

## Maple Tree School Sports Premium Funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£17970
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17740
Total amount of funding for 2022/23.	£17440

## Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>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.</p> <p><b>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</b></p>	
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above</p>	82.76%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	65.5%
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	68.9%
<p>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?</p>	Yes – For all students in UKS2 developing talent and competency.

# Action Plan and Budget Tracking

Academic Year: 2022/23		Total fund allocated:	Date Updated:
<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			Percentage of total allocation: <b>7.8%</b>
Intent	Implementation	Impact	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>Develop children’s social skills of cooperation and collaboration, being able to effectively function as part of a team as well as to compete adhering to the principles of respect, fair-play and sportsmanship.</li> <li>Develop pupils’ self-confidence, communication and leadership skills</li> <li>Provide opportunities for chn. to engage in physical activity outside of structured lessons.</li> </ul>	<ul style="list-style-type: none"> <li>Primary Sports leaders trained and utilised at lunch and break times.</li> <li>External accreditation acquired for delivery to further develop another 30 Sports Leaders.</li> </ul>	£ 309 <ul style="list-style-type: none"> <li>Chn. have more opportunities to participate in team sports; led and managed by Sports Leaders, who model and promote sportsmanship and fair-play.</li> <li>Sports leaders (SL) act as role models.</li> <li>SLs supported Sports Day and also run competitions for KS1.</li> <li>All of the leaders have shown a significant increase in self-confidence and have improved in their delivery as well as communicating rules, instructions and coaching points with more clarity.</li> <li>More chn. are engaging in physical activity during break and lunch times.</li> <li>10 chn. - Sports Leader accredited through East Beds. Sports Package.</li> </ul>	<ul style="list-style-type: none"> <li>Sports leader apprenticeship - Sports leaders are shadowed by another pupil for the Autumn term and the apprentice gradually develops their own leadership skills.</li> <li>Sport leaders to run/ support a House Competition across the year in a variety of disciplines.</li> <li>For current Sports to develop an area of specialism (specific sport/event)</li> </ul>
<ul style="list-style-type: none"> <li>Encourage pupils to lead healthy lifestyles outside school and engage in 30 minutes of exercise outside of school hours.</li> </ul>	<ul style="list-style-type: none"> <li>HLTA run extra-curricular sports club.</li> </ul>	£ 500 (portion of salary that extends beyond the	<ul style="list-style-type: none"> <li>Chn. attending club were able to experience sports not on the curriculum.</li> <li>Chn. engaged in rigorous physical activity for over 30mins</li> </ul>

		school day)	<ul style="list-style-type: none"> <li>• Provided chn. with the opportunity to develop their physical, social and cognitive skills.</li> </ul>	
<ul style="list-style-type: none"> <li>• To encourage children to be more active and walk, scoot or bike to school.</li> </ul>	<ul style="list-style-type: none"> <li>• Chn complete a survey every school day of the academic year. Badges are given for chn. if they hit a specific quota of number of times travelled sustainably.</li> <li>• Assemblies to inform and promote the scheme</li> <li>• Teachers engage with class about their modes of transport and chn. are much more aware of the benefits of travelling sustainably.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Chn. consciously wanting to walk, bike or scoot. The bike and scooter racks have been constantly used.</li> <li>• A large no. of children took part in the walk, bike or scoot to school weeks and love the badges.</li> </ul>	<ul style="list-style-type: none"> <li>• A special award for chn. travelling sustainably <b>every day</b> throughout a half term.</li> <li>• An assembly dedicated to travelling sustainably each half term.</li> </ul>
<ul style="list-style-type: none"> <li>• To develop confidence in riding a bike and road safety.</li> </ul>	<ul style="list-style-type: none"> <li>• Chn in Yr5 and 6 took part in the level 1 and level 2 Bikeability courses.</li> </ul>	£0	<ul style="list-style-type: none"> <li>• Chn are more aware of road safety.</li> <li>• Chn more active and increased confidence to travel by bike more frequently.</li> <li>• More chn cycling to school (more vigorous active).</li> </ul>	<ul style="list-style-type: none"> <li>• Run a scooter course</li> <li>• Run bike boot sale – for community members to buy or sell bikes.</li> <li>• Run cycle to work scheme for Teachers to promote healthy and sustainable travel.</li> </ul>
<ul style="list-style-type: none"> <li>• All chn receive two hrs of high quality P.E. teaching per week</li> <li>• Higher engagement in P.E. lessons</li> </ul>	<ul style="list-style-type: none"> <li>• P.E. allocated time for every year group – 2hrs per week</li> <li>• P.E. HLTA employed to support the staff development of P.E.</li> <li>• Activities developed alongside the interests of the chn. (pupil voice)</li> </ul>	£ 550	<ul style="list-style-type: none"> <li>• More chn enjoying P.E. (pupil voice)</li> <li>• increased engagement through interest.</li> </ul>	<ul style="list-style-type: none"> <li>• implementation of the Daily Mile, or similar activity to start the day.</li> <li>• Target club for inactive chn.</li> </ul>

<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>			Percentage of total allocation: <b>5.8%</b>
<b>Intent</b>	<b>Implementation</b>	<b>Impact</b>	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Raise the profile of P.E. with the chn and their adults.</li> <li>• Make Parents/carers aware of how</li> </ul>	<ul style="list-style-type: none"> <li>• A3 P.E. folder to showcase the chn.'s efforts and accomplishments to visitors</li> </ul>	£10	<ul style="list-style-type: none"> <li>• Chn are enthusiastic about seeing themselves in the folder.</li> <li>• Pupil voice dictating some</li> </ul>
			<ul style="list-style-type: none"> <li>• Folder to contain competition write ups and fixture lists</li> <li>• P.E. Lead and HLTA to liaise</li> </ul>

<p>sport and physical activity is encouraged and taught in school.</p>			<p>features so chn. have ownership.</p>	<p>with Tchs to update folder once every half term with class progress, competition info and results.</p>
<ul style="list-style-type: none"> <li>To refresh the curriculum and provider a wider variety of experiences for the chn.</li> <li>Schemes of work showing a clear pathway from KS1 to KS2 for tch.s to follow.</li> </ul>	<ul style="list-style-type: none"> <li>New school action plan developed</li> <li>HLTA delivers a wider variety of sports and activities.</li> <li>Skills progression and vocabulary documents support Teacher's understanding of the requirements for each year.</li> </ul>	<p>£500 cover costs</p>	<ul style="list-style-type: none"> <li>Tchs more aware of the skills progression across the school.</li> <li>Tch more confident to teach P.E.</li> <li>Talents have been identified in a variety of sports.</li> <li>Chn developing a wider variety of skills.</li> </ul>	<ul style="list-style-type: none"> <li>Adapt planning dependent on cohort</li> <li>Develop P.E. display within the Hall to show relevant vocab. and the three pillars.</li> </ul>
<ul style="list-style-type: none"> <li>Increase all children's attitude towards an active lifestyle as well as identify and support those who are not active.</li> <li>Profile of PESSPA increased throughout the school</li> </ul>	<ul style="list-style-type: none"> <li>Assemblies, and admin tasks for the implementation of MiMove app to run throughout KS2 carried out.</li> <li>CPD for Tchs on the use of MiMove</li> <li>P.E. teachers encouraging chn to self-evaluate and analyse their feelings</li> </ul>	<p>£500 cover costs</p>	<ul style="list-style-type: none"> <li>Raised awareness of the issue inactivity – Tchs. consciously engaging with class and individuals about participation.</li> <li>Profile of an active lifestyle increased.</li> <li>Chn participating in sport/activities outside of school are celebrated in school and seen as role models.</li> <li>Chn becoming more aware of their likes and dislikes in regard to sports and facilitating them to find activities to suit their needs.</li> </ul>	<ul style="list-style-type: none"> <li>To run MiMove for the whole of KS2.</li> <li>Target support for more vulnerable groups using MiMove data</li> <li>Vulnerable/inactive chn invited to specific clubs.</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			49.8%
Intent	Implementation	Impact	Sustainability and suggested
<ul style="list-style-type: none"> <li>P.E leader has up to date knowledge and receives advice on how to use of the Sports premium correctly.</li> </ul>	<ul style="list-style-type: none"> <li>PE conference attended</li> <li>SGO mentorship and support</li> </ul>	£500 <ul style="list-style-type: none"> <li>PE lead up to date with policies and opportunities within the region.</li> <li>Networking - valuable contacts made within other primary schools</li> <li>Improved subject awareness of P.E. lead.</li> <li>additional competitive fixtures for 2023-24 (conference in Sum term)</li> </ul>	<ul style="list-style-type: none"> <li>further develop relationship with contacts to expand network</li> <li>use contacts invite teams and to host competitions</li> </ul>
<ul style="list-style-type: none"> <li>A rich P.E. curriculum delivered</li> <li>Chn are enthused by P.E.</li> <li>Chn can relate and apply their skills, sporting attitudes, practice and knowledge to other areas of life</li> </ul>	<ul style="list-style-type: none"> <li>SOW invested in to support new P.E. lead and HLTA delivered a rich and rounded curriculum.</li> <li>CPD for P.E. HLTA in order to develop their skill set and understanding.</li> <li>Specialist HLTA ensured a high quality of PE provision across all Key stages and to offer a variety of sports.</li> </ul>	£1050 £200 £ 5932 <ul style="list-style-type: none"> <li>Raise the enjoyment of P.E. – Pupil voice shows chn. excited by the new curriculum.</li> <li>Teacher knowledge and techniques in line with the latest practice.</li> <li>Lessons, prescript for each class, adapted from a quality scheme to meet the needs of the individuals – maximum progress achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson plans adapted for new cohort</li> <li>HLTA &amp; Lead to share knowledge through CPD session</li> </ul>
<ul style="list-style-type: none"> <li>outdoor environment is suitable for PE sessions as long as possible during the school year.</li> <li>Markings are appropriate for the season and sport to allow for maximum use of the school field.</li> </ul>	<ul style="list-style-type: none"> <li>Field marked seasonally – sports day/ football/ rounders</li> <li>Field maintenance ground work</li> </ul>	£1000 <ul style="list-style-type: none"> <li>children have utilised the field at lunch and break promoting sport and increasing the time spent being physically active.</li> <li>It promoted the use of rules and has encourage fair play – chn stick to the boundaries and apply to all facets of the game/event.</li> </ul>	<ul style="list-style-type: none"> <li>Continue into the future years to enable greater outdoor PE sessions and a wider range of activities</li> </ul>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils			Percentage of total allocation:	
			16.4%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
Additional achievements: <ul style="list-style-type: none"> <li>G&amp;T chn have opportunity to fine tune skill set in a variety of activities.</li> <li>Increased range of extra-curricular opportunities</li> </ul>	<ul style="list-style-type: none"> <li>relationships built with secondary schools and local clubs to develop grassroots development and facilitate</li> <li>specialist equipment purchased</li> </ul>	£2100	<ul style="list-style-type: none"> <li>Chn confidence has increased</li> <li>Pupil Voice demonstrates chn are happier with a wider variety of sports.</li> <li>Bespoke lessons taken place</li> </ul>	<ul style="list-style-type: none"> <li>CPD for all staff for the use of the equipment MDA, Tch and LSAs for better delivery of instruction and use.</li> </ul>
<ul style="list-style-type: none"> <li>all KS2 chn. regardless of ability has the opportunity to develop and improve their water competency and swimming skills.</li> </ul>	<ul style="list-style-type: none"> <li>every KS2 child had the opportunity to swim (even those who achieved competency in Yr5.</li> <li>quality instruction for advanced swimmers with focus on speed.</li> </ul>	£769	<ul style="list-style-type: none"> <li>Speed and stamina of swimming increased in top groups</li> <li>Stamina of all developed</li> <li>Team ethos developed.</li> <li>Opportunities for self-analysis and experimentation benefited chn's development.</li> </ul>	<ul style="list-style-type: none"> <li>Compete against other schools.</li> <li>Hire pool on school grounds for the development of skills across all key stages.</li> <li>Host House Gala</li> <li>Use Sports Premium funding to develop infrastructure to allow for mobile pool</li> </ul>

Key indicator 5: Increased participation in competitive sport			Percentage of total allocation:	
			20.2%	
Intent	Implementation	Impact	Sustainability and suggested next steps:	
All chn to engage in competitive sports, either as member of class house or school	purchase of East Beds SSP PE and Sport Membership  Inter house KS1 competition  School Sports Team kit purchased.	£3190   £330	<ul style="list-style-type: none"> <li>Transport to venues and competitions included</li> <li>1<sup>st</sup> aid training for Yr4 and 6 – chn learnt new life skills as well as developed knowledge on anatomy.</li> <li>Yr5 healthy eating workshop linked to curriculum.</li> <li>Chn. became aware of many misconceptions and learned the importance of diet on a healthy lifestyle.</li> </ul>	<ul style="list-style-type: none"> <li>To attend even more sporting events.</li> <li>To host more competitions/games at school.</li> <li>host an excellence programme for tennis.</li> </ul>