



## PE and School Sport Premium – Wembley Primary School Expenditure Plan 2022 – 23

Total amount carried over from 2019/20	Nothing carried forward
£ Total amount allocated for 2020/21	£23,079
£ How much (if any) do you intend to carry over from this total fund into 2021/22?	Nothing carried forward
£ Total amount allocated for 2021/22	£22,970
£ Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022.	£22,970

Academic Year: 2022/23		Total fund allocated: £22,970		Date updated: September 2023	
Key indicator 1: The engagement of all 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: 25%	
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	<b>Sustainability and suggested next steps:</b>	
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?:	
To increase the amount of physical activity through high quality PE teaching (2 hours per week), lunchtime activities and after school clubs	<ul style="list-style-type: none"> <li>- PE teacher deliver 1 hour of first quality teaching to develop skills and knowledge (building on fundamentals)</li> <li>- Class teachers follow up with an additional hour of teaching each week</li> </ul>		£6,891	<ul style="list-style-type: none"> <li>Through pupil voice and questionnaire, pupils reported they enjoy PE lessons and feel active.</li> <li>Pupils taking ownership of learning through peer assessment and coaching</li> <li>Specialist PE teacher recognised as London 2020 Nike Active Hero</li> </ul>	
				<ul style="list-style-type: none"> <li>- Continue with employment of PE specialist teacher</li> <li>- Continue to update PE scheme in association with Create Development – Real PE focusing on Dance and Gymnastics</li> <li>Nike – potential to have links with Dance and Gymnastics teacher</li> <li>- Children in Years 4, 5 and 6 to have swimming lessons due to COVID lockdown.</li> </ul>	



<p>Ensure playtime equipment available for active activities during break times</p>	<ul style="list-style-type: none"> <li>- New equipment bought to be used at play times, including multi-use balls, hoops, tennis, cricket equipment.</li> <li>-New Lines and marked areas for the playground to encourage more active play.</li> <li>- Safety checks on existing equipment.</li> </ul>		<p>Children were taught a range of sports, including new ones.</p> <p>Children had enough equipment to participate in PE lessons successfully.</p> <p>More children had to opportunities to use outside space during play times for active activities.</p> <p>All equipment is safe to use.</p>	<ul style="list-style-type: none"> <li>- Continue to replace old equipment when broken and buy new equipment for new sports introduced in PE lessons.</li> <li>- Increase equipment for break times, including basketball hoops, use of the sports hall and Tennis nets.</li> </ul>
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<p>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</p>			<p>Percentage of total allocation: 20%</p>	
Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>Widening the range of sports and sports equipment that children experience within PE, and as part of our extended school offer</p>	<ul style="list-style-type: none"> <li>- Equipment meets Health and Safety regulations</li> <li>- Purchase of niche sports equipment where necessary, sensor ball, blindfolds, tee for batting (inclusion)</li> <li>Training staff as to how to use them effectively.</li> </ul>	<p>£4,594</p>	<p>Pupil questionnaire demonstrated an increase in children’s enjoyment of PE lessons and competency of a range of skills and activities.</p> <p>Learning walks show an increase in participation in PE lessons</p>	<ul style="list-style-type: none"> <li>- Continue to review sports day format and further participation of events</li> <li>- Primary focus on the necessity of physical activity and how it develops wellbeing of mind and body (introducing further opportunities for pupils to be active during the day)</li> <li>- Invest in newer equipment for</li> </ul>



	- Links with external providers (FPF coaching, Cricket coach and Nike coaches)			teaching healthy living.
Teach children about healthy living through different subjects, clubs and workshops.	- Through 'Jigsaw' programmes (PSHE) scheme of work and science curriculum teach pupils about: Healthy Me Recognise the impact of diet, exercise, drugs, and lifestyle on the way their bodies function Circulatory system Importance for humans of exercise, eating the right amounts of different types of food, and hygiene Display of posters linked to these areas on display in the sports hall and referred to in lessons.		Review of pupils' learning through book looks – demonstrating understanding of the key knowledge for each topic.  Improve the physical fitness of children  Increase the number of and participation in extra-curricular sports clubs	- Re-engage with workshops such as Junior Citizens to focus on risks to health and wellbeing.
Use of Real PE scheme to develop pupils' interpersonal skills and transition to learning behaviours across other areas of the curriculum	- Ensure interpersonal cogs are a clear focus of the lesson (creative, cognitive, health & fitness, physical, social, and personal) - Teachers display learning paths for pupils to refer to (taking ownership of learning)		Increased confidence in interpersonal skills having impact on behaviour in and out of the classroom  Developing pupils sense of self-regulation	- Provision of staff CPD to ensure interpersonal skills are an area of focus in all PE lessons and beyond (link to positive learning attitudes and coping strategies). Liaise with T&L school improvement team.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation: 30%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
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>All staff to be confident in using REAL PE scheme, to enable high quality learning.</p>	<ul style="list-style-type: none"> <li>- PE teacher to deliver 1 hour of first quality teaching</li> <li>- PE specialist teacher to support development of staff in second PE session (rotated through the academic year)</li> <li>- Raise the profile of PE and school sport by showing its importance in PE lessons and sports competition, both Intra and Inter</li> </ul>	<p>£6,891</p>	<p>Increased teacher confidence of teaching PE</p> <p>All pupils feel challenged in PE lessons delivered by class teachers and after school clubs</p>	<ul style="list-style-type: none"> <li>- Continue with employment of PE specialist teacher</li> <li>- Continue to update PE scheme in association with Create Development – Real PE <ul style="list-style-type: none"> <li>- Develop a progression map for PE so staff can see how skills and knowledge develop over the course of a child's life at Wembley Primary School.</li> </ul> </li> </ul>
<p>PE specialist to support staff in identifying, building on and promoting pupils' skills in specific sports, that will enable them to progress further</p>	<ul style="list-style-type: none"> <li>- Teachers inform parents and PE teacher of identified pupils, to know next steps for links to external, specialist clubs</li> <li>- Teachers have the skills to identify talent and progressive/advanced skills (through use of REAL PE assessment wheel).</li> </ul>		<p>Improved physical fitness of children</p> <ul style="list-style-type: none"> <li>- Increased number of pupils in specialist sports clubs</li> <li>- PE teacher has linked with parents to direct them to particular clubs e.g. football, cricket, boxing, girls football,</li> </ul>	<ul style="list-style-type: none"> <li>- Create CPD in school to help with issues that come up with staff concerns.</li> </ul>
<p><b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b></p>			<p><b>Percentage of total allocation: 20%</b></p>	
<p><b>Intent</b></p>	<p><b>Implementation</b></p>		<p><b>Impact</b></p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>To offer a greater range of sports clubs, including those with a less competitive element</p>	<ul style="list-style-type: none"> <li>- PE lead to liaise with staff and review talents/skills already established in the team and look to</li> </ul>	<p>£4,594</p>	<p>Catering for a wide range of sporting and physical activities – uptake on</p>	<ul style="list-style-type: none"> <li>- Make links with external providers to support with school clubs</li> </ul>



	fill gaps of specific sports or physical activity		physical clubs is high and continues to be popular amongst all pupils	- Use of Nike in the community to support provision of after school clubs
To ensure clubs are accessible to all children	- To fund/subsidise the cost of selected clubs for children of need e.g. Pupil Premium or health risks by inviting specific children to attend certain clubs, in order to help develop their fitness and well-being.		Feedback from parents continues to be positive.  Pupils demonstrated their progress of skills in dance through whole school performances and to parents e.g. Carnival Week	- Continue with plans to develop profile or WPS in community using network of links established.  - Continue to plan ways for pupils to showcase or use their skills
Key indicator 5: Increased participation in competitive sport			Percentage of total allocation: 5%	
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:
Participate in tournaments in a range of sports, where available.	- PE teacher to use links with Wembley Stadium and Nike to look for opportunities to plan competitions  Use links made with Kingsbury SSP to reintegrate inter-school competition  PE teacher to create lunchtime and after school intra-school competitions	£1000	This is an area of major focus for academic year 2022-2023 due to lack of competitions organised within the borough this year.	- Continue to enter tournaments for as many sports as possible. - PE teacher to plan out intra-school competitions through the year: football, cricket, rounders, netball, basketball  - PE teacher to plan inter-school competitions, aim for each year group to be involved.