

# Fulbourn Primary School

## Sports Premium review

### 2022- 2023



Total number of pupils in Year 1-6	<b>247</b>
Sports premium grant 2022-23	£18,470
Sports premium carried forward from 2021-2022	£0
Total to be spent by 31 <sup>st</sup> July 2023	<b>£18,470</b>

Key achievements to July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>- Professional development courses and sessions attended by staff</li> <li>- Increased participation and enjoyment of students in PE due to hiring of a Sports TA to assist with lessons.</li> <li>- Children are more engaged with physical activity during break times with the introduction of new sports equipment made available at break times. Now both school mid-day staff and sports coaches from JS Sports run activities for the children to join in with.</li> <li>- In a post-covid time, more sports events were re-introduced. The whole school took part in sports day, as well as different phases taking part in sport opportunity sessions.</li> <li>- We have made adaptations to our current curriculum to allow for children to make up for experiences they have missed out on. We have also considered where children are in their development and have added in further team building units at the beginning of the year to account for this.</li> </ul>	<ul style="list-style-type: none"> <li>- To provide more opportunities for outdoor learning and physically active lesson across the curriculum so that a range of lessons are consistently active.</li> <li>- Introduce new sports to widen children’s experience of activity – use pupil voice questionnaire to direct this.</li> <li>- Increase participation and variety of extra-curricular clubs.</li> <li>- Early identification of ‘least-active’ and inclusion in active early morning groups to develop life-long active habits</li> <li>- Continue to draw upon best practice from the Primary P.E. and Sports Premium Report 2021</li> <li>- Development, recognition and celebration of of active hobbies, interests and talents</li> <li>- Re-introduction of multi-school competitions as festivals</li> <li>- Introduction of school sports teams including netball and football.</li> </ul>

## Meeting national curriculum requirements for swimming and water safety.

<p>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 2021.</p>	<p>60%</p>
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	<p>60%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>N/A</p>
<p>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?</p>	<p>N/A</p>

## Action Plan and Budget Tracking

Academic Year: 2022/23		Total fund allocated: £18,470		Date Updated: 21/09/22	
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:	
				45%	
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:	
<ul style="list-style-type: none"> <li>Children will have access to a range of active sports during lunchtimes each day.</li> <li>Children will have access to a wider variety of sports equipment available at playtimes to support them achieving daily active playtimes.</li> </ul>	<ul style="list-style-type: none"> <li>Lunchtime activities will be run by professional coaches. This will be 2 sports a day over a 2 week cycle, including such sports as: basketball, tennis, dodgeball, hockey, tag rugby, Danish longball and parachute games.</li> <li>An additional sports TA will support vulnerable children in encouraging them to join in with activities available.</li> <li>Further equipment will be purchased for active lunch and playtimes, introducing loose parts play and den building as ways of keeping active and</li> </ul>	<ul style="list-style-type: none"> <li>£6,000</li> <li>£2,000</li> </ul>	<ul style="list-style-type: none"> <li>The children have really benefited from having structured activity options on the playground during lunchtimes. It has improved behaviour during this time and allowed children to experience sports they had not previously tried before.</li> <li>Den building equipment was acquired and has proved popular amongst many children but especially those who have previously found it</li> </ul>	<ul style="list-style-type: none"> <li>The field will be split into more zones for sports to take place. Currently it is dominated by a football pitch which can only be used for one game.</li> <li>Targeted support for children will be run during lunchtimes – these will keep the children active in ways which do not involve traditional sports.</li> </ul>	

<p>Ensure all children have appropriate clothing to take part in PE lessons.</p> <p>Provide active nurture groups for more vulnerable and less active children.</p>	<p>moving. Resources purchased will be robust for outdoor use and focus on adaptive use in a wide range of outdoor activities. This will include a storage space for such resources.</p> <p>Extra PE kits will be purchased to ensure kit is available for children of all ages. Introduce a second-hand PE store alongside selling it.</p> <p>TAs to lead active nurture groups.</p>	<p>£50</p> <p>£50</p> <p>N/A</p>	<p>hard to find activities they enjoy at lunchtime. This has increased the amount of active play for these children.</p> <p>All pupils entitled to Pupil Premium + any children classed as vulnerable were all given free PE kits.</p> <p>Active nurture groups which have taken place this year include Monday club (a forest school based intervention for children who find the transition into school after the weekend tricky) and sensory circuits, which happens every morning.</p>	<p>We will review the quantity and quality of the school sports kits and ensure that children have enough.</p> <p>Additional clubs will be trailed at lunchtimes next year for both KS1 and KS2.</p>
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<p><b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b></p>				<p>Percentage of total allocation:</p>
				<p>2%</p>
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	<p><b>Sustainability and suggested next steps:</b></p>
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	

<p>Previous subject leader remaining in role (new to this last year).</p>	<p>PE subject lead to attend appropriate training and networking meetings.</p> <p>Subject lead available to support other staff in teaching PE lessons and keeping classes active throughout the day.</p>		<p>Having the same subject leader in this role has allowed for connections with our sports provider to be strengthened and for new community links to be made. Our PE lead attended online network meetings, as well as an in-person conference at Bottisham Village College. This conference gave the opportunity for links to be made with other primary schools and resulted in multiple sports fixtures taking place.</p> <p>Ideas for active learning and movement breaks in lessons have been shared with other staff and have proved to have a positive impact on concentration levels.</p>	
<p>Children see PE and active learning as integral to their learning experiences</p>	<p>Introduction of regular outdoor learning sessions across phases.</p> <p>Sporting role model visitors to run assemblies and trial sessions, providing real-life context and inspiration. This also links to our diverse curriculum.</p>	<p>£400</p>	<p>Children in KS1 and LKS2 have all had the opportunity to take part in forest school sessions, run by specifically trained staff.</p> <p>We have had lots of visitors come into school this year to inspire the children in sports and other active pursuits. These have included parents who are professional</p>	<p>We will endeavour to introduce the children to more diverse sports and sportspeople through inviting people into school.</p>

<p>- The profile of sport is raised across the school and children value physical activity</p> <p>- Active hobbies, interests, achievements and talents celebrated, recognised and promoted.</p>	<p>- Sports person of the week awards being handed out in weekly celebration assembly.</p> <p>- Wellbeing committee to lead pupil voice survey</p> <p>- Links developed with J.S. Sports and Kids R US (wrap around care provider) to promote new and exciting ways to enjoy exercise</p> <p>- Sports competitions introduced to lunch and playtimes</p> <p>- New school teams established e.g. football and netball</p> <p>- Inter-house competitions introduced back to school.</p>	<p>£30</p>	<p>sportspeople (e.g. a cricketer), a parent who rowed across the Atlantic ocean and Commonwealth gold medallist Steve Frew, who ran an afternoon of activities for the whole school and was a true inspiration to many of the children.</p> <p>- Alongside having a sports person of the week award, we have a display board which recognises the children's favourite things about PE/sport and links both to the school's core values.</p> <p>- J. S. Sports have continued to provide before and after school clubs (in addition to their lunchtime provision) this year, with the addition of some new sports which appeal to different children – such as archery and new age curling.</p> <p>- We now have a school dance club, who have performed as part of a show at Bottisham Village College and have recognised the talents of</p>	<p>- Look into more diverse sports which could be introduced as before/after school clubs (not run by JSSports).</p>
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			<p>many of our keen gymnasts during the school talent show. We have also been able to celebrate the fantastic achievements of one of our year 5 pupils, who has represented Portugal at a national level in gymnastics. The children have loved having houses back this year and it has increased the levels of competitiveness across both pupils and staff. Children have earned house points for representing the school at external sports events throughout the year and have competed against each other during sports day.</p>	
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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:
- Review of whole curriculum maps	- Pupil voice survey to support/inform curriculum map review - Review curriculum map - Share refined curriculum map in CPD session		- The whole PE curriculum has been under review this year to see which units work in each phase and which need to change. Ahead of next year, we have made changes to the curriculum (motivated by experiences from this year) which will mean the children receive a more balanced provision and definite progression across the years. We have also realised that our children are not confident enough swimmers when they leave us, so we have worked hard to increase our swimming provision and extend this to the whole of KS2 next year (instead of just years 5 and 6). - Children have taken part in pupil voice sessions to share their views on PE, especially in connection with using subject	- Changes have been made to our swimming provision in school and now all of KS2 will go swimming next year.



<ul style="list-style-type: none"> <li>- Introduction and development of new PE assessments</li> </ul>	<ul style="list-style-type: none"> <li>- Trail and refine assessment system for PE</li> <li>- Review 'shallow, deep and profound' statements for PE objectives.</li> </ul>		<p>specific vocabulary in lessons.</p> <ul style="list-style-type: none"> <li>- This is an area which we will continue to work on next year to refine further.</li> </ul>	
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>				<p>Percentage of total allocation: 54%</p>
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> <li>- Raise the quality of sporting activity across the school using expertise from J.S.Sports</li> <li>- Continue to offer and expand upon the range of activities both within and outside the curriculum, with a particular emphasis on the least-active.</li> <li>- Build links with the wider community to promote physical activity e.g. pupil online and physical sporting notice boards and assemblies.</li> </ul>	<ul style="list-style-type: none"> <li>- J.S.Sports to implement and model a range of sporting and active opportunities for pupils within and beyond the curriculum.</li> <li>- J.S.Sports to support and develop Sports Day</li> <li>- Use of J.S. Sports staff, especially sports TA to target vulnerable children who are least active.</li> <li>- Build external links with the community.</li> <li>- Use community facilities for sports competitions.</li> </ul>	<p>£6,000</p> <p>£4,000</p>	<ul style="list-style-type: none"> <li>- J.S. Sports have provided lunchtime activities for children which they have not previously had access to. These have enhanced the experiences of pupils across the school as they are able to join in with them whenever they want to. J.S. Sports have also modelled a range of sporting opportunities for the children in the before and after school clubs they provide. Due to funding acquired from a local charity, we have been able to provide all children with one free club per term this year (with some children being entitled to two) and many of these have been</li> </ul>	<p>-We will introduce Pickle ball into the school curriculum as one of the units for the Upper school children to complete.</p>

			<p>run by J.S. Sports staff.</p> <ul style="list-style-type: none"><li>- This year, we had three members of J.S. Sports attend our sports day and provide activities for the children.</li><li>- Our year four children have taken part in 'Playmaker' sessions this year to learn how to lead playground games for younger children. J.S. Sports not only provided this training but have supported the children in putting this into action. Many year four children who find it hard to engage in group activities have found this to be helpful for them in having a purpose on the playground and inspiring them to have confidence in their own sporting abilities.</li></ul>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				1%
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:
- Re-introduce inter-sports competitions in the post-covid recovery period through the Cambs sports partnership and links with feeder secondary school.	- Sign up to relevant competitions as soon as they become available - Plan school competitions in a range of sports - Establish new sports teams e.g. netball and football - Book J.S.Sports staff for sports days	£200	- We have made connections with local schools this year, and have been able to take part in sporting events including a yr6 football tournament, football matches, netball matches, a dance show and a quidditch session (an hour learning how to play quidditch, followed by an hour of games). This has allowed a range of children to take part in activities which suit their interests and strengths. Quidditch, for example, appealed to children who would not usually volunteer to be part of a team attending more competitive events, such as football matches. - We have chosen children from netball club to represent the school at a netball match, as well as taking children from across KS2 to football events. Dance was introduced as a	

<p>Increase competition opportunities on site</p>	<p>Re-introduce house teams for school competitions.</p>		<p>club in the summer term and had their first success in performing in a show at Bottisham Village College – this group consisted of children from year 1, 3 and 4.</p> <p>Our house teams had their first school wide competition at sports day. The children all had the opportunity to take part in a carousel of activities, as well as a race of their choice to represent their house. This has increased the sense of belonging to many children in school and has encouraged them to show good sportsmanship and support each other in sports.</p>	<p>We will introduce more inter-house competitions on a small scale, so they are able to happen more regularly.</p>
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Signed off by	
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