

# **Nursted Community Primary School Sports Premium Grant**

## **Planning Report for 2022-2023**

**Mid-Year Impact end of March 2023**

**End of Year Impact end of July 2023**

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements during the 2021-2022 Academic Year End of Year Review	Areas for further improvement and baseline evidence of need for 2022-2023:
<p>What went well during the 2021-22 Academic Year</p> <ul style="list-style-type: none"> <li>We were able to offer consistently good PE teaching.</li> <li>We improved our equipment for lessons and also to encourage physical activity at play times.</li> <li>Children took part in a wide variety of sporting experiences to raise the profile of different ways of enjoying be physically active, including yoga, street dance and cricket.</li> </ul>	<ul style="list-style-type: none"> <li>We need to embed the use of our new PE scheme and ensure new members of staff have the confidence and competence to deliver high quality PE lessons that are well sequenced and build on the skills and knowledge of the child and prepare them for the next stage of their learning.</li> <li>We need to find more opportunities for the children to take part in competitions.</li> <li>We need to continue to find ways to encourage those less active to have increased activity in their lives.</li> </ul>

Meeting national curriculum requirements for swimming and water safety by the end of 2022-2023 academic year. <b>To be completed at the end of the academic year.</b>	%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? <b>N.B.</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 2022.	56.67%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	56.76%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	86.67%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes

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## 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: £17,854	Date Last Updated: 03.12.22	Total Allocation: £17,854	
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school			Percentage of total allocation: £8502 = 48%	
Intent	Implementation		Impact By <b>March 2023/July 2023</b>	Suggestions for next Year
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps for 2023-2024:</i>
<ul style="list-style-type: none"> <li>Timetabled PE lessons twice a week.</li> </ul>	<ul style="list-style-type: none"> <li>Getset4pe scheme purchased and implemented for staff to be able to provide high quality PE experiences that build on prior learning and prepare children for the next steps in learning.</li> </ul>		<p>Teachers report that the lessons are well planned and easy to use. Children enjoy their lessons and like that they are well equipped.</p> <p>Children experiencing a broader curriculum which is inspiring and engaging for example basketball and golf as well as gymnastics, football etc. They are gaining knowledge of the skills needed and growing in confidence using them.</p> <p>PE lessons now show clear progression because of the use of the scheme. Increased pupil participation and enthusiasm</p>	<p>Going into year 2 of the scheme, continue to monitor and adapt to meet the needs of the children and their skills and knowledge.</p> <p>Lead to adapt the curriculum map based on feedback from staff.</p> <p>Lead to review assessment data from this 1<sup>st</sup> year and identify areas of development.</p>

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<p>train up the Y5+6 Sports Leaders and will target those children least active.</p> <ul style="list-style-type: none"> <li>Active brain and body breaks during school day.</li> <li>Active playtimes are used to encourage an active lifestyle, with pupils being physically active and learning to use resources well and to build individual and teamworking skills.</li> <li>Y5/6 children to lead and support sport and physical activity during lunch times, to become positive role models and inspire their peers to get active.</li> </ul>	<p>activities will be led by the children's preferences to support engagement.</p> <ul style="list-style-type: none"> <li>Sports coaches to run after school clubs for a wide range of ages over the year.</li> <li>Class teachers will timetable daily activity. This will include PE lessons and an Active Blast from Getset4Pe or another physical activity break such as walking for a set period of time, 'Wake and Shake'.</li> <li>PE lead to monitor</li> <li>Playtime equipment is organised and held in the Resources shed to be given out by MDSA's at lunchtime. Equipment is rotated to maintain interest</li> <li>Children to be identified by staff and Sports Leader training to be carried out by PH sports.</li> </ul>	<p>After school £2926</p>	<p>supporting younger children and those with additional needs.</p> <p>Increased take up of clubs, children showing enthusiasm to participate in sporting activities outside of school hours for example after a whole school fencing workshop there was good support for an afterschool fencing club that took place over a term.</p> <p>PH sport afterschool sports clubs (eg dodgeball, netball, basketball) run Monday and Tuesday 3.15 -4.15 all ran to capacity.</p> <p>More opportunities for children to be active throughout the day burning off extra energy allowing children to reset, self-regulate and rest their brains for a short periods before returning to their tasks.</p> <p>Children asked to get involved with sports leadership.</p> <p>PH sports were able to train some year 5 and 6 to become sports leaders to develop skills</p>	<p>support after school clubs eg netball to encourage more children to be active out of school hours.</p> <p>To identify and specifically invite children who would otherwise not be active to take part in these afterschool clubs.</p> <p>PH sports or Behaviour Support Team to train up more years 5 and 6 to be sports leaders. Resources for playtimes to be reviewed and equipment to be updated.</p>
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<ul style="list-style-type: none"> <li>Swimming lessons are part of our PE curriculum. We will focus on our oldest children first and aim for them all to meet the requirements of the national curriculum before they leave Nursted School.</li> </ul>	<ul style="list-style-type: none"> <li>Swimming is now a clear priority for development as many children did not swim during lockdown and not all parents are able to take their child swimming.</li> <li>We will identify those children swimming well below the expected standard and offer individual or small group session in addition to the school led lessons, if they have not reached the standard by the time we end our swimming block.</li> </ul>		<p>of organisation, communication, confidence and self-esteem This has supported the MDSA's role in maintaining a safe, calm but stimulating environment.</p> <p>Year 6 &amp; 5 had a term of swimming lessons and those identified as needing more were given opportunity to continue.</p> <p>An extra term of swimming was provided for those children in year 5 and 6 identified as below the standard. Year 4 were also given a term of swimming to give them more opportunity to achieve the required standard by end of year 6.</p>	
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: £400 = 2%
Intent	Implementation		Impact By <b>March 2023/July 2023</b>	Suggestions for next Year
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?</i>	<i>Sustainability and suggested next steps for 2023-2024:</i>
<ul style="list-style-type: none"> <li>The curriculum offers opportunities for children to compete both in school and with other schools.</li> </ul>	<ul style="list-style-type: none"> <li>In school competitions in PE lessons and across year groups are arranged three times a year.</li> <li>Working with SGC (School Games Coordinator) enter children into external competitions against other schools. (see KI 5)</li> <li>Work with Dauntsey's School outreach programme who offer a variety of sporting activities over the year.</li> </ul>		<p>Boys and girls Teams from year 5 and 6 took part in interschool's football competitions at the beginning In Jan '23.</p> <p>Due to the SGC resigning and not being replaced there were limited opportunities for external competitions in terms 3 and 4.</p> <p>We were able to continue our link with Dauntsey's school and Teams from year 5 and 6 took part in a Quad Kid's interschool's competition. They performed to a high enough level to reach the finals and then coming 8<sup>th</sup> overall.</p>	<p>Continue links with other schools for example, St Josephs, interschool competitions. St Josephs to host and run a football competition in term 1 of next year.</p> <p>Continue to foster links with Dauntsey's school and their outreach programme.</p>
<ul style="list-style-type: none"> <li>Celebration of physical achievements and effort in PE and sport outside of school are a regular feature</li> </ul>	<ul style="list-style-type: none"> <li>Trophies given for inter school competitions.</li> <li>Head teacher to name in Celebration Assemblies</li> </ul>	£100 for trophies	Children inspired by others to take part in different sports as they are learning about different activities undertaken by their	Continue to promote sport, healthy living and sporting achievements in class, in our celebration assemblies, on

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of assemblies.	sporting success of pupils from both in school and outside.		peers. By celebrating their successes the children understand the determination and commitment these endeavours involve and demonstrate the teamwork needed to achieve. We link these with our school values.	dojo and in newsletters.
<ul style="list-style-type: none"> <li>We promote PE and sport at Nursteed Community Primary School and present a positive image to staff, pupils and parents, both in school and during away sporting fixtures.</li> </ul>	<ul style="list-style-type: none"> <li>Staff wear appropriate clothing to teach PE and Sports and children see staff being active and promoting physical activity.</li> <li>Regular celebrations of key sporting events.</li> <li>Promotion of sports activities on school website and Dojo.</li> <li>Provide links to local sporting clubs.</li> <li>Staff to be made aware of training opportunities and encouraged to work alongside professional coaches to develop/CPD opportunities.</li> <li>Staff to continue to wear School branded sports tops.</li> </ul>		<p>More uptake of sporting activities both in school and joining outside clubs.</p> <p>A larger number of children are bringing in their certificates and medals from their sporting achievements to celebrate in assemblies and in class.</p> <p>Local sports clubs have been keen to promote their sport and put on sporting events for our children. The local rugby club have been encouraging more girls to take part in the sport which we have promoted for them on our newsletters and on dojo.</p> <p>New members of staff have been given school sweatshirts.</p>	Investigate links with local sports clubs to provide workshops for the children using their coaches and/or local coaches to support staff in teaching skills and knowledge.
<ul style="list-style-type: none"> <li>We aim to inspire our children to take part in and</li> </ul>	<ul style="list-style-type: none"> <li>Invite external visitors into school, inspirational</li> </ul>	£300	Children enjoyed a fencing workshop and were then given	Follow big sporting events throughout the year in

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<p>enjoy watching a variety of sports.</p>	<p>speakers, to motivate children and act as role models.</p>		<p>the opportunity to continue learning more at an afterschool fencing club. Some places were funded by school to ensure our most vulnerable children could benefit from this. The club was well supported.</p>	<p>different sports by talking about them in class and assemblies to inspire children to look at all sports. Looking towards Euro 2024 and the summer Olympics and Paralympics in Paris.</p>
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<b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>				Percentage of total allocation: £5852 = 33%
<b>Intent</b>	<b>Implementation</b>		<b>Impact By March 2023/July 2023</b>	<b>Suggestions for next Year</b>
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>	<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>	<i>Sustainability and suggested next steps for 2023-2024:</i>
<ul style="list-style-type: none"> <li>Getset4PE scheme will be used to plan and assess our PE curriculum for 2022/23 onwards.</li> <li>This will ensure we provide a broad and balanced curriculum for PE, focusing on a variety of skills and games.</li> </ul>	<ul style="list-style-type: none"> <li>Monitoring of planning and provision will take place to ensure a consistent approach to the teaching of PE, that skills and knowledge are being built upon sequentially and the scheme is providing value for money.</li> </ul>	Leadership time	<p>Skills and knowledge for all the areas taught in PE have been reviewed and published on the website. All staff are aware of the key skills and knowledge the children need for the unit of PE being taught.</p> <p>Children are showing increased knowledge and skills, they are now progressive and built upon from previous units.</p> <p>The curriculum map will be reviewed and adapted based on the assessments from this year.</p>	<p>Lead to continue to monitor and adapt the curriculum map to meet the needs of the children and staff skills.</p> <p>Lead to carry out lesson observations, pupil and staff voice.</p>
<ul style="list-style-type: none"> <li>PE specialists from PH sports work collaboratively alongside class teachers to deliver high quality lessons.</li> <li>PH sports will use the schools scheme offering staff support in implementing the new</li> </ul>	<ul style="list-style-type: none"> <li>Children to receive PE three times a year from a specialist coach (staff to use this as CPD to develop their confidence to deliver quality first teaching in PE).</li> <li>ECT teachers will receive</li> </ul>	PH Sports £5852	PH sports working well with staff to deliver a consistent curriculum using our scheme. This gives staff opportunities to assess while specialists teach while also gaining valuable CPD.	2023/24 PH sports will be providing teaching on one day a week. Allowing each class to receive specialist coaching at least 3x over the year.

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scheme.	additional support from PH sports coaches.		<p>ECT have reported that having specialist teaching has supported them.</p> <p>PH sports have been able to provide more consistency with their staff this year and so there has been greater effectiveness of CPD. Staff have been able to build a relationship with the coach and the children have had a consistent approach. This has enabled staff to use the lessons to observe and assess more effectively.</p>	
<ul style="list-style-type: none"> <li>Staff to receive regular training (Via PH Sports and other providers) to ensure they build their confidence and competence to teach good quality PE lessons in all areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson observations to take place twice a year to ensure PH sport staff and our own staff are providing high quality PE experiences that build on prior learning and prepare children for the next steps in learning.</li> <li>LG (member of staff with expertise in teaching PE) to support with this.</li> <li>Lessons modelled by sports coaches.</li> <li>Sports coach and class teacher carry out team teaching to enhance class teacher's teaching practice.</li> </ul>		<p>Regular pop ins and feedback from sports coaches and staff show there are good levels of participation and enthusiasm from children. Staff demonstrate high quality teaching of skills and knowledge and the lessons are well equipped and organised.</p> <p>The expertise and enthusiasm from LG have been invaluable in providing specialist coaching of year 5 and 6 children ahead of competitions and then accompanying and supporting those teams at events.</p>	<p>Audit staff professional development needs and ensure opportunities are given to address these.</p> <p>Increase knowledge of PE staff through PE cluster participation.</p> <p>LG to take over as the PE lead using her knowledge and expertise in the subject.</p>

<ul style="list-style-type: none"> <li>PE Lead to have good subject knowledge and be able to support other staff to improve their practice.</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to attend online training where available and feed back to staff.</li> <li>The PE lead will work alongside PH Sports to identify areas of weakness in teaching and to ensure teachers improve their skills in these areas.</li> </ul>	CPD budget	<p>Online and direct training is not readily available for PE despite every effort to find it. We have maintained links with other schools to share knowledge, experience and expertise to develop the PE curriculum. This has been particularly useful this year as they have adopted the same PE scheme.</p>	Continue to look for opportunities for training and development.
<ul style="list-style-type: none"> <li>Children are given regular feedback on how to improve their performance.</li> </ul>	<ul style="list-style-type: none"> <li>PE Lead to provide support and training to all teachers (and particularly ECTs) on how to use ipads effectively to provide feedback to enhance pupil performance in lessons.</li> <li>Monitoring of this to take place twice during the academic year.</li> </ul>	Leadership time	<p>All staff have been asked to record and take pictures during PE lessons to provide immediate feedback to children. Also to record various sporting activities using the ipads over the year, eg fencing workshop, football tournament, quad kids and sports day. Pictures and videos have been used to promote and celebrate participation and success in class, on dojo, in assembly and on the newsletter to parents.</p>	<p>More use of ipads taking videos and pictures during lesson time to be used to provide feedback to pupils during and after lessons. Lead to look into ways of recording and storing these pictures (floor books) in each class, so that they can follow the children up through the years showing progression of skills.</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: £2250 = 13%
Intent	Implementation		Impact By <b>March 2023/July 2023</b>	Suggestions for next Year
<i>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:</i>	<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>	<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>
<ul style="list-style-type: none"> <li>Subsidy for Yr5 residential for PGL and Yr 6 residential to The Beacon to encourage as many children as possible to experience a wide range of physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Reducing the cost of residential trips for parents/carers to allow high levels of participation.</li> </ul>	Y5 Residential £500  Y6 Residential £1500	Both residential trips took place offering a wide range of outdoor and adventurous physical activities, many of them new and challenging, giving student's opportunities to experience new activities that took them outside of their comfort zone. Staff reported positive impact and improvements in children's self-confidence, resilience and wellbeing. The large majority of Y6 children reported these residential as the most important memory they had of primary school.	Consider extending this to a Y4 day or one night visit, to help prepare children for the two nights away in Y5 and 4 nights in Y6.
<ul style="list-style-type: none"> <li>Provide a rich range of different sporting experiences for the children to take part in over the year to increase their knowledge of different ways to be physically active.</li> </ul>	<ul style="list-style-type: none"> <li>Outside agencies/sports coaches to deliver taster sessions for different sports and activities.</li> <li>Liaise with external agencies (SGC) to enhance the sports and PE opportunities we are able</li> </ul>	£250	A whole school fencing workshop provided by a Commonwealth athlete was enjoyed by all. Good uptake of an afterschool fencing club.  Initial meetings with SGC coordinator have taken place to	

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	to offer.		<p>ask for better communication of sporting fixtures to be able to plan.</p> <p>SGC coordinator resigned and was not replaced. Despite efforts to find other opportunities of support – none were fruitful. We have been able to maintain links with other schools such as St Josephs and Dauntsey's to provide sporting experiences.</p>	<p>Football tournaments held at St Josephs to be organised for early next year.</p> <p>Afterschool netball club to be supported by school.</p>
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<b>Key indicator 5: Increased participation in competitive sport</b>				Percentage of total allocation: £850 = 5%					
<b>Intent</b>		<b>Implementation</b>		<b>Impact By March 2023/July 2023</b>		<b>Suggestions for next Year</b>			
<i>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:</i>		<i>Make sure your actions to achieve are linked to your intentions:</i>		<i>Funding allocated:</i>		<i>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</i>		<i>Sustainability and suggested next steps for 2023-2024:</i>	
Enter children for as many opportunities to participate in competitive sports during 2022/23 as possible		<ul style="list-style-type: none"> <li>In liaison with the School Games Organiser attend festivals and competitions.</li> <li>Foster links with other local schools to organise interschool competitions.</li> </ul>		Staff release to lead events £450 Travel costs £400		SGP resigned and was not replaced. Efforts to find other events without support were not realised. Links with Dauntsey's and St Josephs have been developed and have resulted in several sporting fixtures. This will be developed further next year.		Continue to collaborate to provide as many and as varied events as possible for the children.	
Competitive sporting events to be held in school over the year to allow children to compete in a variety of activities. Parents to be invited to sports day in the summer term.		<ul style="list-style-type: none"> <li>Hold internal competitive sporting events over the year to allow children to compete in a variety of activities.</li> </ul>		Staff meeting and PPA time		Sports day took place in May and was a huge success. Children all participated to the best of their abilities and showed great teamwork and spirit supporting their teams and classmate.		Look to having another whole school or KS1 or KS2 sporting event in the year.	
<b>Signed off by</b>	Autumn 2022	March 2023	July 2023						
Head Teacher:	Kay Vousden								
Date:	3.12.22	31.3.23	20.7.23						
Subject Leader:	Louise MacKenzie	Louise MacKenzie	Louise MacKenzie						
Governor	Sarah Kyte								

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## Forest School Impact Neptune Class Term 2 2022

The children of year 2 mostly enjoyed Forest school and were very enthusiastic despite the freezing temperatures at times. Some of the children that find learning in the classroom tricky and overwhelming thrived learning outside and this then led to fewer problems with behaviour choices during forest school. For a small handful of children the outside environment was challenging because of the change of routine but the Forest school leader was excellent at supporting their behaviour in a positive way.

The children were grouped in a way that enabled them to establish new partnerships and friendships, working with children whom they might otherwise not choose to work alongside or to work away from those children who are more familiar to them. This challenge, most children managed well.

The children learnt new skills and games and they have been left with many happy memories to share. Children learnt “to be safe in the forest”, “how to catch bugs” and “how to make a fire”. Children were able to write and talk about the challenges they faced, naming skills of patience to light the fire, perseverance and team work building Jenga towers and resilience for keeping going despite the cold.

The time of year could be reviewed if we were to repeat this another year as the cold was an issue.



## **Forest School - Impact – Mercury Class – Term 1 2022**

In a class of children with significant levels of need, including ADHD and ASD, Forest School has had a very positive impact of children's learning and development. It has been really beneficial in building on social skills and teamwork within the class, an issue that they find difficult. They have also had the space to be active, explore and express themselves creatively outside of the confines of the classroom. They have demonstrated real pride in the skills they've developed such as den building, fire making, using sharp tools and problem solving activities. Some children who are usually very quiet in the classroom have been more expressive in Forest School sessions. Some children who have struggled emotionally have had the freedom in Forest School to take time and space, regulate their emotions and be welcomed in to group activities with their peers.

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YEAR 2 FOREST SCHOOL



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## Sports Day 2023



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## Fencing Workshop



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