



Action Plan for the Allocation of Sports' Premium Funding 2022-2023

We have been allocated £17,510 Sports' Premium Funding.

Following the implementation of this Action Plan, it is expected that at All Saints' will see an improvement against the 5 key indicators:

1. The engagement of all pupils in regular physical activity and we will strive to ensure that each child receives 30 minutes every day.
2. The profile of PESSPA is raised across school and is a tool for whole school improvement.
3. Increased knowledge, confidence and skills of all staff to ensure the sustainability of high quality PE lessons and sport.
4. A broader experience of a range of sports and activities offered.
5. Increased participation in competitive sports.

Academic Year: 2022/23	Total fund allocated: £17 510	Date Updated: September 2022 Final Review 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: 39%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Sign up and commit to Active 30 pledge; ensure daily physical activity is in the recovery curriculum for each cohort following COVID.</p> <p>2. Meaningful opportunities for PA planned for use within the MUGA/field.</p> <p>3. To organise playground games to develop team work and cooperation, training certain Year Six pupils to facilitate and lead playground games.</p> <p>4. Increased PA for all KS2 children linked to continuation of the Daily Mile.</p> <p>5. Increase engagement in physical activity and improve balance of early years children.</p> <p>6. Increase physical activity in all lessons across the curriculum.</p> <p>7. Ensure all school equipment is safe for use in PE lessons.</p> <p>8. Ensure that all equipment needed for</p>	<p>1. Every class to include at least thirty minutes of PA every day, ensuring continuity across key stages.</p> <p>2. Timetable classes to use the MUGA/field with particular equipment to target increased PA with a skilled adult organising games and focusing on teamwork and resilience - daily</p> <p>3. Train and resource Active Playground Leaders (pupils) to lead upon this area.</p> <p>4. Use of running track to reduce risk of injury and increase ease of participation, allowing pupils to track their progress. Cubes purchased and used for children to track progress.</p> <p>5. Purchase 5 balance bikes for early years.</p> <p>6. Renew lease contract with Now Press Play to allow children to use headphones and engage in active lessons.</p> <p>Health and Safety checks on equipment conducted.</p>	<p>1. Free</p> <p>2. £3295</p> <p>3. Free</p> <p>4. Free</p> <p>5. £500</p> <p>6. £2000</p> <p>£500</p> <p>£500</p>	<p>1. Timetables in place across school with opportunities for physical activity written in – frequent staff meeting agenda item.</p> <p>2. Each class (Y2 – Y6) have timetabled MUGA slots each break and lunchtime with dedicated ‘referee’. This has improved numbers of children playing (particularly girls) and improved the quality of games.</p> <p>3. Not fully in place however elements in place from Y5/Y6 (What’s the Time Mr. Wolf? Duck, Duck, Goose)</p> <p>4. Daily D.M. for KS2 lead to increase in attention in afternoon lessons as well as an increase in stamina and children trying out for Cross County Competitions.</p> <p>5. EYFS unit now built with many elements of gross motor skills and these have been written into the new N/R curriculum. Balance bikes bought and utilised alongside scooters.</p> <p>6. See timetable.</p> <p>7. Official audits complete as well as</p>	<p>1. Continue pledge 23-24.</p> <p>2. Continue timetable with strategic placement of referees. Training with children regarding rules/behaviour at the beginning of each half term.</p> <p>3. To organise playground games to develop team work and cooperation, training certain Year Six pupils to facilitate and lead playground games – Young Leaders.</p> <p>4. Increase PE to 2 hours per week. Running track utilised where appropriate and during unstructured time.</p> <p>5. Continue to develop outdoor area and gross motor skills for N and R.</p> <p>6. Develop Kinetic Letters from N – Y6, referring to positions in a range of contexts (assemblies, lining up, writing etc.)</p> <p>7-8. Continue external and internal</p>

lessons is provided and damaged/lost equipment is replaced.	8. PE Lead to audit PE resources and order new resources if needed.		termly, in house audits. 8. Ongoing cycle of purchasing new equipment – specifically gymnastics mats 2022 – 2023.	audits of equipment ensuring orders match need (based on curriculum priorities).
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Ensure active learning and continuous provision opportunities are available within the Nursery, EYFS and Year One classroom spaces. 2. Active learning (Maths, English, Geography, History and R.E.) covered as part of residential trips. 3. Continue to develop outdoor learning, making use of the school garden and surrounding areas.	1. Purchase equipment to support continuous provision in Nursery, EYFS and Year One. 2. Book upper key stage two residential and encourage 100% attendance. 3. Purchase resources to sustain school garden such as protective gloves and tools for children in addition to seeds, compost etc.	1. £1000 2. £1500 3. £100	1. The new N/R unit includes gross motor/climbing/crawling equipment and opportunities as well as for children to strengthen core by raising arms above their heads; positive feedback from external moderation. 2. Residential introduced in Y4. Y4 – Y6 participated in residentials all with an outdoor/fieldwork focus. 3. School garden used for Gardening Club as well as during lessons. Children in all year groups enjoy using the space and often ask to go in over lunchtime (weeding, picking harvest etc.)	1. Continue to develop outdoor area and gross motor skills for N and R. 2. Continue residential offers from Y4 – Y6, linking learning into curriculum. 3. Reintroduce Gardening Club and consider a prayer garden. Keep wild flower areas of school. Link Tea Club with upkeep of front of school as well as classes.
Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Ensure PE lead is confident and knowledgeable about role. 2. Ensure all staff are confident teaching all areas of the PE curriculum and that children are making good progress.	1. Subject lead to undertake appropriate CPD. Attend sessions with focus on EYFS and Nursery. 2. Provide time for subject lead/staff to assist pupils Support staff to cover where needed	1. £500 2. £400	1. PE lead is confident and an ambassador for PESSPA across school. 2. CPD agenda for staff meetings includes PE (curriculum and CPD). Teachers report to feel confident teaching PE and following the Progression Document. Individual staff supported quickly if there is a need for improvement by PE lead.	1. PESSPA lead remains in place. 2. CPD opportunities sourced and prioritised for staff; new staff introduced to PE curriculum. Protected PE leadership time each term.

<p>3. Increase the competency of staff to teach dance and gymnastics within school (including use of apparatus).</p> <p>4. Ensure staff can confidently assess the ability of pupils in each cohort, using progression documents.</p> <p>5. Ensure class teachers assist pupils when swimming so they can observe and partially assess children at their weekly swimming lessons – working alongside swimming coach.</p> <p>6. To increase knowledge, skills and understanding of link governor overseeing Sports' Premium spend.</p> <p>7. Increase staff confidence and ability to teach striking and fielding games linked to cricket (Y4), continuing to develop the school's link with the local cricket club.</p>	<p>Staff meetings lead by the PE lead to ensure PE is a focus as part of PESSPA, with particular focus upon curriculum assessment</p> <p>3. Staff to attend CPD from Durham member of staff to address dance and gymnastics.</p> <p>4. Staff meeting to explain assessment against new Progression Document</p> <p>5. PE lead to attend swimming specific CPD and share strategies and tips with staff.</p> <p>6. Link governor to attend CPD from Durham, requesting individual support</p> <p>7. Cricket professional affiliated with the local cricket club to deliver some striking and fielding input</p>	<p>3. £500</p> <p>4. Free</p> <p>5. free</p> <p>6. £120</p> <p>7. £200</p>	<p>3. Course not available this year.</p> <p>4. Assessment across the school took place and outcomes input into Arbor and reported to families. Progression Documents and outcomes clearly identified in each year group.</p> <p>5. Rolling CPD attended throughout year.</p> <p>6. Meaningful reporting to PESSPA link governor in autumn term and updates provided termly on HT report which has improved governor interest, understanding and enthusiasm.</p> <p>7. Another successful year with All Stars Cricket and input in Years 2 – 4. There is an increase, from children in Reception upwards, with children attending All Stars Cricket outside of school as an extracurricular club. All teachers remained with the class during the cricket workshop and provided good feedback regarding progression and variety of games.</p>	<p>3. Increase the competency of staff to teach dance and gymnastics within school (including use of apparatus).</p> <p>4. Introduce new scheme and Progression Documents effectively.</p> <p>5. Match CPD needs of school to new Progression Document.</p> <p>6. New link governor invited to face to face meeting in autumn term.</p> <p>7. Continue to develop links with local clubs, buying in PE time for a half term (as in the past rather than just extracurricular time or sporadic lessons). Teaching staff to remain with class and coach throughout.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				20%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Encourage self-esteem and belief of learners through the variety of sporting opportunities available to them as in school lessons and extra-curricular activities.</p>	<p>1. Buy into Craig’s Coaching to enhance provision in after school clubs for infants, with particular focus upon resilience, confidence and teamwork.</p> <p>Provide a range of sporting clubs after school for children to engage with: rugby, judo, fencing, cricket and tennis.</p> <p>Provide opportunities for Outdoor Adventurous Activities (all KS2 pupils) – Adventure Days and water sports</p>	<p>1. £1125</p> <p>£1500</p> <p>£360</p>	<p>1. 72% of children (R-Y6) attended an afterschool club this year. Positive feedback regarding range of clubs from children and families and positive feedback from ability and attitude of children from coaches. Pupil Voice in relation to extra-curricular clubs sought and amendments made accordingly. Outdoor adventurous activity planned for each year in school. Breakfast Club now involves an active offer.</p>	<p>1. Following parental survey, implement plan for the year for visits and adventure days. One Outdoor Adventurous Opportunity and whole class sporting event per class, as a minimum. Continue to seek pupil/staff/parental feedback.</p>
<p>2. Link with local clubs via school coaching to promote social and cultural development within the community.</p>	<p>2. Engage with Consett AFC to arrange football sessions throughout year for all pupils, with a focus on girls’ participation (one term)– all year groups.</p> <p>Provide facilities for Durham Under 9s football club after school</p> <p>Take Year 6 to local golf club to promote engagement in golf. Link to Year 6 golf topic.</p>	<p>2. free</p> <p>£500</p>	<p>2. Curling, Judo, Wheelchair Basketball and Fencing are the most notable newly introduced clubs this year – all with 100% spaces filled. Curling and Fencing both included a competitive element in front of families/in another school. The Curling Team reached NE finals. Local golf provided for Year Five and links remain with Consett AFC (clubs, tickets, events, resources).</p>	<p>2. Continue to develop opportunities for children to work with a range of providers in the local area to encourage pupil awareness of community facilities and opportunities.</p>
<p>3. Encourage more girls to take part in football.</p>	<p>3. Set up a girls’ football team and take part in a local league and cup competitions.</p>	<p>3. Free</p>	<p>3. Girls’ Football Team established and promoted with great success. There has been an improvement in numbers of girls happy to represent the school officially as well as participate in games within school (including official Y5/Y6 football) – 3rd place in local league and progressed to semi-finals of the Northern Cross Cup.</p>	<p>3. Continue to offer competitive Girls’ Football (County and Diocese) and promote the game to children. Use PSHE time to address ‘glass ceiling’ of girls in sport. Consider more specific opportunities for girls.</p>

4. Children to engage in swimming lessons.	4. Pay for swimming lessons and transport to and from lessons at local swimming baths.	Costs covered	4. Y2 – Y6 participated in swimming lessons with provisions made for pupils with SEND. Swimming Gala participation from children across KS2 (Derwentside Champions).	4. Swimming lesson mapped out for the year.
Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. To increase the number of sporting events whole classes of children attend. 2. To encourage inter-school competitions with local schools.	1. Participate with Derwentside SLA to join events across the year – EYFS, KS1 & KS2 Transport provided to events 2. To continue participation in Level 2 school games through Derwentside Sports' Partnership (including swimming gala) FA affiliation fees Bishop's Cup fees	1. £1850 £1000 (as above) £50 £10	1. Pupil Voice highlighted pride of children across school in relation to sporting achievements. Achieved success at multiple stages of local events in a range of sports (curling, swimming, cricket, cross country and football)	1. Sign up to Stanley Learning Partnership as well as Diocese Competitions and map out priorities for the year with SLT. 2. To encourage inter-school competitions with local schools and promote involvement and success of teams widely.

Governance
Monitoring The Effectiveness & Impact of Sports' Premium Funding

<p>Autumn Term Governor Agreement to Plan Mr. M. Symonds</p>	<p>Fully reviewed the 22/23 sports premium plan with Mr Prince. Really broad set of targets to give the children and great opportunities for participation and learning in a range of sport and other activities. New focus area for our nursery children. Great to see a return to swimming instruction post pandemic and a general return to normal. Relevant CPD planning and full staff support and involvement for the plan were clearly evident. Girls' football interest was also great to see following high profile of women's Euro win.</p>
<p>Summer Term Governor Review of Outcomes Mr. P. Monaghan</p>	<p>A range of sports have been taught within school and many opportunities both in school and out of school have been provided to children. It has been great to see All Saints' continue to achieve success at local sporting events and for children to be enjoying physical activity. The PESSPA lead remains knowledgeable and passionate and the senior leadership remain committed to providing a range of opportunities to all pupils.</p>