

Swanwick Primary School

PE and School Action Plan 2022-2023

At Swanwick Primary School, we receive PE and Sport Premium funding based on the number of pupils in years Reception to year 6. In most cases, the DfE determine how many pupils in the school attract the funding using data from the previous January school census

Funding for 2022– 2023 is £ 19510 (estimated until official figures released October '22) plus £1401 raised from after school clubs

Schools like Swanwick Primary school each receive £16,000 plus £10 per pupil.

The DfE provide advice and guidance on how the PE and School Sport funding is to be used.

They state that schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer. This means that we should use the premium to:

1. Develop or add to the PE and sport activities that our school already offers
2. Make improvements now that will benefit pupils joining the school in future years For example, we can use our funding to:
 - a. hire qualified sports coaches to work with teachers
 - b. provide existing staff with training or resources to help them teach PE and sport more effectively
 - c. introduce new sports or activities and encourage more pupils to take up sport
 - d. support and involve the least active children by running or extending school sports clubs
 - f. increase pupils' participation in the School Games g. run sports activities with other schools

The DfE has stipulated that we should not use our funding to:

1. Employ coaches or specialist teachers to cover planning preparation and assessment (PPA) arrangements - these should come out of our core staffing budgets
2. Teach the minimum requirements of the national curriculum - including those specified for swimming (or, in the case of academies and free schools, to teach our existing PE curriculum)

Rationale behind Swanwick Primary School Action Plan

This action plan has been created based on the 5 key indicators set out in the guidance for the spending of Sports Premium. These indicators are:

- Key Indicator 1: The engagement of all pupils in regular physical activity.
- Key Indicator 2: The profile of PE and sport being 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 sport

By addressing these areas, we aim to:

- Improve the health, fitness and wellbeing of children by increasing activity levels
- Improve the quality of Teaching and Learning
- Increase participation in intra-school and inter-school competitions
- Encourage more pupils to take part in sport and be active
- Increase/improve resources
- Increase the range of sporting activities on offer

Total planned spend over the 5 key indicators

1	2	3	4	5
Engagement in regular Physical Activity	Profile of PE and Sport	Confidence, knowledge and skills	Broader range of experiences	Increased participation in competitive sport
5396.35	600	5943.85	7238.85	1520.75
25.8%	2.9%	28.4%	34.6%	7.2%

Costing will be higher than the allotted Sports Premium funding as the income from afterschool clubs in the previous academic year (£1401) will be complementing this.

Key Achievements to date September 2022	Areas for further improvement
<ul style="list-style-type: none"> • Children continued to be active during the school day with an increased uptake in the Swanwick Kilometre. • Skipping workshops inspired children to skip and the introduction of the activity trolley has increased activity levels at break and lunch times. • Mini leaders running activities at lunch times supported by sports coach. Children recorded the hours they led activities as a mini leader and received certificates. • New mini leaders set up in year 4 to support the year 5 mini leaders in the next year. • New 'Ultimate' certificate to motivate pupils to run further each week. • Baseline scores collected part way through the year and starting to show some improvement in running distances. • DTF fitness used in year 6 and year 5 as well as during a fitness club. • Staff received CPD in the teaching of Games, Dance and Gymnastics. • Use of the apprentice to support staff in PE lessons, increasing length of time children are active, support to develop skills, improved quality of teaching. 	<ul style="list-style-type: none"> • Continue to collect baseline scores for the distance each child can run each half term. Staff to ensure this is counted accurately to ensure clear data. • New sports coach to support fitness and active lunch times at lunch times with mini leaders. • Continue to create links with clubs outside of school, promoting through the Swanwick story. • Identifying those children who are less active and using student voice to hold a lunch time coach to engage these children. • Offer a broader range of Physical activities, this needs to be timetabled with the sports coach and equipment availability. • Provide additional CPD to staff within PE lessons through the AVSSP sports coaches. Teachers to work alongside the coach and work towards leading the final lesson with the support of the coach. • Review and update the PE section of the school website. • Introduce staff hoodies to raise the profile of PE. • Staff inset to support the teaching of high -quality orienteering. • Liaise with School Governor to discuss current plans for PE, Sports and Curriculum as well as to confirm the planned spending.

<ul style="list-style-type: none"> • Slowly increased participation in competition through actual competitions as part of the School games organised by AVSSP. • Sporting success continued to be celebrated in the Swanwick Story each week, when events have taken place, as well as presentations in assemblies and a dedicated PE display. • Sports days took place in KS1 and KS2 with parents able to attend. Children, parents and staff enjoyed the events. • Progression of skills and subject coverage has been updated with staff. • Equipment purchased to support the running of high quality PE lessons, clubs and break and lunch time activities. • Staff survey used to identify areas of strengths and areas for further support for the next year. • School grounds mapped out for orienteering and new planning purchased and trialled in years 3, 4 and 5. 	
--	--

Total amount allocated for 2022/23	£19510
Total raised from after school clubs 2021/2022	£1401
Total amount allocated for 2022/23	£20911
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023	£19510

2021-2022 Swimming Data

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	84%
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	81%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	98%
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

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
Intent:	Implementation:	Resources/ Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 1: The engagement of all 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 (60 minutes a day in total with 30 minutes of activity at home and 30 minutes in school.)				
ACADEMIC YEAR 2022/2023	FUNDING ALLOCATED	£5396.35	Percentage of total allocation: 25.8%	
To increase activity levels in children and change long term attitudes towards exercise by running the Swanwick Kilometre.	<p>Embed the Swanwick KM within the school day</p> <p>Continue with our fitness initiative, Swanwick Kilometre. The whole school will be completing as many laps as they can each week of the school Swanwick Kilometre routes on the playground or field.</p> <p>The Swanwick Kilometre will record the distances run by each child as they work towards different distances. Certificates of achievement will be awarded for 5km, 10km, 20km, 40km and 100km (ultimate certificate).</p> <p>Target children who are less active and support them by teaching ways of increasing the distance they can run. This could be done by looking at last years. spreadsheet and identifying children who didn't achieve a certificate.</p> <p>Support staff to ensure that the spreadsheets are completed fully each week to ensure certificates are awarded in each class.</p> <p>Staff to record the number of laps each child can run in 5 minseach half term.</p>	<p>Playground or field</p> <p>£90 for new Gold and platinum certificates</p> <p>AVSSP coach to hold a lunch time club to support fitness levels and running skills of children identified in a fun way.</p> <p>KT/HM to check termly</p>	<p>Impact: In the classes where timed scores have been logged, children show a slight increase in laps as a general rule.</p> <p>Staff meeting at the start of the year to identify expectation and reminders weekly in assembly. Reminders each half term to complete the timed lap.</p> <p>Evidence: Spreadsheet of results, photos, child survey, certificates. Spreadsheet showing progress.</p>	<p>Next steps:</p> <p>Continue with the Swanwick KM.</p> <p>Staff meeting on inputting of scores.</p> <p>KT/ JF to model how the swanwick km can be run showing how to encourage children to run for longer.</p> <p>Identify challenges to motivate children further to run for longer.</p> <p>Look for ways that EYFS can</p>

	Share with staff ways to make the Swanwick KM more effective through a staff meeting. Look for ways to enable children to see it as a competition within class and against themselves.			<p>add to their additional 15 minutes a day-audit provision with EYLead and investigate resurces needed for physical development-gross motor</p> <p>Purchase further Bronze and silver certificates.</p>
To increase active bursts within lessons to improve concentration and activity levels and fitness in children.	<p>Continue to look for further ways to be active within lessons beyond super movers, go noodle and ageless grace.</p> <p>Staff to look for opportunities to be active whilst learning. Staff to share active ideas they have used within class. Share a different active break or lesson idea once a term.</p> <p>Expand the Forest schools across more year groups.</p> <p>Run skipping challenges linked to the Dan the skipping Man workshops.</p> <p>Continue to use the activity trolley at breaks and lunch times.</p>	<p>Staff meeting</p> <p>KT/HM</p> <p>Meeting to share and remind about ideas and go through possible resources.</p> <p>Speak with TD and LB</p> <p>Hold skipping challenge assemblies.</p>	<p>Impact:</p> <p>Staff meeting at the start of the year outlined active break expectations.</p> <p>Forest schools held across all of year 3 and for some children in each year group.</p> <p>Activity trolley has been a success with children enjoying the different activities.</p> <p>Evidence: Learning walks, survey, planning, discussion with staff.</p>	<p>Next Steps:</p> <p>Further staff meeting to share good practice.</p> <p>Continue with the activity trolley at breaks. Purchase additional balance boards.</p>

<p>To increase activity levels in children and change long term attitudes towards exercise by running the DTF Fitness programme.</p>	<p>AVSSP coach to hold fitness sessions at lunch time along side the mini leaders.</p> <p>AVSSP coach to hold a fitness club aimed at those children who are less engaged in physical activity.</p> <p>Staff meeting based around DTF fitness resources.</p>	<p>Staff Meeting HM/KT – use of the fitness cards and AVSSP fitness site.</p> <p>AVSSP coach</p>	<ul style="list-style-type: none"> Increased fitness levels in children. Children able to exercise for longer. Improved attitude towards health and fitness. <p>Evidence: Photos, planning, learning walks, registers.</p> <p>Impact:</p> <p>Year 6 children to take part in fitness club.</p>	<p>Staff upskilled to be able to teach fitness sessions in future years.</p> <p>Next Steps:</p> <p>Staff meeting on DTF fitness resources.</p>
<p>Introduce new sports or activities and encourage more pupils to take up sport.</p>	<p>Work with the AVSSP coach to identify when additional equipment can be used within school to offer a broader range of activities from the following: Boccia, Archery, Fencing, Boxercise, Martial arts.</p> <p>Reception, Y1, Y2 – pirate obstacle course to support transition and encourage teamwork and resilience</p> <p>Years 3, 4, 5 and 6 to take part in the tough runner course towards the end of the year to support transition to encourage teamwork and resilience.</p> <p>Continue link with Swanwick Hall Cricket Club and Derbyshire Cricket to run 'Chance to Shine' sessions.</p> <p>Continue link with Sleetmoor United and look at ways of having a coach coming into school.</p>	<p>KT/HM to create a timetable to activities to be led by AVSSP coach. Use of the staff survey to support with this.</p>	<ul style="list-style-type: none"> Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas. Links made between sport, exercise and health. Increased opportunity to compete against peers. <p>Evidence: Sports survey, links with clubs, photos.</p> <p>Impact:</p> <p>R, Y1, Y2 – Pirate obstacle course. Children competing against self and peers.</p> <p>Y3, Y4, Y5, Y6 – Tough runner. Children competing against self and peers.</p>	<p>Small charge per pupil for sports week to cover the cost in future years.</p> <p>Next Steps:</p> <p>Book the pirate course and tough runner for next year.</p> <p>Continue with Cricket link</p>

	Continue the link with Ripley Netball and look at the option of a coach running a session in school.		<p>Years 2 and 3 took part in 1 day cricket session. Some children went on to join chance to Cricket after school session.</p> <p>Links continued with Ripley Netball and Sleetmoor united. No coaches in from the clubs. Advert for opportunities shared in the swanwick story. Increased number of children joining the clubs.</p>	<p>Continue to advertise sports clubs in the swanwick story. Discuss option of a coach from outside clubs running a taster session in school.</p>
To sustain activity levels at lunchtimes and break times.	<p>Use AVSSP coach to run fitness, skipping and other activities at lunch.</p> <p>AVSSP coach to work with HM and mini leaders to continue their role and enhance the range of activities.</p> <p>Midday staff to use long ropes for skipping.</p> <p>AVSSP coach and school staff to work on a different sporting value each term. Promote this value within an assembly. Sporting values: determination, honesty, passion, respect, team work, self-belief.</p> <p>HM to continue a timetable and hours log for mini leaders.</p>	<p>KT/HW Wednesday pm release time.</p> <p>HM to create timetable. Rewards given as Swanwick Silver and certificates.</p> <p>Certificates to celebrate each of the sporting values. Presented in assembly.</p>	<p>Children active for longer within the school day.</p> <p>Less incidents reported at breaks and lunch time.</p> <p>Evidence: Surveys with staff and children.</p> <p>Children show teamwork and sportsmanship values.</p> <p>Evidence: Photos, list of certificates in assembly spreadsheet.</p> <p>Impact: Mini leaders have been established during the year and follow a clear timetable with a varied programme of activities. AVSSP staff have supported children with this. Meetings are held with the children to ensure activities remain varied. During whole school assembly mini leaders have shared challenges and the success of children at lunch times.</p>	<p>Midday staff and class teachers should be able to lead skipping activities during lunches and active breaks.</p> <p>Next steps:</p> <p>Continue with mini leaders at lunch.</p> <p>New mini leaders to be trained up.</p> <p>Training for mini leaders from AVSSP.</p> <p>Order additional equipment to</p>

			Mini leaders have logged their hours and been recognised during the Swanwick Story and assemblies.	support lunch times. Continue to work on zoning the playground, include music and movement area with speaker.
To increase activity levels of girls in sport.	AVSSP coach to run a sports club at lunch time to encourage more girls to take part in the sport. Continue link to local club (Ripley Netball) Run a girl's football club and continue link to local clubs (Sleetmoor United FC and Wildcats). Run a girls cricket club and link to Swanwick Hall Cricket Club Pupil survey to identify other interests and choice of clubs. Promote clubs through Swanwick story and assemblies and include the value and intent of the club.	£0 Chance to shine	More girls taking part in school sport. Evidence: Registers, photos, club feedback through links with coaches. Impact The girls football club was a success and some have reported an interest in joining a club. Netball club was offered for boys and girls but has led to some children joining a club.	Links with local clubs continue. Next steps Plan a girls only club next year.
To develop confidence and competence in cycling.	Bike-ability training for all children in year 5 increasing cycling ability and confidence. Level 1 and 2 qualifications. Bike-ability for children in year 3 increasing cycling ability and confidence at level 1.	Through affiliation with AVSSP (£1200 to cover bike-ability, competitions, PE support, festivals – possible cost around £450 of bike-ability from affiliation)	Increased cycling ability along with road safety awareness. Increased number of children travelling safely to school. Evidence: Register, photographs	Next steps Book bikeability for next year in years 4 and 5.

			<p>Impact Bikeability was a success again this year. 71% children from year 5 completed their level 1 and level 2 awards.</p> <p>Year 3 took part in ready to ride to support them in their cycling ability next year as year 4's.</p> <p>81% of children in year 3 took part in the ready to ride session.</p>	<p>Look to purchase balance bikes/trikes for EYFS and investigate bikeability from AVSSP for EYFS children</p>
<p>To increase the range and quality of extra-curricular sporting clubs.</p>	<p>Provide a high quality coach to run after school and lunchtime clubs across a range of sports across the whole school. Aim to run 3 after school clubs a week.</p> <p>Lunch time clubs 3 times a week.</p> <p>Link the after school clubs to sporting competitions where possible.</p> <p>Sport teaching assistant to run additional sports clubs each week with support of school staff and AVSSP coach.</p> <p>Cost of £1 per pupil per week to attend a club. Money to ensure cost of coach and equipment is sustainable.</p> <p>Run the chance to shine workshops or engage in the virtual workshops to develop cricket in school.</p> <p>Pupil survey to identify areas of interest in clubs both at lunch times and after school.</p>	<p>Approximately £990, 33 weeks @£30)</p> <p>3 times a week for 33 weeks total cost £2,970</p>	<p>Increased number of children taking part in extra-curricular activity.</p> <p>Evidence: Registers, pupil surveys, timetable on website</p> <p>Impact There has been at least 3 after school clubs running each half term throughout the year led by both AVSSP coaches and school staff. These have been successful and been spread across the year groups with a different mixture of sports, gymnastics and dance.</p>	<p>Small charge for attending an after school club.</p> <p>Next steps</p> <p>Identify which clubs we will be able to run next year with AVSSP coach x 2 week.</p> <p>Identify any areas school staff may be able to run a sports club next year.</p>

		Estimated income: £900		

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				
ACADEMIC YEAR 2022/23		FUNDING ALLOCATED	£600	Percentage of total allocation: 2.9%
PE and school sport display to raise the profile for pupils and to be interactive and engaging.	<p>Re-refresh the PE board and update regularly.</p> <p>Include school sports values, Swanwick KM, links to clubs, challenges and competitions.</p> <p>Include photos to celebrate success.</p> <p>Competition trophies on display with images of sporting teams updated throughout the year.</p> <p>Competitions calendar for the year available on the school website.</p>	£0	<p>KT/HM to refresh board and update throughout the year.</p> <p>Evidence: Photographs</p> <p>Impact</p> <p>2 displays can be located in school. One in the hall containing mini leader information, photos and information. The second in the corridor displaying trophies, photos and our sporting values.</p>	<p>Continue to update the notice board.</p> <p>Next steps</p> <p>Re-refresh the display and update with recent photographs and information. Add further information regarding local clubs.</p>
Use school website and Swanwick story to celebrate success and sign-post to clubs to	Update the school PE section on the website to provide information about expectations and opportunities in PE.	£0	Pupils proud to read updates and celebrate success.	<p>Next steps</p> <p>Add school competition calendar and clubs to the website.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
encourage participation.	<p>Event leaders to provide a short summary after events and send to MF for the Swanwick Story.</p> <p>Area on the website to show excellence and achievement.</p> <p>Area on the website to show competition schedule.</p>		<p>Impact</p> <p>Key information is located on the school website but we have not added any additional information.</p>	
Participation and success celebrated in weekly assemblies to inspire and motivate others.	<p>Hand out certificates for events in assembly.</p> <p>Celebrate success of achievements from both in and outside of school.</p> <p>Share inspirational sporting stories and events and promote sporting values through assemblies and the Swanwick story.</p>	£0	<p>Staff to share achievements in assembly.</p> <p>Encourage parents to email in details of achievements from outside school with or without a photo.</p> <p>SLT include sporting heroes and achievements in at least one assembly a term.</p> <p>Evidence: Assembly spreadsheet, assembly record file.</p> <p>Impact</p> <p>Whole School celebration assembly and Swanwick Story reports individual and team</p>	<p>Continue to present certificates and report on achievements in assembly.</p> <p>SLT continue to share sporting stories and inspirational achievements in assembly.</p> <p>Next steps</p> <p>Continue with this.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			sporting achievements. Parents email into school with success.	
Raise the profile of school sport.	Purchase a set of staff hooded tops and tops for mini-leaders	£600	Staff hooded tops have been ordered and will be worn during PE lessons and sporting events.	Next Steps Look at the options of purchasing bibs for mini leaders.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
ACADEMIC YEAR	2022/23	FUNDING ALLOCATED	£5943.85	Percentage of total allocation: 28.4%
To increase the quality of teaching within PE sessions.	Employ a sports coach from AVSSP 2 1/2 days a week to assist with the teaching of high quality PE lessons. AVSSP coach to work alongside staff supporting PE lessons and leading activities. Coach to lead lessons, team teach sharing planning.	£5000	Children engaging in high quality PE and are active for longer. Extra support with the coaching of key skills and developing these skills within game situations.	Staff upskilled and confident in the teaching of PE in future years. Next steps

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Teachers to show greater confidence in specific areas of PE as identified in the staff survey,</p> <p>Sports coach to support with inclusion of all children and maximise engagement through differentiation.</p> <p>Sports coach to support staff in stretching those children who have specific talents in PE.</p>		<p>Additional support in the differentiation and challenge of key skills.</p> <p>Evidence: PE planning, learning walks, staff survey.</p> <p>Impact SEND coach supported year 3 with ideas to support different needs within PE lesson. New ideas were trialled and ideas shared with staff.</p> <p>AVSSP coach worked alongside staff to teach, model and team teach. Staff reported increased confidence in the teaching of PE.</p> <p>Sports coach has worked alongside staff on assessments within PE.</p>	<p>Next steps</p> <p>Continue with a sports coach but less time is required. Sports coach to be employed 1.5 days a week</p>
<p>To continue to increase the subject knowledge of staff and confidence in PE teaching.</p>	<p>Distribute copies of the AVSSP 'Do Think, Feel' PE lessons to support staff in their teaching. Use of all or part of sessions as required by staff at least 2 units throughout the year.</p> <p>Coach to set short parts of the lesson for staff to lead. Coach to observe class teacher at the end of the unit and provide support and guidance.</p> <p>Introduce the new 'Do, think, feel' plans for Dance.</p>	<p>£1837.50</p> <p>Cost of curriculum time: £ for Autumn A, Autumn B and Spring A.</p>	<p>Children participating in high quality PE lessons.</p> <p>Staff delivering high quality PE lessons with greater confidence showing an increase in skill development and application.</p> <p>Evidence: lesson planning, learning walks and staff survey</p> <p>Impact</p>	<p>Staff upskilled and confident in ability to teach PE.</p> <p>Next steps</p> <p>Continue to work with staff on the new dance plans.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Staff to receive 1 session of work based around sports beyond the curriculum. Possible sessions to include Boccia, Wheelchair basketball, fencing, boxercise and archery).</p> <p>Support from AVSSP SEN lead to ensure high quality inclusion of all children within PE.</p> <p>Sports coach with experience of working with a range of abilities to be used in classes with greatest need.</p> <p>Sports survey used to inform which units of PE staff receive support with.</p>	<p>£0- free training and resources as a part of the affiliation</p> <p>£ listed above</p> <p>KT/HM to share resource lists with staff along with planning resources available. All documents available on share point.</p>	<p>New dance plans shared with staff. These have been trialed in some year groups.</p> <p>Staff showed increased subject knowledge and confidence teaching gymnastics and games.</p>	<p>Look at options to have a dance coach in school or training.</p> <p>Complete staff survey to identify new areas of support required.</p>
<p>PE learning walks to support the teaching and assessment of PE and identify areas of development.</p>	<p>Work with staff to ensure use of the 'Do Think Feel' Planning and ensure this is being adapted or look at other planning in place.</p> <p>KT/HM to check all staff are using the new progression of skills for their year group.</p> <p>KT/HM to ensure that the overview showing coverage of sports in games, gymnastics units and dance is being followed across the school.</p>	<p>£0</p> <p>KT/HM during PE release time.</p>	<p>KT/HM to complete learning walks during leadership time.</p> <p>Documents for planning, progression of skills and curriculum overview available on share point.</p> <p>Staff following progression of skills, using games and gym plans as a guide, using feedforward sheets to record progress.</p>	<p>PE Co-ordinators have a clear understanding of how effectively their subject is being taught and the needs of staff.</p> <p>Areas that are identified for improvement can be included into future action plan</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Match the use of the coach with year group overviews and staff training needs from the survey.</p> <p>Continue with learning walks to check understanding and effectiveness of the use of the planning.</p>		<p>Impact</p> <p>Learning walks and ofsted inspection show staff are using a mixture of planning. Staff annotate the AVSSP planning or use their own based on the specific objectives and progression of skills.</p> <p>Recording the area of PE to be covered on the PE timetable termly has helped ensure full coverage of sports and skills.</p>	<p>Staff to celebrate good practice and share ideas</p> <p>Next steps</p> <p>Continue to record year group coverage on timetable.</p> <p>Share overview at the start of the year.</p>
Staff inset on Dance and to develop staff knowledge and understanding.	KT/HM to deliver inset on teaching Dance based around the new planning 'Do, Think. Feel PE' units.	£0	<p>Staff increased knowledge, confidence and skills to deliver high quality PE</p> <p>Insight into current good practice -Showcase resources available</p> <p>Able to identify good to outstanding practice and criteria required</p> <p>Impact 2 members of staff attended the dance CPD and reported greater confidence.</p>	<p>Staff able to use ideas and knowledge within own lessons.</p> <p>Next steps</p> <p>Continue to share knowledge and good practice for dance.</p>
Gifted and talented children identified and stretched.	Children with specific talents identified and given opportunities to develop further through links to clubs.	£0	Selecting children for team events following undertaking sessions in PE, attend	Continue to update the website and build links with clubs.

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Section on the school website showing excellence and achievement in PE.</p> <p>Continue to enter elite competitions with gifted and talented children within that sport encouraged and supported to attend.</p>		<p>excel/gold events for highly competitive experiences</p> <p>Website redesign- awaiting additional content</p> <p>Impact</p> <p>Children who are showing great skill or talents are given details of local clubs. This is usually done through the School Games Competitions.</p>	<p>Next steps</p> <p>Continue to attend elite competitions and share club links.</p>
<p>To increase the confidence in staff abilities to include all children within PE lessons.</p>	<p>KT work with MW (Senco) and AVSSP SEN support to continue understanding and use of sensory circuits within school in order to increase participation.</p> <p>KT to look at different ways of differentiating and supporting learning of those children with additional needs with support of experienced sports coach from AVSSP.</p> <p>Inset for staff based on differentiation in PE.</p> <p>Boccia sessions planned in for Year 1 and 2 to support needs of SEN children and SEN groups to run for these mornings too.</p> <p>Wheel chair basketball to take place in years 5 and 6.</p>	<p>£0</p> <p>£58.33</p>	<p>All children able to participate at their own level within PE lessons and sporting clubs.</p> <p>Evidence: Inset for staff</p> <p>Impact</p> <p>KT/GH/CC worked with AVSSP coach with experience of different needs. Practical ideas now being used to support varying needs and increase inclusion.</p> <p>Meeting with SENco and coach to identify further ways to support.</p> <p>Staff produced a sheet to support coaches and teachers ensure needs of each class are met.</p>	<p>Staff able to include children of all abilities within PE lessons.</p> <p>Next steps</p> <p>Look for further opportunities to create opportunities for children with SEND to be fully included in lessons.</p> <p>Book experiences to support</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
			<p>Boccia has taken place in year 1 and 2 and with a group of SEND children. Children enjoyed this experience and staff were able to continue with this.</p> <p>Wheelchair basketball hasn't taken place this year.</p>	
To increase the confidence in staff to teach Orienteering.	Run school inset to support in the teaching of orienteering.		<p>Staff have increased skills and confidence in the teaching of orienteering.</p> <p>Improved resources to teach orienteering.</p> <p>Evidence: Inset notes, learning walks.</p> <p>Impact</p> <p>Some staff have received support from the coach and others have used a team teach approach to share good practice and the new planning.</p>	<p>Staff confident to deliver orienteering lessons and apply to other curriculum areas.</p> <p>Next steps</p> <p>Plan a short inset to share with all staff the new planning</p>
To increase staff confidence and skills in the teaching of physical literacy.	<p>Sports coach to lead 2 physical literacy sessions each week.</p> <p>Sports coach to work with class teachers to assess children's core skills based on the physical literacy criteria.</p> <p>Sports coach to support staff in teaching physical literacy x30 minutes a day. Coach to set the session at the start of the week,</p>		<p>Staff show increased skills and confidence in physical literacy.</p> <p>More children receiving the support they require in physical literacy.</p> <p>Evidence: registers, learning walks.</p>	<p>Staff familiar with new AVSSP Physical Literacy Resources</p> <p>More children accessed Physical Literacy from AVSSP Coach</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	school staff to continue with this and coach to check on progress on a Friday.		<p>Impact</p> <p>More children take part in physical literacy across KS1, more rolled on/off due to increased assessments- shorter time on programme, more targeted intervention was offered</p>	<p>Next Steps:</p> <p>Work with Assistant SENCo to devise new Physical Literacy timetable, plus map out assessments phases for next academic year</p> <p>Train/revisit resources and programme with relevant staff for next year</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
ACADEMIC YEAR	2022/23	FUNDING ALLOCATED £5943.85		Percentage of total allocation: 28.4%
To deliver a range of activities, including those that require specialist equipment.	<p>Children take part in a variety of additional sports beyond the normal curriculum.</p> <p>Use of AVSSP sports coach to include archery, boxercise, fencing, wheelchair basketball and boccia with each class receiving 1 unit of work over the year.</p>	£450	<p>Increased engagement in PE sessions from children when new/unusual activities introduced.</p> <p>Following taught sessions, increased attendance at related after school clubs and</p>	<p>Re-book activities the children enjoyed.</p> <p>Rotate the activities so each class gets a different activity each year.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	Complete staff survey to identify areas the class haven't had an experience of.		<p>competitions (eg. multi-sports and dodgeball).</p> <p>By introducing alternative activities, children gain experience in different types of sport and activity and broaden their understanding.</p> <p>Evidence: Photos from sessions and clubs, planning</p> <p>Impact</p> <p>Year 4 have taken part in boxercise.</p> <p>Year 1, 2 and 6 have taken part in archery.</p>	<p>Next steps</p> <p>Plan additional activities into the curriculum through AVSSP, prioritising equipment availability and ensuring as many of these opportunities are booked</p>
Increase the opportunities for activities outside the curriculum in order to get more pupils involved, particularly on those who do not take up additional PE and Sport	<p>Ask staff if there is anyone who would like to run a new club e.g. table tennis, fitness.</p> <p>Identify children who don't participate in regular activity or show reluctance during PE lessons.</p> <p>Run a hockey club, link to Chesterfield Hockey Club.</p>	£0	<p>Pupil survey to identify activities of interest to pupils and general views on sport and PE.</p> <p>Staff survey to identify staff interests and areas of expertise.</p> <p>KT/HM to keep a record of children who have participated in clubs and competitions.</p> <p>Evidence: Staff survey, pupil survey, registers.</p>	<p>Increased number of staff holding clubs.</p> <p>Next steps</p> <p>Continue to offer at least 2 sports clubs led by AVSSP coach and additional clubs led by school staff.</p>

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
	<p>Continue to run a football club for boys and girls, link to Sleetmoor United.</p> <p>Pupil survey to influence club choices along with competition calendar.</p>		<p>Impact</p> <p>New dance club this year and basketball beats.</p> <p>A minimum of 3 clubs a week have taken place.</p>	
<p>Introduce new sports or activities and encourage more pupils to take up sport.</p>	<p>Make links between other curriculum areas including maths, Science and PSHE (Health, Diet and exercise)</p> <p>Continue to include sports that are beyond the PE curriculum and offer a variety of opportunities to develop skills and be active.</p> <p>Book tough runner years 3, 4, 5 and 6.</p> <p>Book Ozzy obstacle course for EYFS, Years 1 and 2.</p> <p>Book Tough rower for KS2.</p> <p>Include fencing, boxercise, fitness and archery with the coach.</p>	<p>Tough runner £550</p>	<ul style="list-style-type: none"> • Children have greater opportunity to participate in sport and raise the profile of PE through other curriculum areas. • Links made between sport, exercise and health. • Increased opportunity to compete against peers. <p>Evidence: Sports survey, links with clubs, photos.</p> <p>Impact</p> <p>Tough runner and Ozzy pirate course have taken place.</p>	<p>Continue to run clubs that have had large numbers of pupils taking part.</p> <p>Next steps</p> <p>Book Tough runner and Ozzy course again next year.</p> <p>Book Dan the skipping man.</p>

Key indicator 5: Increased participation in competitive sport				
ACADEMIC YEAR	2022/23	FUNDING ALLOCATED	£1520.75	Percentage of total allocation: 7.2%
To increase the amount of competitive sport opportunities for pupils	<p>A school competition calendar developed with the school games organiser (AVSSP) including a wide variety of different sporting competitions against other schools across KS1 and KS2.</p> <p>Continue to enter competitions to encourage a range of ages, abilities and skill levels to take part in high quality competition.</p> <p>Increase the number of competitions entered by encourage more staff to support with competitions over the year. Staff survey to identify staff available to support.</p>	<p>£750 cost.</p> <p>(£1200 per year affiliation with AVSSP minus Bikeability costs.)</p>	<p>Increased desire to perform well showing determination.</p> <p>Certificates presented after each event.</p> <p>Increase the number of children competing.</p> <p>Pupils motivated to be active and take part in competition.</p> <p>Pupil feedback after each event to identify value to pupils and further support needed.</p> <p>Evidence: Sporting achievements on web site, Swanwick Story, registers, display.</p> <p>Impact School Games Values shared with pupils and parents. Children have reported enjoyment of taking part in sports competition and feelings of pride and self achievement.</p>	<p>Continue to enter competitions and encourage additional staff to support.</p> <p>Continue with virtual competition formats within school at the end of units of work.</p> <p>Next steps</p> <p>Continue to participate in AVSSP competitions as part of the School Games.</p> <p>Continue to take part in competitions within PE lessons and during clubs.</p>

<p>Increase levels of participation in whole school sporting activities and challenges.</p>	<p>Include small sided games and competitions at the end of each unit of work. Sports coach to model this and support staff.</p> <p>Children run the Swanwick Kilometre challenge to compete against themselves and others. Weekly totals to be announced in Fridays assembly and a termly total reported. Swanwick KM winners each term to be announced in the Swanwick Story.</p> <p>Hold a team sports day with an opening ceremony. Children compete across a range of skills based stations in teams.</p> <p>Create a clear list of activities for sports day and present to staff in the Spring Term to allow for preparation and practice prior to the event.</p> <p>Purchase medals and awards to celebrate success and achievements.</p> <p>Within lessons children encouraged to score and officiate.</p>	<p>Costs already detailed in Key indicator 4.</p> <p>£150</p>	<p>All children engaging in Intra school competition and celebrating success.</p> <p>All children enjoying competing against themselves and others. Children competing as a class against other classes across the school</p> <p>All children engaging in intra school competition and celebrating success.</p> <p>Increased quality of skills within the sports day.</p> <p>Achievements celebrated and rewarded.</p> <p>Impact Sports day was a big success with children competing as a team using a variety of skills.</p> <p>Swanwick KM has taken place throughout the year. Children have achieved certificates showing achievements and success is celebrated weekly for KS1 and KS2 class results.</p>	<p>Established routine for sports day should allow for improvements to be made year-on-year.</p> <p>Next steps</p> <p>Continue with sports day and check that all activities are still ensuring the practice of key skills from across the year.</p> <p>Continue to run the Swanwick KM daily and report success in assembly.</p>
---	---	---	---	--

<p>Raise the profile of competitive sports.</p>	<p>Continue to share match reports for different sporting events on the school website, through the Swanwick Story and in assembly.</p> <p>Share the intent of these competitions with parents in letters home and within the Swanwick Story.</p> <p>Create links to local sports clubs.</p> <p>Set up sports reporters to create match reports from year 6.</p> <p>Share the competition calendar with parents on the school website or noticeboard.</p>	<p>£0</p>	<p>Achievements celebrated.</p> <p>Impact</p> <p>Sports competition dates were not shared on the website.</p> <p>Some sporting events were promoted through the Swanwick Story.</p> <p>Sporting success was reported in the Swanwick Story.</p>	<p>Continue to celebrate success.</p> <p>Train year 5 and 6 children to write sports reports.</p> <p>Next steps</p> <p>Share the competition calendar online. Continue to share sporting news and success through the swanwick story.</p>
---	---	-----------	---	---