



GATLEY PRIMARY SCHOOL

SPORTS PREMIUM STRATEGY

2022/23

The primary PE and sport premium was introduced in March 2013 to improve the provision of physical education and school sport in primary schools across England. This Statement outlines how Sports Premium funding is used to support pupils and to make additional and sustainable improvements to the provision of PE, and an evaluation on how this grant was spent in the previous year.

Autumn 2022

VERSION HISTORY

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26.09.21	6.0	Updated	R.Claire C.Lowe
25/07/22	7.0	Updated	C.Lowe
07/09/22	7.1	Updated and new strategy created	C.Lowe
19/10/2022	7.1	Policy approved at AGB	L.Dennis

Headteacher: G.Norman

Chair of Governors: L.Dennis

Date: 19.10.2022

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What is the Sports Premium?

The government is providing funding during the academic year 2022/23 to provide new and substantial primary school sport funding. The funding is being jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school headteachers to spend on improving the quality of sport and PE for all their children. Schools must use the funding to make sustainable improvements to the quality of P.E. and sports which are offered. This means that the premium can be used to:

Develop or add to the P.E. and sport activities that the school already offers.

Build capacity and capability within the school to ensure 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 a least 60 minutes of physical activity a day, of which 30 minutes should be in school.
- The profile of P.E. and sport is raised across the school as a tool for whole school improvement.
- Increased confidence, knowledge and skills of all staff in teaching P.E. and sport.
- Broader experience of a range of Sports and activities offered to all pupils.
- Increased participation in competitive sport.

Possible uses of the funding include:

- Hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers
- when teaching PE
- New or additional sport clubs
- Paying for professional development opportunities in PE / sport
- Providing cover to release primary teachers for professional development in PE / sport
- Running sport competitions, or increasing participation in the school games
- Buying quality assured professional development modules or material for PE / sport
- Providing places for pupils on after school sport clubs and residential visits

The approach Gatley Primary have taken is based on the desire to ensure all children benefit from the funding regardless of their sporting ability and that they aspire to and reach a higher standard of physical performance.

Funding 2022/23

Summary of Physical Education Funding 2022/23

Objectives in spending Sports Premium Funding:

- To continue participating in competitive sports to encourage an increased number of children being provided with the opportunity across the school
- To organise and host competitions with other primary schools in the Education Learning Trust, promoting collaborative opportunities
- To encourage staff to use key skill areas within PE to further develop the specific skills needed in order to participate in individual sports
- To hold an audit of P.E. resources to ensure we have the appropriate equipment to deliver high quality lessons in a broad range of sports
- To make links across the school between physical activity/health and wellbeing using the schools 'Mo Scale'
- To invest in the CPD of staff in being able to deliver a broader range of sports both in school and after school.

Sports Premium funding usage

In line with the above objectives, funding for the academic year 2021/22 was used to:

- To use a specialist PE teacher and providers to build staff confidence in selecting a range of sports supported by medium and long term planning in line with our Physical Development and Health and Wellbeing progression grids – broadening the experience of a range of sports and activities offered to pupils
- Promotion of competitive opportunities and a wider range of sports demonstrated through school communication platform, further raising the profile of different sports and increasing pupil participation and parent engagement in sport.
- Sports providers offering and delivering up to date and relevant training within school through staff CPD opportunities to observe different lessons.
- Increase in extra-curricular clubs offered for pupils to be active and involved in, developing sportsmanship
- Investment in PE equipment and resources to broaden and develop the repertoire of sports on offer to pupils to promote the delivery of high quality lessons.
- Pop-up pool initiative to offer top-up lessons for pupils' who missed out on lessons during Covid'19 and to build water confidence amongst all pupils in primary school.
- To support the continuation of Forest School provision as part of our active learning offer.

Curriculum Achievements 2021/22

Year Group	Percentage of children achieving national expectations in Physical Development	Percentage of children achieving at the Higher Standard in Physical Development
Reception	Physical Development – Gross Motor 100% Physical Development – Fine Motor 97%	Physical Development – Gross Motor 36% Physical Development – Fine Motor 37%
Year 1	99%	25%
Year 2	96%	26%
Year 3	96%	26%
Year 4	100%	34%
Year 5	100%	36%
Year 6	98%	32%

Why is physical activity so important?

The National Curriculum 2014 states that – “A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.”

Research show that P.E. can lead to life changes in terms of improved health, learning achievements and the development of positive relationships. P.E. is associated with health and wellbeing, as a primary site for student engagement in the development of knowledge and understanding of issues related to health. “Physical activity has important benefits in terms of health, wellbeing and physical development.” (EEF)

“The behaviours and traits of today's children, along with their genetics, are determinants of their growth and development; their physical, mental, and psychosocial health; and their physical, cognitive, and academic performance. Technological advances of modern society have contributed to a sedentary lifestyle that has changed the phenotype of children from that of 20 years ago. Children today weigh more and have a higher body mass index (BMI) than their peers of just a generation earlier ([Ogden et al., 2012](#)).”

“Research supports the positive impact of physical activity on the overall psychological health and social engagement of every student. A well-designed physical education curriculum provides students with social and emotional benefits ([NASPE, 2001](#)). School-based physical activity, including physical education and sports, is designed to increase physical activity while also improving motor skills and development, self-efficacy, and general feelings of competency and engaging children socially ([Bailey, 2006](#)). The hoped-for psychosocial outcomes of physical education and other physical activity programs in the school setting have been found to be critical for continued physical activity across the life span and are themselves powerful long-term determinants of physical activity ([Bauman et al., 2012](#))”

Educating the Student Body: Taking Physical Activity and Physical Education to School.

Projected spend of PE and sports premium in 2022-23 - £20,767 from April 2022 – March 2023 last years' budget was £20,767

Key Indicators (Intent)	Actions to Achieve	Funding	Evidence / Impact on Pupils and Staff	Evaluation
<p>Key indicator 1:</p> <p>Increase the engagement of <u>all</u> pupils in regular physical activity.</p> <p><i>Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity in a day in school.</i></p>	<p>To increase all children’s participation in physical activity.</p> <p>For all pupils to participate in forest school sessions throughout the academic year and a sports day</p> <p>Teachers to select an indoor and outdoor focus per half term</p> <p>Extra-curricular clubs</p> <p>Play leaders to participate in organising structured games at lunchtimes</p>		<p>More engagement in lessons</p> <p>More active children</p> <p>Coverage of a range of different sports is offered Staff increased subject knowledge in a range of sports</p> <p>Increased participation in extra-curricular sport activities Increase school community links and to make people more aware of opportunities in the community e.g. karate</p> <p>Engagement and enjoyment at lunch and break times Increased pupil activity at lunch Engages pupils who might struggle in unstructured times throughout the day</p>	<p>Consider promoting more activities outside of school e.g. holiday clubs</p>

<p>Key indicator 2: The profile of P.E. and sport is raised across the school as a tool for whole school improvement.</p>	<p>Active curriculum: Monitoring of PD delivered through medium term plans and the use of progression grids.</p> <p>Celebrate Physical successes achieved outside and inside school through Dojo. Sports day Sporting competitions</p> <p>Audit and review of essential PE equipment to engage more children in extra-curricular activity.</p> <p>Coaches to work with each year group weekly.</p> <p>Extra-curricular clubs</p> <p>Lacrosse Coach to continue to develop Lacrosse across the school. Pupils to visit lacrosse club to increase engagement in the sport and experience wider opportunities.</p> <p>Swimming Pool on site for 6 weeks and the use of weekly swimming lessons at The Forum</p> <p>Improving academic achievement – whole school approach to rewarding physical active and sports achievements e.g. in assemblies</p>	<p>£600 Travel expenses</p> <p>£2000</p> <p>Lacrosse coach £2100 per annum</p> <p>Mini Sports £3000 per annum</p> <p>Sports coach internal £4000 per year</p> <p>Swimming Pool £5800</p>	<p>Ensuring there is a sequence of learning will result in a progression of skills within the sport.</p> <p>Profile raised through children’s engagement and exposure to a range of opportunities.</p> <p>Teachers will have PD opportunities through different sports/coaches and providers in school, utilising observation opportunities.</p> <p>Children develop water confidence and used as a top-up approach.</p> <p>Children are keen to share their sporting achievements from both in school and outside of school.</p>	
<p>Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching P.E. and sport.</p>	<p>Ensure all pupils access 2x60 minute lessons of PE per week. (1 indoor and 1 outdoor session).</p> <p>Review curriculum progression of skills to ensure pupils meet national curriculum outcomes.</p> <p>Child peer coaching through pupil observation of sports</p>		<p>Pupils’ achieving NC outcomes with sports coaches and PE lessons. Swimming successful with new provider using clear assessment tool in line with NC outcomes.</p> <p>Progression of skills and medium/long term planning has been used well across school.</p> <p>Pupils confidence developed within PE lessons/</p>	<p>Ensure assessment data is up to date and monitored throughout the year</p>

	<p>sessions (across year groups)</p> <p>Peer coaching through engagement in phase/class observation.</p> <p>Ensure equipment and resources used that allow for high quality teaching and learning.</p> <p>Support adults to access relevant CPD</p> <p>PE Teacher allocated time for planning, review and assessment and to support staff in their own PE planning/delivery.</p> <p>Review the quality of teaching through SSE Deep Dive opportunities/CPD opportunities</p>		<p>ECT's are confident in delivering PE</p> <p>Regular audit of P.E. resources ensures high quality practice and delivery of lessons.</p> <p>Observe sports coaches/PE teacher to enable staff to access support to achieve high quality lessons.</p> <p>Lessons are planned and delivered to a high standard</p>	
<p>Key Indicator 4:</p> <p>Broaden the experience of a range of sports and activities offered to all pupils</p>	<p>Audit current sporting provision on offer in school</p> <p>Review extra-curricular activity balance – consult with pupils and parents to ascertain which opportunities they would like</p> <p>Target all pupils that appear less engaged in sport/physical exercise – use play leaders to support</p> <p>Provide a wider range of resources that are readily available for sporting and PE across the school</p>	<p>Equipment: £2000</p>	<p>Competitions held that offer each year group/both genders opportunities in competitive sport/extra-curricular clubs. – A range of different children have been able to enjoy attending different events/clubs The range of sports clubs are those requested by children therefore engagement increased.</p> <p>All children are encouraged to participate in PE lessons and other sporting opportunities e.g. playtimes and equipment is used daily.</p> <p>Staff gain a more in-depth subject knowledge in the planning and delivery of PE lessons.</p>	
<p>Key Indicator 5:</p> <p>Increase participation in competitive sport</p>	<p>Use SHAPES Package for Competition Events to plan competition entries</p> <p>Termly competition with Trust Schools</p> <p>Review children who have represented school in the past</p>	<p>SHAPES Alliance Package: £600</p> <p>Coaches to and from other schools.</p>	<p>There will be evidence of increased levels of pupil participation in competitive sports.</p> <p>A sense of team spirit promoted across the school and within the trust. Pupils inspired and proud to represent Gatley Primary school.</p>	<p>Pupils will now be able to participate in competitive sports across the trust and further afield against other schools in Stockport.</p>

	<p>and encourage a wider range of children to get involved by choosing new events to attract children who have not taken part before.</p> <p>Staff/Coaches to run competitive games sessions in the final week of each unit of games work.</p> <p>Sports coach to initiate competitive sports across the schools within the trust.</p>	£300	Becoming great representatives of the school and inspire younger children to join sports teams.
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Extra-Curricular Sporting Opportunities



Wider Curricular Enrichment Activities 2022-23

	Autumn Term		Spring Term		Summer Term	
	Half Term 1	Half Term 2	Half Term 1	Half Term 2	Half Term 1	Half Term 2
Monday Before School						
Monday After School	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)	Kick Start Sports Football Class (Years R, 1 and 2)
Tuesday Before School		Gymnastics Club (Year 2)	Gymnastics Club (Year 1)	Gymnastics Club (Year 1)	Gymnastics Club (Year Reception)	Gymnastics Club (Year Reception)
Tuesday After School		Craft Club (Year 3) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 4) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 3) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 4) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)	Craft Club (Year 3) Choir (Year 4-6) Basic Skills Football for Boys and Girls (Years 5 and 6) Mini Sports (Years 1,2 and 3) Karate (age 5+)
Wednesday Before School		Table Tennis Club (Year 5 and 6)	Table Tennis Club (Year 3 and Year 4) Cycling Club (Year 2)	Table Tennis Club (Year 5 and 6) Cycling Club (Year 1)	Table Tennis Club (Year 3 and Year 4) Cycling Club (Year Reception)	Table Tennis Club (Year 5 and 6) Cycling Club (Year Reception)
Wednesday After School		Forest School (Year 5 and 6)	Forest School (Year 3/4)	Forest School (Year 1)	Forest School (Year 2)	Forest School (Year Reception)
Thursday Before School	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)	Kick Start Sports Dodgeball (Years R, 1 and 2)
Thursday After School		Netball Club (Year 5 and 6) Lego Club (Year 3)	Netball Club (Year 5 and 6) Lego Club (Year 4)	Netball Club (Year 5 and 6) Lego Club (Year 3)	Netball Club (Year 5 and 6) Lego Club (Year 4)	Netball Club (Year 5 and 6) Lego Club (Year 3)
Friday Before School	Kick Start Sports Dodgeball (Years 3,4,5 and 6)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year 2)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year 1)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year 1)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year Reception) Softball Club (Year 5 and 6)	Kick Start Sports Dodgeball (Years 3,4,5 and 6) Makaton (Year Reception) Softball Club (Year 5 and 6)
Friday After School	Kick Start Sports – Football Class (Years 3,4,5 and 6)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 5 and 6)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 3 and 4)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 3 and 4)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 5 and 6)	Kick Start Sports – Football Class (Years 3,4,5 and 6) Be Inspired Club (Year 5 and 6)