

Croftway Primary Academy
Sports Grant IMPACT Report 2022- 2023

DFE Objective: Schools must spend this grant on making additional and sustainable improvements to the provision of PE and sport for the benefit of all pupils to encourage the development of healthy, active lifestyles.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport you offer.

This means that you should use the premium to:

- develop or add to the PE and sport activities that your school already offers
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

There are 5 key indicators that schools should expect to see improvement across:

- the engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- the profile of PE and sport is raised across the school as a tool for whole-school improvement
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- broader experience of a range of sports and activities offered to all pupils
- increased participation in competitive sport

The funding each school receives is derived from the January census for Y1 to Y6 pupils. Croftway Academy was allocated **£19,230 in the financial year 2022 - 2023.**

| PE and Sport Premium Key Indicator | School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps |
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| <p>Continue to embed fundamental based sport curriculum</p> <p>Increased confidence, knowledge and skills of all staff in teaching PE and sport</p> | <p>Develop children's knowledge and skills through a sequential and progressive curriculum.</p> <p>Develop teachers' knowledge of the PE curriculum through appropriate high quality CPD</p> | <p>Allocated leadership time for PE lead</p> | <p>Teachers confidence in teaching fundamentals improved</p> <p>Children's learning journeys focused on building up skills which can be developed into more complex movements</p> <p>PE leads will transfer knowledge and skills to other staff in schools</p> <p>Chn will make good or better progress in PE</p> | <p>Curriculum document has been developed in line with knowledge and skills requirements from the National Curriculum. Introduction of head, heart and hands, to enable pupils to understand which aspect each skill requires and develops.</p> <p>Pupil's learning journeys are evident in floor books and curriculum mapping. As a result of this, it is evident that pupils have been able to build upon prior knowledge and skills and have made good progress in PE.</p> <p>Teachers confidence in teaching and fundamentals of PE has improved due to the use of Active Northumberland (SGO Steph Alderslade) and the support that has been given to staff in delivering and</p> | <p>Ensure that trained teachers are kept up to date with the latest changes in sports, to enable them to confidently deliver the PE curriculum.</p> <p>Staff to continue to work with PE lead, coaches and Active Northumberland to transfer knowledge.</p> <p>Ensure that coaches are distributed amongst alternative year groups, to ensure that pupils and staff are able to continue to develop skills and experiences.</p> |

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| | | | | planning PE across the whole school. | |
| | School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps |
| | Professional coaches to support teaching of swimming for pupils in Year 4. | £2000 £995 supervision | <p>Improve swimming skills – increase the % of pupils able to swim at least 25m.</p> <p>Teacher subject knowledge and skills to improve through CPD from coaching in order for them to better support teaching of swimming</p> <p>Improve confidence, develop swimming skills and teamwork.</p> | <p>2021 - 2022 Swimming Data</p> <p>Safe Self Rescue – 70%</p> <p>Swim 25m – 70%</p> <p>Range of strokes – 70%</p> <p>National Curriculum – 17%</p> <p>As a result of weekly swimming lessons, children's knowledge, skills and water confidence have improved, resulting in more children being able to swim further distances.</p> | <p>Target year 5 pupils (those who did not receive weekly lessons due to COVID-19), to improve swimming skills and increase the % of pupils who will be able to swim at least 25m by the end of year 6, as per the national curriculum guidelines and expectations.</p> <p>Continue to provide weekly swimming lessons for all pupils in years 4.</p> |
| PE and Sport Premium Key Indicator | School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps |
| The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school | To provide quality facilities that current and future pupils will be able to use to ensure quality PE sessions -Playground activities - Development of OPAL | £6,000 | <p>PE equipment to be maintained to meet approved safety standards</p> <p>Improve the engagement of pupils with sport and outdoor play</p> <p>Behaviour and social engagement to improve through more opportunities to engage in sporting activities at break and lunch</p> <p>Increase the activity levels of children in school to be in line with chief medical examiners recommendation</p> <p>Develop wider links with outside clubs- traditional and non traditional sports clubs. Include clubs in extra-curriculum</p> | <p>Introduction of OPAL zones and staggered break times has improved the engagement of pupils in sport and outdoor play.</p> <p>Due to COVID-19 regulations, there has been a barrier in developing links with community clubs, however links are beginning to be made with the relaxation of regulations.</p> <p>The activity levels of pupils has increased due to the implementation of OPAL zones during break and lunch times and the use of Supermovers in lessons.</p> | <p>Ensure that PE equipment has been checked by health and safety personnel and is regularly audited by PE leads.</p> <p>Continue to further develop a diverse OPAL team and continue to implement OPAL to engage pupils and further increase their activity levels.</p> <p>Train lunchtime supervisors to enable them to fully engage with and support the OPAL activities/zones, to further improve pupil behaviour, relationships and social interaction.</p> |

| | | | | | <p>Further develop wider links with local clubs in traditional and non-traditional sports, through the use of coaches/ clubs to deliver taster sessions in school i.e. martial arts, tennis, dance workshops.</p> <p>Implement a 'walk to school Wednesday' initiative, to encourage least active pupils to increase their activity levels.</p> <p>Implement a 'skip into the weekend' initiative to encourage pupils to increase their activity levels.</p> <p>Purchase specialist equipment to continue to support the delivery of PE and active play.</p> |
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| School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps | |
| <p>To provide a range of after school clubs which encourage physical activity (Teachers)</p> <ul style="list-style-type: none">- Boys Football- Girls Football- Netball- Tag rugby- Dance- Archery- Boccia- Yoga | £150 | Sports sessions will encourage weekly uptake of sports on school premises | Due to COVID-19 regulations, there have been barriers to delivering after school clubs during the Autumn term. However, due to the easing of regulations a football coach has delivered sessions to pupils. | <p>Further develop a timetable of after school sports clubs in a variety of sports for the 2022/2023 academic year.</p> <p>Develop links with external coaches and local clubs i.e. Blyth Spartans, to offer more extracurricular activities to pupils.</p> | |
| School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps | |
| <p>To provide a range of after school clubs which encourage physical activity (TA)</p> <ul style="list-style-type: none">- | £150 | Sports sessions will encourage weekly uptake of sports on school premises | | | |

| PE and Sport Premium Key Indicator | School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps |
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| <p>Increased participation in competitive sport</p> <p>Broader experience of a range of sports and activities offered to all pupils</p> | <p>Increase the variety of population reached with extracurricular sport e.g girls</p> <p>Increase schools participation in a range of sporting tournaments, including travel to and from fixtures/competitions.</p> <p>- school sports programme</p> <p>- Hoops for Health (Hoopstars)</p> <p>- Adult to accompany chn swimming</p> <p>-Evolve training/ subscription</p> | <p>£4000 (SSP partnership)</p> <p>£650 (transport between schools)</p> <p>£650 Hoops for Health</p> <p>£200+£200 (supply)</p> | <p>Ensure that chn have access to a range of competitive sporting events</p> <p>Develop skills and teamwork</p> <p>Ensure safe travel to and from sporting venues</p> <p>Ensure chn are kept safe throughout these sporting events</p> <p>Use of non-traditional sports for those disengaged</p> <p>Vary roles in competition e.g photographer and blogger</p> <p>Widen scope of Sensory circuit for children with SEN</p> | <p>Due to COVID-19 measures, there have been barriers to inter-school competitions, however, pupils have taken part in inter- school netball, multi-skills and football competitions through our SLA with Active Northumberland.</p> <p>Pupils have been given the opportunity to compete at an intra-school level at the end of units of work in PE.</p> <p>During the Summer term a group of targeted pupils (PP/ SEND)from Year 6 attended an event at Alnwick Castle, taking part in a range of traditional and non-traditional sports, which allowed them to develop personal, social and sports specific skills.</p> <p>Staff have been trained to complete EVOLVE and event specific plans for sports trips and events.</p> | <p>Continue to further develop our school competition offer, through the use of timetabled competitions at both an inter and intra school level, including traditional, non- traditional and paralympic sports.</p> <p>Liaise with local schools, to offer opportunities to host inter school competitions.</p> <p>Ensure that where possible, intra-school competitions are held at the end of a unit of work.</p> <p>Develop a School sports committee/ sports leaders (including less active pupils to be bloggers/ photographers).</p> <p>Engage with Hoopstarz to enable pupils to gain experience and develop skills in hula hooping.</p> |
| PE and Sport Premium Key Indicator | School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps |
| <p>Broader experience of a range of sports and activities offered to all pupils</p> | <p>To increase children's participation in a range of activities associated with the paralympics and purchase equipment to provide high quality varied PE lessons</p> <p>To engage children in cycling proficiency activity in the hope that</p> | <p>£1500</p> <p>£1500</p> | <p>Children will have increased knowledge of paralympic events</p> <p>Children will have broadened experience of playing a wider range of activities</p> <p>Children will have increased empathy toward and understanding of playing sports with a disability</p> <p>Children will have increased safety skills for riding a bike on roads, tracks around the local area</p> | <p>Pupils have engaged in paralympic sports, such as boccia and archery as part of our school PE offer, allowing pupils to develop increased empathy and understanding towards playing a sport with a disability.</p> <p>Due to COVID-19 restrictions, cycling proficiency has not</p> | <p>Continue to offer a range of paralympic sports to further develop pupils' understanding.</p> <p>Arrange an athletes visit/ talk for pupils to allow them to get first hand experience of the barriers within sport for athletes with disabilities.</p> <p>Arrange Bikeability to deliver cycling proficiency training to pupils in school (Year 6?).</p> |

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| | this will also encourage bike riding outside of school. | | Children and parents will be inspired to ride bikes in their leisure time All children to have access to equipment to enable them to enjoy cycling in school and their leisure time | been able to take place this academic year. | Target specific year groups with a cycling week, to encourage pupils to become more active. |
| PE and Sport Premium Key Indicator | School Objective | Cost | Planned IMPACT on pupils | Actual IMPACT on pupils | Sustainability/ Next Steps |
| Profile of PE and sport is raised across the school as a tool for whole school improvement | To develop the quality of the knowledge based PE curriculum | £600 | Children will be able to retrieve knowledge from previously taught units. Children will be accomplished enough to provide evidence for floorbooks. | Pupils in school are able to retrieve knowledge from previously taught units, through the use of retrieval tasks and questioning at the beginning of each lesson. | Continue to use retrieval tasks and questioning at the beginning of each lesson, to allow pupils to retrieve prior knowledge from previous lessons and previously taught units of work. |
| Further train and develop the role of sports leaders within school. | More 'Sport Leader' led activities and competitions (both inter/intra school) | £600 | Sports leaders have increased confidence and experience of a range of sporting roles | | Develop a School sports committee/ sports leaders (including less active pupils to be bloggers/ photographers) |
| | To develop the quality of the skills based PE curriculum | | Children will have progressively developed their skills from previously taught units. Children will be accomplished enough to provide evidence for floorbooks. | Pupils in school are able to retrieve knowledge from previously taught units, through the use of retrieval tasks and questioning at the beginning of each lesson. Pupils are able to develop their skills from previously taught units, as a result of using retrieval tasks. Floorbooks have a range of photographic, video evidence and pupil voice to demonstrate skills that have been learned by pupils. | Continue to use retrieval tasks and questioning to develop pupil's skills and knowledge of PE. Continue to use floorbooks as a means of evidencing skills learned by pupils. |
| | Total Expenditure | £19230 current expenditure | | | |

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