



## P.E & Sport Premium Impact Statement 2022-2023

### PROBUS PRIMARY SCHOOL

#### School Context

#### **Probus Vision for PE 2022/23**

PE and sport play a very important part in the life of Probus School and at least two one-hour sessions per week are dedicated to physical activity in the curriculum. We believe that physical education and sport contribute to the holistic development of young people allowing them to express themselves outside the classroom. Through participation in sport and physical education, young people learn more about key values such as teamwork, fair play and respect for themselves and for others.

There is significant evidence to show the positive effects of sport and exercise on children's physical health, growth and development. Furthermore, sport also provides a healthy environment for young people to learn how to deal with competition and how to cope with both winning and losing.

Our high-quality PE curriculum offers a wide variety of activities both in and out of curriculum time. Our children learn that being active is fun and an essential part of a healthy lifestyle. At the beginning of their school life our children learn and explore basic movement skills, they develop these skills throughout their time at Probus School and leave as confident movers able to participate in and enjoy a wide range of sports.

At Foundation Stage and KS1, our children experience dance, gymnastics, games, athletics and lessons in fundamental movement. At KS2, in addition to those taught earlier, pupils also have lessons in swimming which include water confidence, safety and stroke technique. Our children enjoy outdoor and adventurous activities through our developing outdoor learning curriculum, day trips and residential.

The extra-curricular activities on offer are run after school. The clubs on offer will vary depending on the time of year. Our clubs are always very popular and are run by teachers, teaching assistants and fully qualified coaches.

At the beginning of each term club letters are sent out and parents have a set period of time to apply for places. We endeavour to give every child a place in a club or more than one if it is possible, however on the rare occasion your child is unsuccessful, they will be placed on a reserve list and guaranteed a place in the next block of clubs.



**Spending Overview**

<b>Code</b>	<b>Area</b>	<b>Details</b>	<b>Amount</b>
A	Aspire Membership	Contribution to Aspire Sport Network, including Youth Sport Trust Membership to increase staff confidence, raise the profile of PESSPA, increase participation in competitive sport and broaden experience of different sports.	£1000
B	Other cluster membership	Contribution to area membership to increase staff confidence, broaden experience of sports & increase participation in competitive sport.	£843
C	Resources	Balls, bibs and outdoor PE equipment to ensure all aspects of the curriculum can be taught with the appropriate equipment.	£500
D	Staffing	Regular staffing costs to increase engagement in physical activity, increase staff confidence and broaden the experience of sports.	£16,433.99
E	After school club	Continuous improvement and enhancement of clubs to increase participation in competitive sport, broaden the experience of sports and increase engagement in regular physical activity	£500
F	Swimming catch-up	To allow us to employ more swimming staff at the pool so that children who can't swim 25m in year 5 and 6 can have the opportunity to do so.	£500
G	Transport	To support with swimming and other competitions and festivals	£300
H	Hall for Cornwall	To offer a broader range of sports including but not exhaustively parkour, boys' dance and other theatre/dance workshops.	£500 + £500 more for Capoeira. (Roll over money).
<b>Total expenditure</b>			£17,610 + curriculum budget for PE.



**Spending Breakdown**

Key indicators	Code	Detail	Impact	How will this be sustained?
1. <i>The engagement of all pupils in regular physical activity – the Chief Medical Officer guidelines recommend that all children and young people aged 5-18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school.</i>	A D E G H	<ul style="list-style-type: none"> <li>The PE curriculum is delivered through from early years through to year 6 using 'Getset4PE'. The curriculum is based upon activities from Swimming, invasions games, gymnastics, dance and athletics.</li> <li>To continue to buy into YST to ensure that we are getting the most up to date pedagogy.</li> <li>Promote the use of activity breaks including gonoodle and 'Daily Mile' during the day.</li> <li>Year 6 Sports Leaders trained in Playground Games. Use of Sports Leaders at lunchtimes to actively engage more children in physical activity.</li> <li>Ensure that children at Breakfast Club have equal opportunity to those coming to school later of being active at the start of the day.</li> <li>Use Plymouth Argyle coaching to help reintegrate children back into the mainstream classroom.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils participate confidently in PE lessons and are challenged appropriately in a balanced range of activities based upon curriculum guidelines.</li> <li>All pupils participate in at least 120 minutes of PE each week (averaged across the year).</li> <li>PE sessions to be on at least 2 different days of the week.</li> <li>All children are actively encouraged to move daily in and out of lesson time.</li> <li>Increased activity/fitness levels of pupils – positive impact on health and well-being.</li> <li>Better attitudes during lunchtimes, noticed by staff on duty.</li> <li>More physically active pupils.</li> <li>Children who are finding whole class learning inaccessible are able to work with at least a small group of children positively.</li> </ul>	<ul style="list-style-type: none"> <li>School teaching staff to work alongside PE Sports Coach at least once a year to 'check and challenge.'</li> <li>All teaching staff to ensure responsibility for PE lessons and curriculum even if a sports coach is teaching.</li> <li>Continue to link with YST to develop best practice.</li> <li>Build activity breaks into school life so that it is the norm.</li> <li>Encourage more children to walk/scoot/cycle to school. Collect data on walk to school week.</li> <li>Annual review of the curriculum. Ensure that all children receive equal opportunities.</li> </ul>



<p>2. <i>The profile of PE and sport is raised across the school as a tool for whole-school improvement.</i></p>	<p>A C D E G H</p>	<ul style="list-style-type: none"> <li>• Use of Sports Coach to deliver FunFit programme to support SEND pupils, tailored to their individual physical needs.</li> <li>• Increase the number of people who are funfit trained so that more children can benefit from the intervention.</li> <li>• Continue to increase the number of children who have represented the school at a competition, performance, or fixture.</li> <li>• Ensure that PP children are given at least equal opportunity to represent the school at a competition, performance, or fixture.</li> <li>• Continue to ensure that PE noticeboards are used to raise the profile of PE and sport.</li> <li>• Continue to highlight Sports achievements in Celebration assembly and newsletters and through social media.</li> <li>• Provide opportunities for minority sports within school with information of how to access them outside of school as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Noticeboards full of sporting information and photos.</li> <li>• Newsletters containing information about matches/clubs/results so children are keen to be involved.</li> <li>• Newsletter to include celebrations of sporting events which children take part in outside of the school day.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities provided for children to lead other children to enjoy physical activity.</li> <li>• Continue to report and celebrate pupil success.</li> <li>• Staff, pupils and parents understand the importance of PE and sport in their lives.</li> <li>• Staff and pupils understand the importance of PE and sport on their mental health and wellbeing.</li> </ul>
<p>3. <i>Increased confidence, knowledge and skills of all staff in teaching PE and sport.</i></p>	<p>C D E F</p>	<ul style="list-style-type: none"> <li>• Staff will be given the opportunity to CPD courses through the Aspire Academy Trust, Mid Cornwall Sports Network and the YST.</li> <li>• YST post COVID training for delivery of PE and children's mental health.</li> <li>• Wild tribe trained staff to embed Wild tribe activities across the school and work with other members of staff</li> <li>• Year 1-4 staff to have 6 weeks worth of dance CPD from an external specialist.</li> <li>• Using the GetSet4PE scheme to help teachers sequence skills better and ensure that it is a skill rather than game based curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will attend CPD to further their skillset.</li> <li>• Cascading of training through the school.</li> <li>• PE Sports Coach attend YST and Aspire Training throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• Further enhance the confidence of the adults in school who lead PE lessons and clubs.</li> <li>• Continue to develop inclusivity, catering for all abilities and interests.</li> </ul>



<p>4. <i>Broaden experience of a range of sports and activities offered to all pupils.</i></p>	<p>A B D E F G H</p>	<ul style="list-style-type: none"> <li>• PE Sports Coach and Class Teachers will continue to develop a broad and balanced curriculum to ensure that all pupils are engaged in PE and sport.</li> <li>• Offer a range of extra-curricular activities to actively engage pupils. Look into possible new/alternative clubs.</li> <li>• Additional sports on offer to engage all pupils.</li> <li>• Extra-curricular activities – possibly: Cross country, Netball, Football, Multi skills.</li> <li>• Involve external coaches to work alongside staff in PE.</li> <li>• Involve external coaches and experts in development of skill development and activities offered in PE lessons and as extra-curricular opportunities</li> <li>• Staff to have opportunities to have CPD with out side sports coaches and watch and ask questions in how to develop key skills within pupils.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor clubs being run.</li> <li>• Monitor number of children attending different clubs, which are on offer.</li> <li>• Teachers and Teaching Assistants involved in extra-curricular activities.</li> <li>• External providers involved in extra-curricular activities.</li> <li>• Increased activity in caperiora, dance, yoga and physical activity that promotes well-being and co-operation.</li> <li>• Wild tribe offered regularly to pupils and outdoor learning continues to expand</li> </ul>	<ul style="list-style-type: none"> <li>• Staff will work together and share good practice.</li> <li>• Continue to provide high quality extra-curricular activities.</li> </ul>
<p>5. <i>Increased participation in competitive sport.</i></p>	<p>A B D E F G H</p>	<ul style="list-style-type: none"> <li>• Continue to enter school cluster events and Aspire sporting competitions.</li> <li>• Strengthen links within the Trust to ensure sustained participation.</li> <li>• Strengthen links with local schools to ensure sustained participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of pupils of all abilities participating in competitive opportunities within school and against other schools.</li> <li>• Increased competitive sporting opportunity to develop a sense of inclusion/team work/school pride.</li> <li>• All results from sporting achievements are celebrated and efforts and fair play are noted too.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice to ensure needs are acted upon.</li> <li>• Discussion between Sports Coaches/PE Leads across Aspire for future planning and events.</li> <li>• Continue to link to Roseland competition</li> <li>• Attend Aspire games and TRLC events and cross country events</li> </ul>



Swimming					
Cohort – leaving year	No. of Y6 children	Number of children achieving end of year expectations.	% of Y6 pupils who could use a range of strokes effectively when they left primary school?	% of Y6 pupils who could perform safe self-rescue in different water-based situations when they left your primary school?	Have you used the PE&SP to provide additional provision for swimming, <b>over and above</b> the national curriculum requirements?
2021	35	34/35		Unknown – lessons disrupted due to COVID	Yes
2022	35	33/35	100%	Unknown – lessons disrupted due to COVID	(Y5) Yes 6 children to have a further 5 hours of teaching time. Yes – 2 children who are non-swimmers to attend swimming for an extra 10 hours of sessions. <b>Children completed the hours and could all swim.</b>
2023	31	31/31	<b>100% could swim 25 m after year 5 swimming intervention.</b>	6/31	Yes – 3 children who are non-swimmers to attend swimming for an extra 5 hours to sessions.
2024	28	26/28	24/28 could use a range of strokes effectively when they left primary school.	7	Yes – 7 swimmers were given additional swimming time with school to ensure that they could swim 25m and a range of strokes effectively.