

School Sports Premium 2022-23

The Department for Education Vision for the Primary PE and Sports Premium Grant (SPG) is:
*ALL pupils leaving primary school **physically literate** and with the **knowledge, skills and motivation** necessary to equip them for a **healthy, active lifestyle** and **lifelong participation** in physical activity and sport.*

Chandag Junior School aims to use the Sports Premium money:

- To increase participation in PE and physical activity through a wide range of quality provision.
- To ensure all staff have access to high quality professional development which will result in high quality teaching and learning in PE.
 - To enable all pupils to participate in a range of competitive sports.
- To create a challenging physical environment that will enable every child to fulfil their potential.

Details with regard to funding

Please complete the table below.

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| How much (if any) do you intend to carry over from this total fund into 2022-23? | £0 |
| Total amount of funding for 2022-23. To be spent and reported on by 31st July 2023 | £18,560 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020. Please see note above | 93% (63/68 children) |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? Please see note above | 87% (59 out of 68 children) |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 85% (58 out of 68 children) |
| Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way? | No |

Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022-23 | | Total fund allocated: £18,560 | | Date Updated: November 2022 | |
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| 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: 50% |
| Intent | | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | | Make sure your actions to achieve are linked to your intentions: | | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: |
| Promote both boys' and girls' participation in after-school activity and competitive games. | | Provide the following weekly sports clubs: -football for Year 5 and 6 girls -football for Year 6 boys -rugby for Years 4, 5 and 6 -multi-sports for Years 3 and 4 Organise some fixtures against other local schools who also have a girls' football team. Enter a team into the local football league and cup as well as other competitions available through the SSP. | | £4352 £1088 for each club (27 weeks for terms 3 – 6 at £40 a session) | |
| Provide playground apparatus that will promote physical activity every day and will include the need for a range of movement/skill. | | Taking the pupils' voices into account (school council), plan for and install a piece of play equipment which can be included in the daily playground rota and | | £5000 to be contributed towards playground apparatus (with Children have applied a broader range of skills developed and developed their physical literacy such as through increased | |

Created by:



Supported by:



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| | can be accessed by all children at least once a week. | funding matched by PTA and some additional funds from the trust) | flexibility, strength, technique, control and balance. | |
| To ensure pupils understand the importance of physical activity as part of to a healthy lifestyle and what a healthy lifestyle constitutes. | -Break times –Timetabled activities on offer for each year group for each day. -Additional equipment purchased to encourage higher activity levels. -New Year 5 children trained as play leaders for lunch times. | £200 for consumables | Children have applied a broader range of skills developed and developed their physical literacy such as through increased flexibility, strength, technique, control and balance. Pupil confidence and autonomy to deliver games based activities providing children with chances of increased physical literacy. | |
| Continue to promote active travel to school. | Regular incentives and events to encourage children to take part in this initiative led by the school council. | No additional costs | Ensure children know the benefits of a healthy lifestyle through cross curricular subjects such as DT and PSHE. | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: 0% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed? | Sustainability and suggested next steps: |


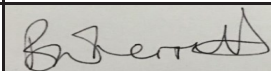
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| Social media used to provide information about PE and Sport for all visitors and parents. | Update social media with details of PE competitions, clubs and PE lessons. | No additional costs | Increased number of participants due to visibility. Higher level of success in terms of participation. | |
| Make children aware of the extra-curriculum provision and SSP competitions available and encourage participation within all year groups. | Two assemblies (one in each of the Spring and Summer terms) to promote the opportunities available. | No additional costs | Increased number of participants due to visibility. Higher level of success in terms of participation. | |
| Introduce termly awards which focus on the themes of communication, collaboration and competition in sport, as well as the school and trust's values. | Trophies to be purchase which are awarded in an assembly at the end of each short term. | £200 | Good level of success integrated with the values of the school and everyday learning. | |

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| Key indicator 3: increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| | | | | 0% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Teachers continuing to develop their knowledge of Forest School games/provision and how to promote adventurous activity outdoors. | Teachers are actively involved in the Forest School sessions, developing their subject knowledge. | No additional costs | Teachers are upskilled in this area and gain further knowledge. | |

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| Ensure all teachers have the necessary training to deliver the Futura learning Partnership gymnastics and swimming lessons. | Sports specialist teacher, within school, to work with PE Leader in carrying out a staff survey and providing 3 x teacher training sessions on gymnastics and swimming. | No additional costs | Confidence in teaching/coaching these areas enhanced. | This has not happened but CPD has happened in other sports such as Netball and Tennis. Y4 and 5 have been swimming and observed the coaches. Y6 had an afternoon of coaching in gymnastics |
| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: 25% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Broaden the range of competitions and events that our pupils can experience. | Continue to join and support the local School Sports Partnership (SSP). Ensure that during the course of the year, pupils from all year groups have the opportunity to take part in at least two events. | £1750 annual membership | This has allowed children to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | |
| To broaden the range of physical outdoor activity that takes place so that our children take part in and enjoy adventurous activity challenges, both individually and within a team. | A trained Forest School Leader to work alongside teachers and TAs in providing a rolling programme of sessions to every year group. Each class to access between 8-10 sessions during the academic year with progression in the skills of communicating, collaborating | £2,925 (39, 2 hour sessions at £75 per week | Children have increased their communication and collaboration. | Ensure this is carried on to allow children with a broader range of experiences away from the classroom. |

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| | and competing with each other. | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | Percentage of total allocation: |
|---|---|---|---|--|
| | | | | 25% |
| Intent | Implementation | | Impact | |
| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Provide children with high quality experiences in competitive games and the opportunity to compete within the local area. | Qualified teacher (specialist sports coach) to provide high quality coaching, focusing on the basic principles suitable for attacking and defending, with Years 3, 4 and 5 (weekly rolling programme) | £3,627 (39 weeks at £93 per afternoon) | Children have applied a broader range of skills developed and developed their physical literacy such as through increased flexibility, strength, technique, control and balance. | |
| Provide the necessary facility/resources for our children to take part in competitive football matches. | New football posts were purchase last year but these have not yet been reinstated. Pay for these to be concreted in etc, by a recognised company. Pay for the pitch to be line-marked regularly. | £805 for installation of new football posts. £266 for line marking between Sep - March | Regular games have been played on this pitch with intra school competition. Posts are not allowed to be concreted in. CPS line the pitch now and allowed a greater number of children to use the pitch for matches. | |

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| Signed off by | |
| Head Teacher: |  |
| Date: | 21/11/22 |
| Subject Leader: |  |

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| Date: | 21/11/22 |
| Governor: | |
| Date: | 21/11/22 |