

Coundon Primary



Sports Premium Evidence and Action Planning

2022- 2023

Details with regard to funding

Please complete the table below.

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| Total amount allocated for 2021/22 | £20,860 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £2139 |
| Total amount allocated for 2022/23 | £20,610 |
| Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023. | £22,749 |

Swimming Data

Please report on your Swimming Data below.

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| Meeting national curriculum requirements for swimming and water safety. N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study | |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2022. Please see note above | 90.9% |
| 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 | 78% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 91% |
| 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? | Yes/No |

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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: 22/23 | Total fund allocated: (without and carry over) | Date Updated: | |
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| Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school | | | |
| 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?: |
| 1) To continue to increase physical activity at break times and during the school day by setting up more activities to encourage the children to be more active. Providing targeted activities or support to involve and encourage the least active children | Additional active playground markings (top up) as well as play there are markings to encourage cross curricular active learning to enhance physical activity levels among pupils by creating engaging and inclusive play spaces. | £1345 | These markings promote active play, develop fundamental movement skills, and contribute to a healthier, more active school environment By integrating these activities into outdoor play, pupils can experience maths and other learning activities in a hands-on and interactive way, making learning more engaging and memorable. It also demonstrates the real-world applications of mathematical concepts, fostering a deeper understanding of the subject. |
| 2) Encouraging active play during break times and lunchtimes | Continuation of the daily mile and play leader mentoring and training of DRAs in playtime games and offering more lunchtime clubs for children to get involved with. Supporting Kits academy to hold holiday clubs at the venue during holiday time. | £60.00 | Increased Physical Activity: Children are more likely to engage in active play, leading to improved fitness levels and overall health. Enhanced Motor Skills: Active play encourages the development of fundamental motor skills such as running, jumping, and coordination. |
| 3) to ensure the availability of diverse and well-maintained sports equipment, along with implementing rigorous safety measures, | Equipment for curriculum and lunchtimes replenished as well as PE and outdoor play equipment to be | £1756.85 | Peer Engagement: Encourage older pupils to mentor younger ones, guiding them on how to use the markings for learning and play through our play leader scheme. Peer involvement promotes a sense of community Professional Development: Provide training and professional development opportunities for teachers to explore innovative ways to incorporate playground |

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| creating a secure and engaging environment that encourages all pupils to actively participate in regular physical activity. | audited and repaired / replaced for safety. | | <p>Improved Social Skills: Collaborative play promotes teamwork, communication, and cooperation among pupils.</p> <p>Positive Well-being: Regular physical activity and social interactions contribute to students' emotional well-being, fostering a positive school atmosphere.</p> <p>Academic Benefits: Physical activity breaks have been observed to enhance focus and concentration in the classroom, positively impacting academic performance.</p> <p>Availability of Adequate Equipment: By conducting regular audits of sports equipment, schools can ensure that there is a sufficient and diverse range of equipment available for various sports and physical activities. Access to appropriate equipment encourages students to engage in different activities, promoting a wider participation in physical education classes and extracurricular sports clubs. When pupils have access to the necessary equipment, they are more likely to participate actively and explore different sports, aligning with the goal of engaging all pupils in regular physical activity.</p> <p>Enhanced Safety Measures: Ensuring sports safety measures, such as maintaining well-maintained playing surfaces, safety mats, and appropriate protective gear, is crucial. When students feel safe while participating in sports and physical activities, they are more likely to engage confidently. Safety measures not only reduce the risk of injuries but also create a supportive environment where pupils are encouraged to be active without fear of harm. This secure environment promotes regular participation in physical activities, meeting the indicator of engaging all pupils in regular physical activity.</p> | <p>markings into their teaching methods. Equipping teachers with creative ideas can enhance the sustainability of these educational tools.</p> <p>Sustainability of audits: can be ensured by implementing regular equipment maintenance protocols, investing in durable and multipurpose sports gear, and integrating safety awareness, fostering a culture of responsibility and care among students and staff.</p> |
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| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | |
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| 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: |
| <p>To continue to raise the profile of sport and PE in Coundon Primary. Pupils and their families to have greater understanding and application of positive learning behaviours and health choices across all aspects of school life, learning, behaviour, attendance and social interactions, enabling greater potential achievement and attainment, Growth Mindset, resilience.</p> <p>Have dedicated PE leads to support the Profile of PESSPA across the school as a tool for whole-school improvement.</p> | Maintain high expectations of PE kit in school after purchasing all children's PE kit when we had our initial change we will now invest in children's first PE kit at the start of their Coundon PE journey as a lasting legacy, we paid for all children's first polo Top and Hoodie and any new children which came to our school within this academic year. | £765.00 | <p>The children now wear their P.E kit to school on their P.E days. This allows for more P.E time and also has helped to raise the profile of P.E across the school.</p> <p>Promoting Inclusivity: Providing all nursery children with a PE uniform ensures that everyone can participate in physical activities on an equal footing. It fosters a sense of belonging and minimizes any feelings of exclusion, promoting a positive learning environment.</p> <p>Encouraging Active Lifestyles: Introducing PE uniforms early on emphasizes the importance of physical activity in a child's life. By having dedicated clothing for PE lessons, children are encouraged to engage in active play and exercise, promoting their overall health and fitness.</p> | <p>Continued -will only be paying for the uniform for our very new cohort. We will also encourage families to bring in any unwanted old uniform that we can offer at a lower rate to help with affordability.</p> <p>Sustainability We believe that by investing in the provision of PE uniforms for our nursery intake, we are sowing the seeds for a lifelong love of physical activity and well-being. This initiative aligns with our school's vision of nurturing confident, healthy, and socially aware individuals.</p> <p>Reuse and Recycling: Encourage a culture of reusing uniforms</p> |

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| | | | <p>All children arrive in correct PE kit. Feel more a sense of pride during competitions and expectations across the school are clear. Improved pupil attitudes to PE and to actively participate. Less children 'forgetting kit' or not participating in lessons, thus contributing to a positive impact on whole school improvement. Continued legacy with recycled PE kit where we are able to offer 'Preloved' kits at an affordable rate for families.</p> | <p>among older students or siblings. Implement a system where gently used uniforms can be donated, cleaned, and redistributed to new students. This practice not only promotes sustainability but also reduces costs.</p> |
| | <p>Our year 4 was 2 form entry this year, as a result they only needed Aut and Spring swimming lessons . We used sports premium to provide Top up swimming sessions at the Excel for year 6 to support them in working towards their 25m swimming target and increasing their confidence in swimming. Using this for lessons and travel costs.</p> | £990 | <p>Swimming data for children that attended top-up sessions. All children that attended could swim 15-20m.18 children could now swim 25m+ And 70 % of those that attended could demonstrate self-rescue (deep water, unaided, jump in tread water and climb out)</p> <p>By providing additional swimming lessons, the school demonstrates its dedication to comprehensive physical development, fostering a positive image of PESSPA within the school community. This commitment, in turn, serves as a powerful tool for whole school improvement, emphasising the importance of a holistic approach to physical education and well-being.</p> | <p>Continue to use sports premium as an avenue to support top up swimming to ensure as many young people as possible can confidently use this life skill.</p> <p><u>Incorporate Lifelong Skills:</u> Emphasize the importance of swimming as a lifelong skill for personal safety and recreation. Highlight its relevance beyond school years, instilling a sense of value and importance among students, parents, and the wider community.</p> <p><u>Parental Involvement:</u> Involve parents in the swimming by informing them about sessions, workshops, or family swim events. Encourage parents to support their children's swimming skills development outside of school hours, fostering a collaborative effort between school and home</p> |


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| | <p>PE leads - Additional time to organise individual events and PE admin roles. Cover to allow teachers to take pupils to inter-school events plus transportation. Non-contact time to plan, monitor, report at PE leadership level.</p> | <p>£2850</p> <p>Fortnightly management time)</p> | <p>By having designated PE leads this supports the following impacts:</p> <ul style="list-style-type: none"> • Enhanced Coordination: Centralised leadership ensures a cohesive approach to PESSPA initiatives, aligning curriculum, extracurricular activities, and sports events. • Increased Participation: Clear direction and organisation lead to higher pupil engagement in physical activities, promoting a healthier and more active school community. • Professional Development: The PE lead facilitates targeted training for themselves as leaders and teachers, improving their skills and confidence in delivering quality physical education, fostering a positive learning environment. • Improved Facilities: The PE lead advocates for better sports facilities and equipment, ensuring a conducive environment for physical activities, enhancing the overall sports experience for pupils. • Community Engagement: A designated PE lead strengthens partnerships with local clubs and organisations, fostering community involvement in sports events and initiatives, creating a supportive network for students' physical development | |
| | <p>Medals / certificates/ trophies purchased to celebrate sporting success.</p> | <p>£123.75</p> | <p>Children's efforts are celebrated. School are able to link to the school core values as a drive for improvement across the school.- Respect, Kindness, responsibility, resilience. Children foster a positive relationship with physical health and exercise.</p> | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | |
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| 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: |
| Using PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils | Teachers work alongside a qualified dance teacher to support the delivery of dance. Liz has also supported with production material and assembly practises for dances for cross curricular links | £2160 | Children have a keen engagement in dance and look forward to these sessions, great relationship with the dance teacher and this further supports the increase of participation in sport / extra-curricular. Many of our children also attend Liz's afterschool club- further enriching a love of sport and engagement. | Keep Liz in current position - School staff to have experienced lots of CPD opportunities |
| Providing staff with professional development, mentoring, appropriate training and resources to help them teach PE and sport more effectively to all pupils, and embed physical activity across your school. | Use of REAL PE/gym Scheme. Focus on developing shared vision and a uniform approach to PE provision across the school. SEND opportunities increased. Giving teachers the time to explore videos available. Use the Real PE scheme of work with differentiated tasks. | £695 (repeat subscription) | A more inclusive curriculum which inspires and engages all pupils. Enhanced quality of teaching and learning. Increased capacity and sustainability of teachers skills .Inclusive opportunities for competitive sport. Teachers have a clear understanding of practical strategies and approaches. The use of core tasks as a vehicle to raise achievement. Practical activities and ideas for differentiation Staff are more confident when delivering PE lessons. Analysing strengths and areas for development within existing curriculum maps and scheme of works. | P.E Lead to continue to further embed the curriculum, sporting opportunities and staff competence and confidence in delivering and supporting high quality P.E provision. Further provision needed to now support the assessment of PE- consistently through school. |
| | Subject lead attended module 4 real PE training and school games and curricular update | £160 (Supply cover to attend CPD) | By attending Module 4 Real PE training and School Games workshops, the PE Subject Lead will enhance teaching methods and curriculum integration and be aware of any upcoming events for the | |

| | | | provision of the children . | |
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| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils | | | | |
| 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: |
| | <p>Lawn Tennis association – LTA coaches came into school for 10 weeks and coached, alongside teachers (CPD) to deliver tennis sessions then continued to offer sessions and coaching in the mornings as a club to enrich the sessions that we have on offer at Coundon</p> <p>Clubs that are less likely for the children to be able to experience were given free or at a subsidised rate</p> | <p>£570.00</p> <p>£484</p> | <p>Key relationships built within Tennis association. Children have a keen interest and improvement in skills. Demand has led to talk of a tennis club in-school partnership with the Lawn Tennis association which continued throughout the year- partnerships were continued where use of facilities within the city was also offered to our families. Staff were also offered a chance to train online through the association.</p> <p><u>Clubs offered to the children last year:</u></p> <ul style="list-style-type: none"> Football fitness every Thursday after school Boxing Class led by Kits Academy KS2 Fencing Class led by Kits Academy KS2 Skiping KS1 led by Kits Academy KS1 | <p>Continue to provide our families with opportunities in the community through the lawn tennis association. Encourage staff members to take up CPD offered by Lawn tennis Association to further enhance our staff CPD</p> <p>Community : Continue to provide a wide range of experiences for children. Make links with local clubs and channel this into the community to continue to support healthy lifestyles within children.</p> <p>Monitoring and Evaluation: Continuously monitor the impact of funded sports programs. Gather</p> |

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| | | | <ul style="list-style-type: none"> • Playground games KS1 • Trampolining, • Archery • rhythmic gymnastics • Court sports • Tri-golf • Curling • Table tennis • Dance Club with Liz • Netball – lunchtimes • Football throughout the year training and matches. • <p>The nature of some of the clubs also allowed for children to explore and engaged more of our less active children in physical activity and sport</p> <p>Children were able to participate in a cycling activity. Were taught life skills about safety on the roads, were able to advocate this to their families. And it supported active travel campaign in the school and city</p> | <p>feedback from students, teachers, and parents. Use this data to refine strategies, focusing on sustainable programs that yield the most significant benefits.</p> <p>Legacy Projects: Initiate legacy projects such as inter-school sports competitions, sports festivals, or community sports events. These projects can continue post-funding, creating a lasting impact on the school and its surrounding community.</p> <p>Continue to use in future events. Continue to support and advocate active travel as a school.</p> |
| | New cycle lane community bike ride experience for upper ks2- staff cover support | £40.00 | | |

Key indicator 5: Increased participation in competitive sport

| Inten t | Implementatio n | Impac t | |
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| 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| <p>increasing and actively encouraging pupils' participation in the School Games</p> <p>organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations</p> <p>Providing adequate facilities to enable competitive sport to proceed.</p> | <ul style="list-style-type: none"> Schools Games partnership sign up cost Coventry sport association signup cost (football leagues) Travel to competitions Medals/ certificates | <p>£1564</p> <p>RECORD</p> <p>Football training sessions ran weekly throughout the year and both the girls and boys played in friendly and cup matches. Certificates and medals were given to all in a presentation assembly and captains and players player for both teams were awarded an engraved trophy.</p>  <p>Fixtures held:</p> <ul style="list-style-type: none"> 20 football fixtures were held either home or away and training happened each week in addition to these fixtures <p><u>School Games Events</u></p> <ul style="list-style-type: none"> Dodgeball year 4 comp | <p>Include regular celebration assemblies to keep children engaged and interested in sport.</p> <p>Use social media and blogs throughout the year to promote and update children and families on outcomes and information about competitive sport.</p> <p>Provide plenty of opportunities for competitive sport so that children can become resilient and adopt a sportsmanship attitude in winning and losing. Link sport and PE to school values.</p> |

- Dodgeball year 5 comp – 1st place and through to represent county
- Sportshall athletics
- Rowing competition
- Year 3 gymnastics -3rd place
- Ks1 gymnastics comp
- Rounders



Ground and pitch markings for seasonal competitions and athletics/ football pitch throughout the year

£998.00

Allowed to host sports days for nursery . Ks1. Lower KS2 and upper KS2.Seasonal competitions , such as rounders' /

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| | | | athletics. Host Home matches for football teams.Allow more clubs and competitions to take place | |
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| Subject Leader: | K.Perrett |
| Date: | Summer 2023 |