

## Details with regard to funding

Please complete the table below.

|  |         |
|--|---------|
| Total amount carried over from 2021/22 | £ 0     |
| Total amount allocated for 2022/23     | £20,862 |

## Swimming Data

Please report on your Swimming Data below.

|   |   |
|---|---|
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?   | 80%   |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?   | 78%   |
| <b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b>  | 100%  |
| 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 – one small group swimming session with Y6. |

## 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: 2022/3   |  | Total fund allocated: £20,862 |                            | Date Updated: 20/07/2023  |  |
|---|--|-------------------------------|----------------------------|---|--|
| <p><b>Key indicator 1:</b> 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</p> |  |                               |                            |   | <p><b>Percentage of total allocation:</b></p> <p>25%</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 achieved 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>All children have opportunities to take part in physical activity daily.</p>   | <p>Playtimes are resourced with high quality equipment to ensure that children are engaged and active at playtimes. (To be further enforced when all playgrounds are open.)</p> <p>UKS2 Running club takes place during lunch hour. Richmond Runners</p> |                               | <p>£1,700</p> <p>£ 520</p> | <p>Children enjoy more active playtimes (barrels, basketballs, parachute, skipping, French elastic). Skills are practised in team games with coaches, use of equipment e.g. basketball hoops.</p> <p>Team work and socialisation is encouraged with physical equipment. Core continues to be strengthened as the children develop and grow through the school.</p> <p>Children enjoy learning in the outdoor environment.</p> <p>Children understand the importance of physical health and its links to wellbeing. Encourages more children to be active in different ways (eg: French elastic)</p> <p>Children understand how to use exercise and movement to support concentration or</p> |  |
|   |  |                               |                            | <p>Teacher led break time activities so equipment should be cared for more.</p> <p>Resurface of the Sheen playground. £60sqm</p> <p>Install a shelter next to play space/astro to play/spectate through all weathers.</p>   |  |

Created by:



Supported by:



|   |  |                                  |  |  |
|---|--|----------------------------------|--|--|
|   |  |                                  | emotional dysregulation.   |  |
| All children engage in 2 hours high quality PE lesson every week. Children learn skills through a high quality and progressive PE curriculum. | All children have 1 hour with external coach and 1 hour with class teacher. Skilled teachers and coaches work to share excellent practice throughout the school.<br><b>(Complete PE)</b><br>EYFS have outdoor provision with bikes, body boards, obstacle courses, large construction.<br><b>(EYFS Physical Equipment)</b><br><br>Year 1 take part in outdoor learning at Barnes Common and in the school grounds. Equipment required. | £ 100<br><br>£1,500<br><br>£ 400 | Complete PE provide suggested sequencing and progress of skills (which is flexible) A high-quality progressive PE curriculum is delivered to all children from EYFS to Year 6 including the acquisition and practise of skills in invasion games, gymnastics, dance, athletics. Teachers feel supported with central plan provision.<br><b>(NSS, Swimming lessons, Complete PE)</b><br><br>End of Summer Term '23, 89.8% of children in EYFS achieved both physical development goals. Fundamental movement and strength is a strong foundation to build on.<br><br>Outdoor learning develops self-regulation skills. Help to cope with and learn from failure, it builds resilience, it increases motivation and concentration and improves problem solving. Physical activities on uneven grounds strengthen core. | Continue to embed and review Complete PE<br><br>To develop the outside play area for Year 1. |
| Disadvantaged children have access to extra-curricular sports clubs.  | All PPG children offered opportunities to attend clubs through funded places.<br><br>After school sports and maths club offered to children in years 5 and 6.<br><b>(Rackets cubed)</b>  | £1,050                           | 67% of PPG children have attended sports clubs.<br><br>27 children attend Rackets cubed activity at the Roehampton Club. Introduced to squash as a sport.<br><br>Homework is more consistently completed.  |  |
|   |  |                                  |  | Percentage of total  |

| Key indicator 2: The profile of physical education, school sport and physical activity being raised across the school as a tool for whole school improvement   |  |   |  | allocation:  |
|--|--|---|--|--|
|  |  |   |  | 39%  |
| Intent   | Implementation   |   | Impact   |  |
| <b>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:</b>   | <b>Make sure your actions to achieve are linked to your intentions:</b>  | <b>Funding allocated:</b>                   | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>  | <b>Sustainability and suggested next steps:</b>                    |
| Lunchtime 4x coaches - 4 days a week.  | 4 coaches attend break times to structure physical games to involve all.   | £4,650                                      | Children are taught a variety of sports and skills, including invasion, sending and receiving during lunch break. Improvement on social interactions between children.   | Coaches develop UKS2 to lead activities with the younger children. |
| Increase the number of children who can swim when they leave ESPS in Year 6  | Each child in Year 3 receives 30 swimming sessions (swim safety)<br><br>Each child in Year 4 receive 10 swimming sessions (25m)<br><br>Non swimmers in Y5 and 6 receive booster sessions | £1,000 (transport)<br><br>£ 290<br><br>£ 50 | 100% Y3 achieve their swim survival skills badge.<br>80% of children can swim 25m<br>78% of children can swim 25m using a variety of strokes, which is an increase since last year.<br>15 children attended the swimming gala. Placed 5 <sup>th</sup> overall. |  |
| Sports Captains and Sports Buddies are appointed in school as roles of responsibility. Sports reports and awards are presented by children in assemblies and celebrated in the weekly newsletter giving sport and participation a high profile. Sports Awards Assembly Trophy. |  | £ 400                                       | Profile of sport increased, recognition for application and progress. Ambassadors of sport are recognised for their commitment and sport profile. Younger children see and aspire to this.   |  |

|  |   |   |  |  |
|--|---|---|--|--|
| <p>Opportunities are provided for children to be active outside of PE lessons.</p>                                       | <p>PTA and NS Sport organise annual family football festival and fun run. A wide range of sporting clubs (19 different sporting sessions offered before school, lunchtime and after school) are provided by staff members, NS Sport and outside providers.</p>  |   | <p>Provides opportunity for participation in competitive sport.<br/>Team work is promoted.<br/>Variety of sports are available.</p> <p>High-profile of sport and school success in competitions provides motivation for other children to play competitively.</p>  | <p>To continue to increase rate of participation in inter-school competitive sport.</p> <p>Provision of additional swimming tuition for those not meeting the national curriculum requirements.</p> <p>To increase % of children using active travel for their journey to school</p> |
| <p>Increased interhouse competition for Children of all abilities KS1 and 2. <b>(NSS organisation, RSSP leagues)</b></p> | <p>NSS hosts interhouse matches and competition to close the sport focus each half term.</p> <p>Termly KS2 physical assessment in PE provides children with own targets to work towards.</p> <p>All children compete against other house groups in the sport they have been focusing on that half term.</p> <p>Annual sports day where all children take part in field and track events. A community event attended by many families. Equipment and medals</p> <p>Site for sports day</p> | <p>£1,000</p> <p>£ 400</p> <p>£ 380</p> | <ul style="list-style-type: none"> <li>- Every child experiences competition and represent their house team.</li> <li>- Children take ownership of their own skills, development and personal and peer competition.</li> <li>- Children can enjoy displaying and celebrating their development and talents to their peers and families.</li> </ul> | <p>Visual display for all children to track their house success.</p>   |

|  |  |    |  |  |
|--|--|----|--|--|
|  |  |    |  |  |
| To understand the value of PESSPA with regards to well being.<br><b>(Complete PE, Well being week)</b> | Active playtimes.<br>Active travel promoted through school travel plan.<br>Y3 and 4 walk at least one way to swimming lessons.<br>Cycle training for Y6<br>Scooter training for Y2<br>Safer walking training for Y3<br>Balance bike training for Reception | £0 | Active travel (81%) increases amount of daily exercise and provides safer journey – Kings College London research with the school showed that children experience cleaner air quality when walking or scooting to school than when travelling in cars. |  |

|  |  |                           |  |   |
|--|--|---------------------------|--|---|
| <b>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</b>   |  |                           |  | Percentage of total allocation:<br>9%           |
| <b>Intent</b>  | <b>Implementation</b>  |                           | <b>Impact</b>  |   |
| <b>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:</b> | <b>Make sure your actions to achieve are linked to your intentions:</b>  | <b>Funding allocated:</b> | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>                                | <b>Sustainability and suggested next steps:</b> |
| Provision of central planning system. Non negotiables clearly identified to staff.   | Electronic files provided with warm up activities, overviews and additional P4L plans  | PPA provision             | More prescriptive expectations. Ease of access to important documents. Controls the progress of sports, skills and activities. | PE leads to Observe NSS for shared practise.    |
| Organisation of the whole school PE lesson overviews maximises activity time for children.   | Clear timetable to ensure time allocation for lessons is sufficient. 3is document is shared with all staff to show overall progress from R – Y6. | PPA provision             |  |   |

|   |  |               |  |   |
|---|--|---------------|--|---|
| <p><b>Complete PE CPD for staff</b><br/>The Complete PE resource offers a whole section including many videos and webinars on the effective delivery of quality PE lessons. All staff can use this resource whenever they like.</p> | <p>To allocate specific times for PE insets where teachers can ask questions and be directed to certain CDP.</p> | <p>£ 80</p>   | <p>Staff feel confident to use the central plan system.<br/>Children enjoy well organised PE lessons where they build on prior knowledge and develop skills. The school performs very well in leagues and tournaments, showing children have good skills and understanding of games. Participation in extra- curricular sports clubs (at least one offered every day) is high.</p> <p>Teachers have access to ongoing CPD throughout the year. This in turn increases their knowledge and skills as well as their confidence levels teaching PE lessons.</p> | <p>Audit of skills of new staff<br/>CPD inset from NSS and PE leads<br/>To carry on subscribing to Complete PE so this high level of quality PE can continue. Also to support new teachers at the school.</p> |
| <p>Provision of equipment for staff to support execution of lessons</p>   | <p>Kit bags replenished, seasonal sports equipment ready for lessons</p>   | <p>£1,000</p> | <p>Teachers feel assured that they can deliver lessons with the correct equipment. Teachers can be more creative with their games.</p>   |   |

|  |                                    |       |  |  |
|--|------------------------------------|-------|--|--|
| Repairs of Equipment (sportssafe) and equipment. | Children can use equipment safely. | £ 700 | All equipment can be used safety to support lessons. |  |
|--|------------------------------------|-------|--|--|

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils   |   |  |   | Percentage of total allocation:  |
|---|---|--|---|--|
|   |   |  |   | 0%   |
| Intent  | Implementation  |  | Impact  |  |
| <b>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:</b>  | <b>Make sure your actions to achieve are linked to your intentions:</b>   |  | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>   | <b>Sustainability and suggested next steps:</b>  |
| A wide range of sports is planned as a whole school and taught in PE, from multi sports, dodge ball, gymnastics and dance to basketball, netball, football, tag rugby, hockey, athletics, swimming and Kwik cricket. Disadvantaged pupils have taken part in Rackets Cubed programme including tennis and squash. | Activities offered in a wide range of sports through PE lessons and before/after school activities and also competitive sport. Karate and survival skills are also available. |  | Largely funded with PPG<br><br>Provision of 43 extra-curricular weekly clubs.<br><br>Programme of extra-curricular activities is well established through a range of providers. Access to clubs is offered via funded places for children eligible for the pupil premium grant. | To continue to pursue new opportunities with providers e.g. new partnership this year with Rosslyn Park FC which brings opportunities to use their sports ground.<br><br>Year 1 outdoor learning provision |



| Key indicator 5: Increased participation in competitive sport  |  |                             |   | Percentage of total allocation:   |
|--|--|-----------------------------|---|---|
|  |  |                             |   | 27%   |
| Intent   | Implementation   |                             | Impact  |   |
| <b>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:</b>                                   | <b>Make sure your actions to achieve are linked to your intentions:</b>  | <b>Funding allocated:</b>   | <b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>   | <b>Sustainability and suggested next steps:</b>   |
| <p>To maximise the opportunities for pupils to participate in competitive sport.<br/><b>(RSSP, NSS organisation, family football)</b></p> <p>To increase the level of physical activity per day.</p> | <p>Active communication with event organisers e.g Richmond Borough, St Paul’s school.<br/>Take opportunities to enter multiple teams where possible.<br/>Track participation of pupils.<br/>Use of development teams to include range of sporting abilities.<br/><br/>Richmond Schools Sport</p> | <p>£1,262</p> <p>£1,300</p> | <p>High-profile of sport and school success in competitions provides motivation for other children to play competitively.<br/>The school has played in 43 competitions this year with 617 playing opportunities. 208 children from years 1-6 have represented the school in competitive sport (43%).<br/>The school has won many borough competitions this year including – pentathlon, tag rugby, athletics, cricket, football and swimming and has secured runner up places in many other competitions too.</p> | <p>To maintain rate of participation (i.e. number of children having opportunity to participate) in inter-school competitive sport.</p> |
| Multi purpose kit/uniform for all events   | Increase value of all competition and provide uniformed approach to all levels   | £2,000                      |   |   |

|                                   |   |        |  |  |
|-----------------------------------|---|--------|--|--|
| Staff attendance to sports events | Staff get to experience and be involved in sports competitions. | £1,000 | CPD for staff. Support for all children. |  |
|-----------------------------------|---|--------|--|--|

|                                   |                             |
|-----------------------------------|-----------------------------|
| Signed off by                     |                             |
| Head Teacher:                     | Harry Page                  |
| Date:                             | 20 <sup>th</sup> July 2023  |
| Subject Leader:                   | Jade Fuller/Charlotte Swift |
| Date:                             | 20 <sup>th</sup> July 2023  |
| Governor:                         | Graham Dyer                 |
| Date:                             | 21 <sup>st</sup> July 2023  |
| Left to spend by the end of March | £12,327                     |
| Spent according to Tracker        | £20,862 (100%)              |