



Ledbury Primary School PE & Sports Premium 2022-23

Our vision and values are at the core of everything we do. They underpin our teaching and learning, and provide an environment which prepares our pupils as confident, happy citizens. Our vision and values also apply to Sport and PE at LPS and feed in to the vision for school sport and PE nationally



Details with regard to funding

Please complete the table below.

Total amount allocated for 2022/23	£18,970
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2023/24	£19,120
Total amount of funding for 2023/24. Ideally should be spent and reported on by 31st July 2024	£19,120

Swimming Data

Please report on your Swimming Data below.

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 2023. Please see note above	81%
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?	81%
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

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: 2023/24		Total fund allocated:		Date Updated:	
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:
➔Promotion of active daily mile through use of activity trackers - allocated to classes ➔Replacement of equipment as it is worn out (eg footballs etc) ➔New playground & games spark interest ➔Skipping workshop visit to encourage children to be physically active ➔Playground leader training ➔Top up swimming	All children are active every day. Allocation to classes encourages competition. Children are motivated to be active and fitness levels improve. Children become involved and interested in a new games.	1x class pack £370 10x £70 (readers) 1x£36 (batteries) 6x£30 (kurby) 6,000 playground and forest school developments £325 (workshop) £400 (swimming) £600 (equipment)	Pupils understand the importance of physical activity. Children are interested in keeping active and healthy. They are engaged and motivated to keep active through new sports and visits. Most children are able to swim.		Further visits to maintain motivation and interest. Outside educators / sporting experts to visit LPS to encourage and motivate children. Continuously monitor PA levels and club participation across the school.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement					Percentage of total allocation:
					32%
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:

→ Improve delivery of swimming lessons → Interhouse sport competitions covering a range of activities so that all children are motivated to compete. → Pupil voice: consult with children about which sports they would like to participate in and what they have enjoyed this year → Use of newsletter to promote and celebrate sporting events (written by the children). Non-competing children to attend competitive events to report and blog. → Tournaments between schools, Pyramid Tournament, School Games → Playground lines remarked → Sports Ambassadors appointed in Y6	x2 teachers to attend swimming course Opportunities to be active are available throughout the day. Children have more say in what sports take place at school. Questionnaires will show impact of change. Work with children on the school council to allow children's voices to be heard regularly throughout the year. Sport and PE will have a high profile within school. Encouragement of children to be the best they can be and follow sporting dreams. Lines are clearly seen by teachers and children. Y6 children take on more responsibility with sport and support the PE leader. They can also support other children throughout the school and be role models.	2x£80 £6,000	Staff feel more confident teaching swimming. Interhouse competitions promote competition and love of sport. Pupils report greater interest and engagement. Sport has a high profile across the community thanks to social media. Children across the school and their parents are able to follow the school's sporting achievements. This could encourage more children to want to represent their school. Children develop their sporting skills as well as enhancing teamwork, communication, fair play, leadership and sportsmanship etc. Courts are safer. Children have a better understanding of positional play for sports like netball, tennis, hockey etc as lines are clearer.	Develop two year cycle of interhouse competitions so that there is something for all. Consistently appoint sports ambassadors to enhance PE and sport throughout the school.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				6%
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:

→EW to attend PE conference and feed back to staff →Use of Medium Term Planning to assist delivery and planning of PE / sport →Development of sticky knowledge →Lunchtime supervisor training-playground games and Playpod	Staff evaluations will demonstrate improved subject knowledge enabling the confidence of staff and quality of delivery to improve and impact on pupil outcomes. Shared expertise will further strengthen knowledge and skills. Staff plan progressive PE lessons.	£200 supply costs for conference £800 release costs £200	Medium term plans show progression and use of adaptation. Teacher confidence is higher so lesson content is of a higher quality – this will enhance delivery of lessons too. Use of colleagues' expertise allows all staff to have a more secure knowledge of teaching and delivering different PE activities and sports.	Reduce sticky knowledge content so what is delivered is concise, allowing children to have a deeper and more impactful understanding of what they are learning. Playground Leaders to be appointed and encouraged to run clubs/activities at break-times.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 15%
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:
→Increased participation in wider range of external provision →Extend offer of new games at playtimes →Termly OAA competition across the school both extend physical activity and demonstrates to staff how lessons can be more active. →Encouragement of school and club links (e.g. Ledbury Swifts, Ledbury Cricket, Gloucester Hockey Club) →Link with young leaders from JMHS to support sporting events such as Pyramid Tournament →Dodgeball club available to all children	Broader range of activities means more children are motivated to participate in physical activity. Staff regularly consider ways to make the curriculum more active. More children take part in sporting activities outside of school.	Mini bus £1200 £35 per session	56% of children have taken part in an after school club or sporting event. More children are interested in taking up a sport outside of school through links with external clubs. Increased participation and opportunities for all children.	Develop further OAA, including events with other local schools. Additional after school clubs run by Power Sports.

across the year (y1-6) →Dance workshops in Summer Term →Skateboarding workshops in Summer Term		£500 £650		
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
→PE leader organises entry into local competitions and takes groups of children to events at the local Secondary School. →Ensure UKS2 PE covers range of competitive sports so that children are best prepared to take part in activities. →Participation in the competitive school games →Hosting of school cluster Pyramid Tournament →Afterschool clubs to support children participating in competitive and values-based games →Membership to Herefordshire FA	Children across the school continue to take part in a range of competitive sports. Children feel proud to represent their school. PE lessons and afterschool ensure children are well prepared for competitive sport. Children develop teamwork and communication skills School Games allows children to use values within sport. Children take on responsibility of time keeping and scorers during matches	£300 minibuss £300 (coach) £30	PE lessons linked to competitive sports in UKS2 allow children to develop more confidence to represent their school. Increased participation in sporting events. Children learn valuable life skills linked to sport (kindness, communication, understanding, resilience, teamwork, cooperation etc.) Children can take part in high quality tournaments.	Meet with local schools to develop local competitions.

Signed off by	
Head Teacher:	Rachel Ussher
Date:	31.7.23
Subject Leader:	Emma Williams
Date:	31.7.23
Governor:	Diane Paxton
Date:	31.7.23