



Sports Premium Action Plan 2022-2023

Our overall aim is that, 'Every child at Fairway will enjoy increased participation in a range of sporting activities and understand the importance of a healthy lifestyle.'

Our curriculum will give children the opportunity to become more confident with their fine and gross motor skills and be able to apply these to a range of different activities. The benefits of physical activity not only on a child's physical health but their mental health are vitally important. We want every child to have fun in PE and be confident in expressing their unique talents. At Fairway we will support children's wellbeing and self-esteem, providing provision that results in children developing other key skills in areas such as communication, leadership and teamwork. At Fairway we want children to develop these skills in individual and team sports, developing knowledge and experience that they can use and apply beyond their primary school education. Through registering with different organisations, we will give children the opportunity to compete against other children of the same age, from different schools and backgrounds but also against each other at our annual sports day celebration.

Sports Premium allocation

The total amount of sports premium for Fairway Primary Academy is £17,690

Carry forward : £5690

That means the sports premium for 2022/23 is £23,380.

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool
Revised November 2019

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit [gov.uk](#) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2023** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Beginning to increase all staff's knowledge, confidence and skills in delivering PE. Raising the profile of PE through events such as Sports Relief, PSHE lessons linked to mental and physical wellbeing and Science lessons linked to healthy eating and obesity. Raising children's confidence and self-esteem through PE lessons. Increased participation in PE sessions, with children attending school in their PE kit. Children across all age ranges, becoming more enthused about PE, developing their knowledge, understanding and use of technical vocabulary. Children across the year groups engaging in more active play through our line markings. 	<ul style="list-style-type: none"> Further support staff's knowledge, confidence and skills through CPD support. A greater number of after school clubs, lunchtime clubs and a focus on healthy eating. Greater involvement of play leaders, with older children supporting younger children in taking part in different sports and games. Getting families involved in physical activities and family learning events to promote healthy lifestyles. Introduction of a daily mile (or equivalent) to further promote the importance of exercise on your physical and mental wellbeing. Development of a sport's council, who can represent the school in our goal to get everyone active.

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	78%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	66%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	54%
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/ No

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: 2022/23		Total fund allocated: £17,690		Date Updated: 20.07.2023	
<p>Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</p>					
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?:	
<p>To provide additional outdoor equipment so all children have access to different sports and games at break and lunch times.</p> <p>To provide additional resources for PE lessons, providing children with more opportunity to engage in different sporting activities.</p>		<p>Consult with teachers and lunchtime supervisors about equipment that is needed at break and lunch times.</p>		<p>£500 for resources and getting area suitable for use. <i>Spent: £892.16</i></p> <p>Equipment has been purchased and children have engaged in more active play times, children are showing greater skills in basketball and football, also skipping. There are less incidents and more children are physically engaged. Children are taking part and engaging in more sporting games.</p>	
<p>To provide additional indoor equipment or computer programs to get children to be more active during afterschool club and breakfast club as well as in EYFS.</p>		<p>Consult with breakfast club staff. A staff member introduces activities in which all pupils can be involved (e.g. yoga, Just Dance, pilates). A focus on improving health and fitness, social skills and emotional wellbeing.</p>		<p>£250 to purchase equipment <i>Spent: TBA</i></p> <p>To be implemented in the next academic term. Children have engaged in a free online resource to ensure this is the right decision for the school.</p>	
				<p>Sustainability and suggested next steps:</p> <p>Consultation with all staff on how to continue, children being active throughout break and lunchtimes – evaluating what is working well and what could improve.</p> <p>To introduce activities so children can improve their flexibility, respiration, energy and vitality as well as using the techniques given across the curriculum.</p>	

<p>Offering additional lunchtime and after school clubs for children across a range of different age groups</p>	<p>Staff and Sports coaches to offer after school club provision to different groups of children including PP, girls, boys and SEN.</p>	<p>£100 to purchase equipment or any program licenses.</p>	<p>Coaches and staff implemented their own clubs; children have been engaging and 80% of children have requested more groups. Equipment to be purchased to support more groups.</p>	<p>PE lead to continue working with staff to provide children opportunities to participate in different sports.</p>
<p>Children to engage in Play leader programme course, enabling them to participate and encourage participation of others across the school in physical activity during play and lunchtimes.</p>	<p>24 children from year 2 to year 6 to participate in Play Leaders course; outside programme.</p>	<p>£500 for the course. <i>Spent: £500</i></p>	<p>Pupil Voice from Play Leaders and from children engaged in activities. Observing break times, in which children are active and participating in games and sports. More equipment being used each day with children becoming more confident in using it, e.g. basketballs.</p>	<p>Play leaders at lunchtimes to continue to support children in playing different sports and games.</p>
<p>Resources required for Play leaders to engage others in active play (resources are dependent on requirements from the course)</p>	<p>PE lead to source resources required for the Play Leaders role per key stage.</p>	<p>£100</p>		
<p>Resources to support Gross and fine motor skills of children in EYFS.</p>	<p>PE lead and EYFS to source and purchase equipment such as balance bikes, large balls etc.</p>	<p>£400 <i>Spent: £395.84</i></p>	<p>Pupil voice of those in EYFS. Children have shown an increased range of gross motor skills by using the resources. Children have gained confidence and balance with the bikes provided.</p>	
<p>Lunchtime supervisors to receive training for break time games.</p>	<p>Lunchtime supervisors to engage children in physical activity during their lunch break.</p>	<p>£200 <i>Spent: £199</i></p>	<p>Lunchtime supervisors have noticed a decreased number of incidents on the playground. More children are actively engaged in physical activity during their lunchtimes and 70% of children are engaging in more physical activities. Staff have stated</p>	<p>Lunchtime supervisors to continue to use the training and techniques they have learnt to encourage more children to remain engaged and physically active during lunchtimes.</p>

			the training offered them a wider range of activities to engage the children and help them understand the importance of physical fitness.	
Additional equipment purchased in order to effectively deliver the curriculum – a class set of tennis rackets, athletics equipment and footballs.	Teacher and sport coach assessment within the lesson will be more effective as all children have a piece of equipment each so they can develop their skill.	. £1,440.00	Children have developed their skills in these areas, noticing when they are achieving the steps set in the lesson and applying these in game situations.	Continued application of the skills learnt, application to games and across other areas of PE.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
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:
Celebration announcements during assemblies to ensure the whole school is aware of the importance of PE and sport. This will motivate children to become more involved in sport inside and outside school. Play leaders promote a love of games by encouraging children to actively engage and participate in healthy competition against other classes.	Achievements celebrated. Competition results and reports given on website and/or social media. Celebration board to display achievements. Certificates/awards/stickers to be presented to children/teams Class competitions through play leaders; encourage the children to engage in the most games per week/half term. Celebration certificates/stickers/ presented to the classes.	£50	Children have enjoyed the recognition for the participation in sporting events and have enjoyed celebrating their peers success and participation. Children have engaged in many across year group competitions due to Play leaders active promotion of sports. Pupil voice has shown an increase of activity and enjoyment in competitions.	Purchase whole school trophy to retain for many years. To purchase a bank of certificates to be used throughout the year. Ensure all sporting events are showcased on the bulletin and on social media. Play leaders at lunchtimes to continue to support children in playing different sports and games and encourage whole class competitions across the year groups.

<p>Lines/ games/ pitch markings to be painted on the playground to enhance the delivery of the PE curriculum, after school curriculum delivery and playtime activities.</p>	<p>Encourage children to access these markings. Break/Lunchtime staff to be explaining and demonstrating what the markings can be used for, teaching the games to the children.</p>	<p><i>Spent:</i> £1900.</p>	<p>Children are accessing the line markings on a daily basis for both play time and lunchtime. They are being accessed by children in PE, After school clubs and for Sports day. 81% of children have stated it has increased their physical activity and enjoyment.</p>	<p>To continue to encourage children to use the markings in their break and lunchtimes. Teachers to plan lessons that incorporate the line markings and for clubs to continue to use these.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
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:
Increase high quality PE teaching and learning throughout the whole school through team teaching and coaching. Pupils to have use of external specialist sports coaching, but the onus to be on internal provision and teaching.	Sports coaches from Premier Education provide teachers with further CPD to enhance their confidence and knowledge when delivering and assessing sports. Teachers collaborate with the coach to help deliver high quality, fun PE lessons that engage all children.	£13,500	Staff are becoming more confident in terms of their knowledge and understanding of the PE curriculum. Enhanced quality of teaching, learning, delivery and vocabulary of PE. Leading to improved standards with greater and more rapid progress. Pupils demonstrate positive attitudes to health and wellbeing – both inside and outside of PE lessons. They make informed choices about healthy eating, fitness and their emotional well-being Pupils knowledge and vocabulary has increased with children explaining some of this language in pupil voices' across different year groups.	To purchase a scheme for staff to plan and deliver lessons following successful CPD. Developing an effective assessment tool that can monitor the progress of children across the year and through their journey throughout their time at Fairway.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
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:

<p>Increase pupils' experiences of a range of sports.</p> <p>Children to become aware of different sports and learn how to play them.</p> <p>Develop team leaders who can show children how to play different sports.</p>	<p>Premier Education coaches to come into school weekly, working with each year group co-operatively with class teachers and PE Co-Ordinator to teach children different sports such as; basketball and handball, as well as athletic sports.</p> <p>Register with different organisations such as the youth sports trust, etc.</p> <p>Play leader coaches to teach and engage other children in a range of activities during break and lunchtime.</p>	<p>Linked to the purchasing of equipment.</p> <p><i>Spent: £120</i></p> <p><i>Funding allocated in Key indicator 1.</i></p>	<p>Children are becoming more confident in participating in a range of sports; many children have attended sporting events and competitions for football, African dance, boxing etc.</p> <p>Leaders and lunch time supervisors. Purchasing of badges and certificates will be made in the next academic year.</p>	<p>To sign up to Sports Games and attend multi-sports events.</p> <p>After school clubs to be led by PE lead and external agencies to offer a wide range of activities.</p> <p>Develop an action plan to achieve these goals.</p> <p>Play leaders to recruit more representatives for the school; teach the children how to play different sports.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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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:
Ensuring as many children as possible have the opportunity to compete in sports against other schools.	<p>Registering to become a part of the Kings Norton District football league so children can compete against other schools on a weekly basis.</p> <p>Attending a variety of sporting events to including: Premier Education Academy tournaments, sports festivals, Mini Olympic events and school games competitions such as multi-skills, all year groups can attend.</p>	<p>£500 (including transport costs) <i>Spent: £420</i></p>	<p>Children have attended many football games and tournaments this academic year; pupil voice has shown children are enjoying these activities. Children have attended dance performances alongside their peers and also a sporting day festival whereby they participated in a range of activities such as boxing.</p>	<p>Re-register with the Kings Norton league.</p> <p>Continue to attend different sporting events with a focus on giving every child in KS1 and KS2 the opportunity to take part. Sign up to Sports Games and attend festivals with other schools.</p> <p>To compete against other schools within our partnership.</p>
Children to engage in competitive sports against their partners, with parents present.	Sports Day	Free	<p>Children and family enjoyed the competitive element of sports day. Pupil voice shown that 78% children enjoyed taking part in activities with their peers in front of their family members.</p>	<p>Continue to invite parents into schools for sporting events. Hold various sporting days across the school.</p>
Total allocated		Estimated £17,690 + carry forward = £20,458		
		<i>Total spend: £19,952</i>		

Signed off by	
Head Teacher:	Darren Mann
Date:	22.07.2023
Subject Leader:	Sarah Chadwick
Date:	22.07.2023
Governor:	
Date:	