reflect on the different activities.</p>
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Key indicator 6: Development of Healthier Lifestyle				Percentage of total allocation:
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School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
A development of a healthier lifestyle will focus on the wellbeing of the whole pupil – mind and body that will help the pupil to learn ways to stay healthy into their future.	<p>Speaker to talk about healthy eating to KS2 with Year 5 to help lead.</p> <p>Wellbeing week schedule to focus on how being active can help with your mental wellbeing.</p>	<p>£100</p> <p>£50</p>	Funding allocated to school events.	Students will eat in class before play time for teachers to monitor healthy eating. Have an idea of a role model who can come into school to show the importance of feeding your body with healthy foods.