

Review and reflection of 2021-2022 Sports Premium spending and PE action plan

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.

Included in this section: adjustments made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022	Areas for further improvement and baseline evidence of need
<ul style="list-style-type: none"> The school held its first Active Learning Week to raise awareness of the importance of being active, to provide more opportunities for the children to be active and introduce the children to a range of new/engaging activities. Activities included: croquet, Ultimate Frisbee, Den Building, Forest School. Sports Days took place for all children in Term 6, with children in YR-Y2 taking part in a range of activities confidently while Y3-Y6 competed against themselves and one-another in a range of activities and competitive races. Parents were able to watch and celebrate with the children. A range of clubs were offered/attended by children, including tag rugby, dance, football, cricket, athletics, cross country, dance, dodgeball, basketball and multi-sports <ul style="list-style-type: none"> 685 places were taken up by children to take part in these clubs. Children YR, Y1 and Y2 attended Multi-Skills Festivals, working with and competing against other schools. Children represented the school and competed against other schools in leagues, festivals and competitions in football, netball, swimming (Fun Gala and District Gala), orienteering, Panathlon, athletics, kurling, Feet First Dance, Cross Country. <ul style="list-style-type: none"> The events/leagues saw the opportunity for 431 places to represent the school 4 children went on to represent the school at the Cheltenham District Cross Country Championship and 2 of these children represented Cheltenham at the County Cross Country Championships. 8 children with social and communication needs represented the school for the first time in an orienteering festival. The whole school celebrated Walk to School Week 2022 and, during this week, saw an increase in the number of children walking/cycling/scooting to school. All children have competed for their House, alongside their peers, in events such as Sports Days, Active Learning Week and House Sports competitions in year groups. The school's PE curriculum was reviewed with support from Move More to ensure progression, coverage of the National Curriculum and more opportunities for children to 	<ul style="list-style-type: none"> There has been an improvement with behaviour incidents at lunchtimes through the introduction of additional resources and spaces to play. The OPAL programme will continue to be a means to improve playtimes (starting with lunchtimes) for children so that they are engaged, active, problem solving, taking risks, interacting and learning through play. There is a gap in activity levels between groups of children in school: a lot of children take part in a variety of physical activity and sports clubs in/out of school while a large number of children do not take part in any extra-curricular clubs outside of school and their physical activity is limited to that of PE lessons and playtimes at school. More opportunities need to be created to engage all children in physical activity outside of PE lessons and to target specific children who are less-active and/or don't have the opportunity to be active outside of school. Several staff members organise and deliver activities for children outside of curriculum time however it's important that the children, and parents, see school staff as active role models for the children and therefore plans to encourage all teachers and more TPs to deliver extra-curricular activities, active learning sessions and/or be involved during playtimes. Now that the school's PAN has increased to 60, and to encourage more physical activity and cater for the needs of our Reception-aged children, the outdoor space that they have available is too small. Two classes share a concrete space that has limited opportunities to develop their personal, social and physical development. <p>Priority development needs for 2022-23:</p> <ul style="list-style-type: none"> Continue to introduce and embed OPAL (Outdoor Play and Learning) to enable children to develop the skills to play, engage children in physical activities during playtimes and develop other key skills, such as communication, interaction, resilience and problem solving. Ensure that children have access to a range of sports and physical activities



- Encourage less-active children to be more active by creating more opportunities for children to be active.
- Encourage staff to be active role models for the children.
- Develop links with other organisations and schools to provide children of Naunton Park Primary School with experiences to learn and apply their skills and compete with/against others at a range of facilities.
- Provide opportunities for all children to compete against others or be part of a team, irrelevant of experience and background, to build in confidence, develop a sense of pride and represent their House and/or school in a range of sports.
- Develop the physical environment and space available to children in EYFS so that they can be active in their learning and have more opportunities to develop learning from all areas of the EYFS Profile through active play. Children need to learn how to safely explore and take risks while learning through play. This will also enable the least-active children more opportunity to be active, improving their physical development as well as their social and emotional development.

£35355

Performance information for 2021-2022

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?	95%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	93%
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?	<p>Yes</p> <ul style="list-style-type: none"> • All children in Years 4-6 competed in a school Swimming Gala. • 7 children competed for the school in the District Swimming Gala. • 19 children from Y5 competed against other school's in the Move More Fun Swimming Gala. • 1x child attended a Heidi's Heroes intensive swimming course (4 other children were offered this).



Action Plan and Budget Tracking for 2022-2023

Academic Year: 2022-2023	Total fund allocated April 2020: £35355 (inc. £16355 carried forward)	Date of creation: July 2022 Date of next review: December 2022 Review dates: January 2023 & June/July 2023
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Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – <i>Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.</i>			Percentage of total allocation: 44.69% (£15800) Spent/allocated to date: £1207.72 Spent June 2023 and £18292.26 allocated	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
<p>Involve, encourage and engage the least active children through targeted activities.</p> <p>Establish, extend or fund attendance at extra-curricular sports clubs.</p>	<ul style="list-style-type: none"> Provide a varied and engaging extra-curricular club offer to children to target: <ul style="list-style-type: none"> Target least-active children Target those who don't take part in physical activities outside of school Target those who haven't taken part in extra-curricular clubs before Pay for children attend extra-curricular clubs if their families can't afford to or if reluctant to. Increase the variety of activities on offer to cater for more interests and increase attendance by paying for providers/coaches/staff to run clubs. 	£800 £539.61 spent	<p>July 2022 baseline: in 2021-22, 565 places were available/taken for sports extra-curricular clubs (note, some children attended more than one club). 141 different children took up these places. 16 children in receipt of Pupil Premium attended extra-curricular clubs. Due to the pandemic, a break in clubs and monitoring, the least-active children's activity in extra-curricular clubs was not tracked.</p> <p>Jan 2023: So far, in Terms 1-4, 323 places have been taken up for sports extra-curricular clubs. 12 children in receipt of PP funding are attending sports clubs after school/during lunchtimes.</p> <p>June 2023: Throughout Terms 1-6 of 2022,23, 232 children participated in at least 1 extra-curricular sports club, which is 64% of children in Y1-6. 396 places were offered across 10 different sports clubs through the year. This is an increase to the number of places available for children to</p>	<p>Build on this year's extra-curricular clubs by:</p> <ul style="list-style-type: none"> Continuing the clubs most popular with children so they can build on skills developed this year Use parental feedback from the annual questionnaire Ensure children in all year groups have varied opportunities

			<p>attend sports clubs compared to the previous academic year. 13 pupils in receipt of PP funding attended extra-curricular sports clubs this academic year.</p> <p>Comments made during a recent Pupil voice activity:</p> <ul style="list-style-type: none"> <i>I have never done basketball before and I really wanted to try it.</i> <i>Multi-skills was really tricky sometimes because I couldn't do it at first but I kept trying and I could then.</i> <i>There are lots of clubs and I feel like I have done so much this year.</i> <i>I have managed to do a club almost every term so far and I really enjoyed them especially drama bugs.</i> <i>I love the cricket club because me and all my friends go and we all love cricket.</i> <i>There are a lot of clubs to pick from but I have done a lot this term as they have been spread out on different days.</i> <i>I feel like the clubs at school are good because you have so many options and you can pick what one is your favourite.</i> 	
<p>Encourage active play during break times and lunchtimes.</p> <p>Encourage and engage the least active children through targeted activities.</p>	<ul style="list-style-type: none"> Continue to introduce OPAL as a whole-school initiative to improve play experiences for children. Through OPAL, <ul style="list-style-type: none"> More equipment and resources will be introduced to enable children to be active; Staff will be trained to confidently lead and facilitate activities for children; The school's premises will be better utilised to provide children with more space to play; Clear baselines, reviews and audits will allow staff to monitor impact and adjust practice accordingly. 	<p>£7000 play resources and equipment £668.11 spent</p>	<p>July 2022 baseline: 51% of children in 2021 said they enjoy playtimes, which increased to 78% in 2022. 94% of children said they think playtimes improved in 2021-22 academic year. CPD for playworkers did not happen to the extent that was planned and many playtime opportunities were limited due to space and delivery issues. 82% of children said, in the end of year pupil questionnaire, that the school helps children look after their physical health.</p> <p>June 2023: During a recent Pupil Voice activity, all children that were asked said that playtimes have improved this year...</p> <ul style="list-style-type: none"> <i>We have more toys.</i> <i>The facilities have improved.</i> <i>We create dens.</i> <i>Playing on the Trim.</i> <p>They also spoke about enjoying the mud kitchen, scooters and eating outside.</p> <p>They all said they get enough time now to play. They all said they have someone to go to at lunchtimes if they need help. Some of their suggestions for the future included getting more tepees and eating lunch on the grass.</p>	<p>Continue developing OPAL by:</p> <ul style="list-style-type: none"> Offering more of the most popular resources and activities for children to continue enjoying Offer new activities with TP support at playtimes Further develop the use of the EYFS outdoor classroom for more children to use Introduce the FS area to lunchtimes



	<ul style="list-style-type: none"> • Create an environment in which the youngest children in the school can be active and engaged in play while feeling safe and secure, by: <ul style="list-style-type: none"> ○ Having a separate area for them to play throughout the day and play/lunchtimes, giving them more freedom to explore, play and interact ○ Creating a varied and engaging space that allows them to aid their physical development 	<p>£6000 Allocated £9458.45 to develop the outdoor space</p>	<p>July 2022: Reception children have access to a small, concrete outdoor classroom for structured play. During playtimes, Reception children are on the playground with all other children. The space is very large, open concrete space.</p> <p>June 2023: During lunchtimes, the YR outdoor classroom is now open with 2x TPs supervising and playing with a group of YR-Y2 children. These children found the space on the playground either daunting or struggled with the transition from playtime to curriculum time for the afternoon. Now, these children transition seamlessly into learning time after lunch without any behavioural issues at lunchtime. One member of staff who supports these children says: "The children benefit from having a smaller and quieter area to play as they find it stressful in the big playground with KS1 and KS2 together."</p> <p>Feedback from this group of children includes:</p> <ul style="list-style-type: none"> - A says he likes coming in at lunchtimes and enjoys drawing. He brings various friends with him and today was S's turn who said he likes what A likes. - E says she likes having shade in the reception playground and her and L enjoy playing mostly in the water and sand trays. 	<p>Following the EYFS Review with Helen Tate, use the report recommendations to further improve practice and the EYFS continuous provision offer. Develop the FS outdoor classroom using sourced quotes and designs.</p>
Encourage and engage the least active children through targeted activities.	<ul style="list-style-type: none"> • Re-establish The Daily 10 to all children in KS2. A baseline (using a sample group of children) will be used to show progress of fitness and enjoyment over time. The least-active children will form this baseline group. 	£0	<p>June 2022 baseline: Y5/6 reintroduced The Daily 10 after lockdown, with Y6 doing it most days. No monitoring took place as this was introduced gradually and as needed.</p> <p>July 2023: Focus for 2023-24</p>	<p>Work with School Council and Sports Captains to reintroduce the Daily 10.</p>
Encourage and engage the least active children through additional physical activities/play and targeted activities.	<ul style="list-style-type: none"> • Provide opportunities for children to take active breaks throughout the school day, e.g. <ul style="list-style-type: none"> ○ Re-establish The Daily 10 (see above) ○ Ensure the Trim Track is utilised during playtimes but also for breaks during curriculum time as needed. ○ Re-introduce Wake and Shake to children before school 1x morning a week when restrictions have lifted. Involve parents and families in Wake and Shake. ○ Further develop the outdoor classroom for 	<p>£400 to develop outdoor play/spaces See below</p>	<p>July 2022: See above for The Daily 10. Children enjoy playing on the Trim Track, but this is currently out of use. No children do Wake and Shake and families have never been involved in this. Children in YR have a limited, concrete space for active breaks. Y1 children have access to the front garden in the summer months. The Forest School area is currently only used for FS lessons and interventions run by the FS Lead. 82% of children said, in the end of year pupil questionnaire, that the school helps children look after their physical health.</p> <p>July 2023: Focus for 2023-24</p>	<p>Work with School Council and Sports Captains to consider active breaks, including researching the benefits of these on outcomes.</p>



	use by classes in YR-Y6.			
	<ul style="list-style-type: none"> • Develop the FS outdoor space and opportunities it offers as a play environment. <ul style="list-style-type: none"> ○ Deliver Forest School sessions to more reluctant learners, those who are the least active and children who need additional SEMH support. • Provide Forest School sessions, or opportunities to use the Outdoor Classroom, during lunchtimes for the least-active children and those children who struggle to engage safely and calmly in unsupported lunchtime activities. 	<p>£1000 Allocated £3233.34 to develop the FS area</p>	<p>July 2022: Forest School lessons take place for every class for 2x terms per academic year. FS interventions are delivered to a group of children as directed by need. The FS area is not currently utilised at playtimes or for learning in other subjects as directed by teachers. 25% of children say that their favourite subject is Forest School</p> <p>Jan 2023: In terms 1-4, 6/7 year groups have received Forest School sessions alternate weeks.</p> <p>June 2023: All children in the school have/are receiving Forest School lessons for a minimum of 2x terms per class. 14 children receive addition FS sessions as an intervention for SEMH needs, supported by a TP and the FS Lead. Children now have access to the grassed area and mud kitchens during playtimes throughout the school year. 2x adults were trained in willow weaving to then introduce during FS interventions.</p> <p>Regarding FS interventions, children said:</p> <ul style="list-style-type: none"> • It's my favourite part of the week. • I love being outside for extra time. • It's good to work with people from other years. • It calms me down. • I feel special to do more Forest School. 	<p>A new FS Lead will be starting in September 2023, who has a new vision to bring to the school. Work with children to further develop the area, extending the space and opportunities for children. Introduce the use of the FS area for lunchtime provision.</p>
Raise attainment in primary school swimming to meet requirements of the national curriculum before the end of KS2.	<ul style="list-style-type: none"> • Arrange swimming catch up sessions (e.g. Heidi's Heroes) for children who finish swimming lessons in Year 5 still unable to confidently swim 25m, use a range of strokes effectively and/or are unable to perform self-rescue. • Enable children to take part in additional swimming activities, e.g. school gala and fun gala. 	<p>£600 for pool/coach hire for gala, entry to other galas & intensive swimming courses</p>	<p>July 2022: 1x child attended the Heidi's Heroes intensive swimming course. Other children invited did not wish to attend. The school created additional opportunities for children to swim through the school gala and entered the Fun Swimming Gala for the first time, offering opportunities for children who don't compete outside of school to compete in the pool. The school has not arranged catch-up coaching sessions directly to date.</p> <p>June 2023: There were no children this year who met the criteria to participate in Heidi's Heroes. All children in Y4-6 are due to take part in the school's Swimming Gala in July.</p>	<p>Arrange as required for pupils in Y6.</p>



Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement.			Percentage of total allocation: 31.61% (£11170) Spent/allocated to date: £7328.51 Spent June 2023	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
Offer leadership or volunteering roles that support the delivery of sport and physical activity within school.	<ul style="list-style-type: none"> • Award Sports Captains roles to 8x Y6 pupils who are positive and active role models to other children. Utilise the skills and enthusiasm of the Sports Captains, while developing their leadership skills, to: <ul style="list-style-type: none"> ○ Support younger children during extra-curricular sporting activities (e.g. invite to help at after school sports clubs). ○ Support staff and younger children during Sports Days. ○ Help plan and implement termly House Sports events. ○ Create opportunities to raise the importance of positive role models and the impact they can have on others (e.g. house assemblies, presentations etc) ○ Provide opportunities for School Councillors and Sports Captains to help develop playtimes for children, through the OPAL programme, planning improvements alongside staff. • Introduce Play Buddies to engage other children with games and activities during playtimes. 	£150 for badges and Play Buddies equipment £23.45 spent	<p>July 2022: Sports Captains supported staff and other children during Active Learning Week and Sports Days, running activities and helping with equipment. Sports Captains act as role models through weekly assemblies. Sports Captains have always been elected by their Y6 peers. The school has not had Play Buddies for several years.</p> <p>June 2023: Sports Captains have supported children and teachers during various activities. Y6 monitors have been introduced to support children during lunchtimes. 15 children are carrying out this role on a weekly rota. The school sports captains aided in the delivery of the school sports day, setting up activities, running activities and helping run stations for the younger children, guiding and assisting them to complete tasks. The feedback from all adults was extremely positive and many noted how helpful they were and how responsible they acted. The sports captains enjoyed the roles and responsibilities over the two days of sports day, with the following things coming up the most:</p> <ul style="list-style-type: none"> • We felt really important • We got to teach KS1 how to do some of the sports • We encouraged the people in our house to do the best • We got to set an example to our friends. 	Work more closely with the Sports Captains to encourage other children to be more active through the day and understand the benefits of this.



	<ul style="list-style-type: none"> Investigate the Sports Leaders' programme (e.g. "Play Makers") for children in Year 6 to take part in and complete. Develop their roles as required to support YR-Y5 children's active playtimes and active breaks. 	£120 £0	July 2022 baseline: In the past, some Y6 children have taken part in a Move More Sports Leaders' programme, but this has not taken place since 2017. July 2023: Focus for 2023-24	Introduce the Sports Leaders' programme to further develop Sports Captains' skills and interests.
Offer children the opportunity to learn from leaders and volunteers that support the delivery of sport and physical activity within school.	<ul style="list-style-type: none"> Work with Cheltenham College's Sports Leaders programme to: <ul style="list-style-type: none"> Deliver PE lessons to children. Support and provide CPD for staff in a range of activities. Build links with sports and PE teachers from CC. Be positive role models for younger children. Build links with local colleges, university and other secondary schools so that children are learning from a range of volunteers, professionals and sports people and so that children see the benefits of being a positive role model for others. 	£0 £0	July 2022 baseline: In 2020-21 and 2021-22, CC Sports Leaders delivered PE lessons for children in Y2 and Y6. The feedback was positive from the teachers and the children enjoyed working with older students. Links have started to be established with CC. In 2021-22, students from Hartpury College support staff deliver the PE curriculum for a week, which children enjoyed. Move More coaches delivered Real PE sessions to 2x year groups (including CPD for teachers). Jan 2023: Sports Leaders from Cheltenham College have been coaching all Y5 children from Term 2 onwards. June 2023: Sports Leaders from CC have coached all children in Y5 from Terms 1-6. Y5 children have said: <ul style="list-style-type: none"> Loved the fact they were learning as well as us and I could really see their improvement over time. The Sports Leaders were very kind friendly, encouraging and funny. Small groups meant we could have lots more attention and help us with our skills. They were very fair and gave lots of praise to everyone. Loved having a variety of different teachers. Liked the fact we were close in age. Every week we were taught different skills. They mixed up the teams so I was always with different people, which helped me learn how to work with everyone. They were very enthusiastic about the sport they were teaching and it felt like they were really enjoying teaching us. Lots of different types of sports and a variety of activities. I felt more confident when we played. 	Continue working with CC Sports Leaders so that more children in school benefit from active role models.
Embed physical activity into the school day through encouraging active travel to and from school.	<ul style="list-style-type: none"> Celebrate Walk to School Week 2023, encouraging all families to walk/cycle/scoot to school. Raise awareness about the importance of active travel amongst staff as well as families. To encourage more children/families to take part, look at other activities for active travel, e.g. a walking bus. 	£0 £0	July 2022 baseline: The school celebrated Walk to School Week 2022, urging families to walk/cycle/scoot to school. July 2023: Focus for 2023-24	Celebrate in 2024 to encourage activity first thing in the morning.



	<ul style="list-style-type: none"> • Arrange Bikeability for all Year 6 to take part in and complete. 	£500 £225 spent	July 2022 baseline: 98% of Year 6 children took part in Bikeability in 2022. 1 child, who did not, received 1:1 tuition during school holiday time instead. Jan 2023: All children in Y6 completed Bikeability in Term 2. June 2023: Pupil Voice comments included: <ul style="list-style-type: none"> • It helped me to be safe on the roads. • I feel more confident to ride to school next year. • I now know how to ride safely on the road. • My mum lets me ride on the road now but she didn't before. 	Bikeability has been scheduled for November 2023.
	<ul style="list-style-type: none"> • Introduce activities for families so that children and their carers/siblings can enjoy being active together. 	£0 £0	July 2022 baseline: Parents/family members enjoyed Sports Day with their child in 2022. After the activities with families in lockdown (e.g. Daily Mile, Family Mile Challenge) and Walk to School Week in 2021, families have not taken part in physical activity with their child in school. July 2023: Focus for 2023-24	Work with Sports Captains and Sports Leaders to introduce an activity 1x morning per week for families to be active together on the playground or in the park
	<ul style="list-style-type: none"> • Provide opportunities in school time for children to develop a love of cycling and scooting and improve their skills in doing so safely (e.g. during playtimes, after school clubs, curriculum time). 	£400 £150 spent	July 2022: Balance bikes were purchased for longevity, to replace paying for balanceability training for YR children. These were used throughout the year. Children at breakfast and after school club enjoy scooting/riding trikes. 2x classes enjoyed "Wheely Day" last academic year. Children are not currently able to use bikes/scooters during playtimes. June 2023: In a recent Pupil Voice activity, the scooters and 'ride ons' were popular as being one of the children's favourite things to play with at lunchtimes and a reason why lunchtimes have improved.	Continue allowing children to play on scooters at playtimes and before/after school.
Embed physical activity into the school day through encouraging active break times and lunchtimes.	<ul style="list-style-type: none"> • Purchase resources and equipment, and provide more opportunities, for children to be active at lunchtimes in the first instance (through OPAL). 	£10000 for equipment to be active £6930.06 spent	July 2022: More resources are available for children to use during playtimes than 2020-21 and 94% of children said that playtimes improved in 2021-22. The spaces available for children during playtimes, however, did not change and further improvements are required to full embed OPAL. June 2023: All children in a recent Pupil Voice activity said that playtimes have improved and some of the reasons given were having "more toys", "creating dens", "eating	Continue developing OPAL and other opportunities for active learning and play at playtimes, esp. using the EYFS and FS areas.



			outside”, having “vehicles” to play on, using the “mud kitchen”, “imaginative play”, using the “Trim Track” and “den building”.	
Provide children with the tools and knowledge to live healthy lifestyles.	<ul style="list-style-type: none"> • Use PSHE lessons to: <ul style="list-style-type: none"> ○ teach children about and encourage healthy lifestyles. ○ create learning opportunities about/from The Daily 10 to raise awareness about the importance of physical activity in daily life. ○ encourage children to want to become fitter and healthy young people. 	£0 £0	<p>July 2022: Jigsaw was delivered throughout 2021-22, providing a consistent and progressive curriculum for children in YR-Y6. See above for Daily 10.</p> <p>June 2023: Children learn about how to become and stay healthy physically and mentally in Science, PSHE and PE. The JIGSAW scheme of work allows children to develop a firm understanding of the importance of physical health through its unit entitled ‘Healthy Me’. Through JIGSAW, ‘Healthy Me’ offers natural progression through KS1 and KS2 by initially looking at exercise, keeping yourself healthy, making healthy choices (nutrition) and exercise and fitness challenges (YR – Y3) and then moving towards developing understanding about drugs and alcohol (and their effects on the body), smoking and vaping and about taking responsibility for the healthy choices we make. During a recent Pupil Voice activity, children stated that they are taught how to keep physically and mentally healthy through these subjects and during playtimes and extra-curricular clubs.</p> <ul style="list-style-type: none"> • <i>I like exercising – it helps to keep my heart healthy.</i> • <i>Food gives you energy to work.</i> • <i>It is important to eat a balanced diet. If I ate pizza all the time, I wouldn’t be healthy.</i> 	PSHE will continue to be taught through Jigsaw. A PSHE deep dive has evaluated current practice and impact and an action plan shows the priorities for 2023-24.



Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport.			Percentage of total allocation: 15.10% (£5335) Spent/allocated to date: £265 spent June 2023	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
Provide staff with professional development, mentoring and appropriate training to help them teach PE and sport more effectively to all pupils.	<ul style="list-style-type: none"> Utilise the expertise of professional coaches to deliver coaching to children and, at the same time, CPD for staff in a range of sports that enable the Real PE and Real Gym programmes to be delivered effectively and to give staff confidence and skills to teach others sports not already taught in school. 	£1150 share of Move More fee Paid from previous financial year	July 2022 baseline: All teachers received 2x Real PE CPD sessions in September 2021 and Move More coaches delivered sessions to 4x classes in 21-22, providing CPD to teachers while teaching the children. June 2023: Move More coaches are delivering Tag Rugby training to all children in Y4 during the summer term. All staff in Year 4 have observed how these tag rugby sessions have been taught, improving subject knowledge and increasing staff confidence to deliver Tag rugby. 60 children benefitted from these sessions and have seen great progress in handling, passing and special awareness, all imparted due to the subject knowledge of the Move More coaches.	Professional coaches to be used again to develop staff skills while coaching children. Staff who received this CPD last year will use what they learnt to effectively deliver the same unit to their next class in 2023-24.
Provide staff with professional development and resources to help them teach PE and sport more effectively to all pupils.	<ul style="list-style-type: none"> Renew the Jasmine Platform membership to provide support for staff to deliver the Real PE and Real Gym curriculum. 	£1485 for 3 years Paid from previous financial year	July 2022: Real PE provides a progressive curriculum, ensuring PE is delivered in a consistent and thorough way from YR-Y6. Access to Jasmine was used by all teachers to deliver Real PE and Real Gym. 82% of children said that the school helps them to look after their physical health. June 2023: All teachers use the Jasmine Platform to deliver PE lessons, ensuring that additional and effective resources are used to support their knowledge and understanding of PE ahead of teaching the children. Teachers have fed back informally but have said the Real PE is easy to follow and has some great warm up	Jasmine will be used again in 2023-24 (and beyond) to effectively deliver Real PE. This ensures consistency and progression. New staff will have the opportunity to observe Real PE lessons from those already trained.



			exercises for classes. "it is broken into small steps and I find it quite easy to follow" – Member of staff. Real PE lessons have seen a growth in children personal challenge mindset, with goals being set within lessons/units for them to try and beat – children use skills learnt to beat personal bests.	
Provide staff with CPD and resources to help them teach children about the importance of looking after our physical and mental health.	<ul style="list-style-type: none"> • Work with GHLL to support school to achieve the Healthy Schools Award, bringing about positive changes to practice and developing understanding amongst staff and pupils about how to be a healthier school. • Monitor the effective use of Jigsaw to deliver the PSHE curriculum and the impact it has on children's learning and wellbeing, then put appropriate support in place based on findings. 	£100 for necessary changes £0	<p>July 2022 baseline: The last time school achieved the Healthy Schools Award was 2012-2013. A review of practice was carried out in 2021-22 with support from GHLL, with guidance to follow to improve practice. 91% of children in July 2022 said that the school helps them and teaches them how to look after their own mental health. 82% of children said that the school helps them to look after their physical health.</p> <p>June 2023: All children have received PSHE lessons at least an hour a week through Jigsaw. JIGSAW ensures that all children have access to high quality PSHE education and are able to make positive choices as a result of the education they receive. They are more aware of the benefits of exercise and are active participants in physical education (including after school sports clubs). They are able to make healthy snack choices and have a healthy selection of meals on offer through our lunch menus.</p>	Healthy Schools Award to be applied for using support from GHLL.
	<ul style="list-style-type: none"> • CPD for EYFS staff to develop their knowledge and understanding of how play can aid the physical, social and emotional development of children and how the play environment can be adapted to stimulate more active play, e.g. <ul style="list-style-type: none"> ○ Visit other schools ○ EYFS review 	£0 £265 spent	<p>July 2022 baseline: EYFS teachers received Real PE and Real Gym training in Sept 2021. An EYFS review is planned for October 2022.</p> <p>June 2023: The outside area has given the children an extra space for physical development. Daily access to resources that enable balance – joined beams and stepping stones, co-ordination – stilts, obstacles to go over and under, benches – running and controlled jumps, mats for rolling. Many of the resources in the outside area mirror those available in the main hall for PE. This allows children to make links between inside and outside learning. It also shows the children that they can make links between what they learn inside and can continue to practise and develop skills further in the outside area. Such opportunities for daily practise have enabled the children to continue to make progress.</p>	Outdoor area for EYFS to be developed in line with the EYFS action plan and feedback from review: The outside space will almost double in size. This will enable increased access for a year group of 60 children. They will continue to have opportunities to develop in all curriculum areas, with particular opportunities for physical and gross motor development. The new outside area will contain areas that allow for rolling, balancing and jumping. It



				has an area that will allow for outside learning undercover in all weather.
Hire qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils.	<ul style="list-style-type: none">• Arrange for professional coaches and athletes to work with staff and deliver sessions to pupils so that they experience a range of sports and staff confidence increases in these sports, e.g:<ul style="list-style-type: none">○ Move More○ The Sports Coach UK○ CTFC○ Cheltenham College coaches○ Cheltenham College Sports Leaders	£1450 plus £1150 share of Move More fee Paid from previous financial year	<p>July 2022 baseline: Move More coaches delivered Real PE sessions to 4x classes. Children received expert tuition in tennis, croquet and swimming in 2021-22. Children attended extra-curricular clubs in basketball, football, rounders, cricket and dodgeball also worked with professional coaches. 2x classes worked with Cheltenham College Sports Leaders for 2x terms in their PE lessons.</p> <p>Jan 2023: In Term 1, professional dance coaches from Harwood Dance delivered sessions to children in KS1. Following this, they provided an after school club in which 32 children took part throughout Terms 1 and 2.</p> <p>June 2022: Move More coaches are delivering Tag Rugby training to all children in Y4 during the summer term. Teachers are observing these sessions to then replicate and build on the T&L in subsequent lessons and next academic year. Year 5 teachers are working with teachers & Sports Leaders from CC, observing lessons and following their plans to effectively deliver coaching to Year 5 pupils. One Y5 teacher has said:</p> <p><i>"It was really great having the sports leaders in. Working in small groups really allowed the pupils, especially those with less confidence to thrive. Every week they were taught a range of different skills, linked to the over arching sport. They became much more aware of playing as a team and finding and using them space around them as they were working in small groups. I found it great to see the variety of different activities that could be used."</i></p>	As above.



Key indicator 4: Broader experience of a range of sports and activities offered to all pupils.			Percentage of total allocation: 6.36% (£2250) Spent/allocated to date: £8335 spent June 2023	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
<p>Provide more and broaden the variety of extra-curricular activities that are delivered by the school or other local sports organisations.</p> <p>Introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.</p>	<ul style="list-style-type: none"> Organise a broad range of extra-curricular clubs to cater for varied interests and needs using: <ul style="list-style-type: none"> School staff Just Camps Move More CTFC 	<p>£200 £7735.00</p>	<p>July 2022: 565 places at sporting extra-curricular were taken up by pupils in 2021-22. To enable such large numbers, additional staff needed to be utilised. Professional coaches delivered clubs that school staff did not feel confident enough to deliver.</p> <p>Jan 2023: So far, in Terms 1-4, 323 places have been taken up for sports extra-curricular clubs. 222 different children have, so far, taken part in the sports clubs offered. 12 children in receipt of PP funding are attending sports clubs after school/during lunchtimes. In Terms 1-4, 10 different sports clubs have been offered, with each year group being offered at least two different sports clubs.</p> <p>June 2023: Throughout Terms 1-6 of 2022,23, 232 children participated in at least 1 extra-curricular sports club, which is 64% of children in Y1-6. 396 places were offered across 10 different sports clubs through the year. This is an increase to the number of places available for children to attend sports clubs compared to the previous academic year. 13 pupils in receipt of PP funding attended extra-curricular sports clubs this academic year. 6 of these clubs have been delivered by professional coaches.</p>	<p>New clubs are being planned, including Zumba. Build on last year's successful clubs by continuing to offer them so that children can build on their skills and interests. Cater for varied interests and offer new experiences through a wide range of clubs for all year groups.</p>
<p>Introduce a new range of sports and physical activities to encourage more</p>	<ul style="list-style-type: none"> Use OPAL as an opportunity to introduce and allow children to try a range of physical activities during playtimes, in addition to extra-curricular clubs and PE lessons. 	<p>£100 See above for purchasing</p>	<p>July 2022 baseline: Although access to resources has improved, additional equipment is required so that children's varied interests and needs are met. The playground is a large expanse of concrete. 82% of children</p>	<p>Introduce the FS area as a lunchtime activity. Offer CPD to TPs and lunch staff for planning</p>



<p>pupils to take up sport and physical activities.</p>	<ul style="list-style-type: none"> Develop the skills and expertise of Playground Buddies to deliver activities and games for other children to take part in. 	<p>resources and equipment</p> <p>Part of the £600 of coaching to experience different sports</p>	<p>said, in the end of year pupil questionnaire, that the school helps children look after their physical health. Play Buddies have not been used to lead activities for children for several years.</p> <p>June 2023: Children now have a wider variety of equipment and games to play, including: den building, sand pit, water play, small world play, mud kitchens, hula hoops/skipping ropes/stilts, basketball, trim track, football, scooters, weaving, box play, role play areas and building blocks. Feedback from the OPAL Lead: <i>OPAL is having a significant impact on the amount of time that the children are spending being active. The sheer choice and variety of activities promotes this. I have observed more physical amount of movement throughout the whole child's body due to the introduction of OPAL at Naunton Park. Different games/activities require different positions. It is also worth noting that the children are able to challenge themselves physically and emotionally through their desires, thoughts, feelings and role play games. Another positive impact that OPAL is having on the children being active at lunchtime is that they are spending less time lining up. The whistle is blown for tidying up and because they have thoroughly enjoyed their play and have a feeling of overall mental, emotional and physical satisfaction, they are tidying up (with a few prompts) within 5 minutes, ready to line up briefly before entering the classrooms feeling settled and ready for learning.</i></p>	<p>and facilitating games and a range of activities. Introduce Playground Buddies.</p>
	<ul style="list-style-type: none"> Develop enrichment days and whole-school sports/activity events to provide children with opportunities to try new sports and a wider range of sports, e.g. <ul style="list-style-type: none"> Active Learning Week Sports Days (variety of activities in addition to traditional races); Outdoor Classroom Day; Den Day; Forest School sessions; Recognition and celebration of local, 	<p>£400</p> <p>£600 spent</p>	<p>July 2022: Active Learning Week 2022 saw children try croquet and Ultimate Frisbee for the first time. 100% of children received additional Forest School sessions and enjoyed Den Building activities outside. 100% of children received 2x terms of Forest School sessions in 2021-22. 100% of children took part in Sports Days. 25% of children say that their favourite subject is Forest School while 16% say PE is their favourite subject.</p> <p>June 2023: Move More have run multiple competitions and come into school throughout the year to deliver clubs and coaching opportunities for the children. Coaches that have come into Year 4 in term 5 + 6 have given children</p>	<p>Build on previous successes and offer a range of enrichment activities, focussing on Den Day and Outdoor Classroom Day.</p>



	national and international events, such as Sport Relief, World Cups etc.		<p>opportunities to play new and challenging sports. Both Year 4 classes played Kin-Ball. This is something we could not play as a school without move more and it has sparked interest in the majority of year 4s and those children who saw it when travelling around the school.</p> <p><i>"We have done tag rugby this term but Mrs Windsor hasn't done it with us someone else has (Move More instructor). We did loads of drills and went out on the field. He showed us how to pass backwards which was so weird but I think I got it. There was a couple of weeks we didn't go out because it rained and we got told we couldn't go out. We played this thing with a massive pink ball (kin-ball) that Callum (MM instructor) brought in. it was so fun and I think the school should get one."</i> – Year 4 child about coaches in term 5+6.</p> <p>Move more have also offered things such as New Age Kurling competitions and Spots Ability days. These events aimed at children who aren't exposed to many games or aren't engaged in usual physical activity have challenged children across the year groups.</p> <p><i>"The Kurling event was really fun. We had to roll the stones down the hall and land them on the target. I never knew how to play it until we got told by the man (move more instructor) and then it looked really, really, really easy. I really like it and I want to do it again."</i> – Year 3 child after pupil voice</p>	
Partner with other schools to run sports and physical activities and clubs.	<ul style="list-style-type: none"> • Further develop links with local sports clubs to offer more varied experiences, e.g. <ul style="list-style-type: none"> ○ Chelt Croquet Club ○ Bowling alleys ○ East Glos Tennis ○ CC (see below) ○ Cheltenham Lido ○ Cheltenham Cricket Club • Develop further links with local schools and colleges to use their facilities, providing real-life experiences for the children of playing/using professional courts/pitches/equipment and, through this, develop their skills further as well as develop a keen interest in those sports. 	£400 £0 facilities use was free	<p>July 2022: During 2021-22, children from NP used the following facilities during PE lessons or in addition to PE lessons – CC swimming pool (lessons & gala), Cheltenham Lido, East Glos. Tennis Club, Cheltenham Croquet Club, Cheltenham Ladies College Sports Centre, Chosen Hill Secondary School, Leisure@ sports centre and Prince of Wales Stadium.</p> <p>June 2023: Plans in place with East Glos. Tennis club for next academic year to provide coaching and an extra-curricular club.</p> <p>Sports Leaders and teachers from CC have provided coaching for all Y5 children. See K11 for more details about pupils' feedback. Children have enjoyed the variety of activities:</p> <ul style="list-style-type: none"> • Liked the fact we were close in age. Every week we were taught different skills. 	Contact different clubs to work with them to improve the school offer and children's experiences.



			<ul style="list-style-type: none"> • They mixed up the teams so I was always with different people, which helped me learn how to work with everyone. • They were very enthusiastic about the sport they were teaching and it felt like they were really enjoying teaching us. • Lots of different types of sports and a variety of activities. <p>Use of CC swimming pool for lessons & school's swimming gala. 15 Year 4 children attended the Cheltenham Cricket Festival.</p>	
<p>Introduce a new range of sports and physical activities to encourage more pupils to take up sport and physical activities.</p> <p>Partner with other schools to run sports and physical activities and clubs.</p>	<ul style="list-style-type: none"> • Enter multi-skills festivals, through Move More, for children in YR-Y2, ensuring that all children take part and can experience activities that aren't offered at school. • Enter/deliver a range of inclusive activities to involve and engage all children (especially those with SEND, children who speak EAL and children with low self-confidence in sport) to enable them to develop and apply fundamental skills confidently and access/have the potential to achieve and feel a sense of enjoyment in a range of sports that they may not have tried elsewhere, through for example: <ul style="list-style-type: none"> ○ Real PE ○ Move More festivals ○ House Sports events ○ Playtime games and activities 	<p>£1150 share of Move More fee Paid from previous financial year</p>	<p>July 2022: 100% of children in YR, Y1 and Y2 took part in Multi-skills Festivals in 2021-22. For the first time, the school entered orienteering and Kurling competitions against other schools, giving 16 children with additional needs the opportunity to represent the school.</p> <p>June 2023: Children have had opportunities to engage in a range of activities organised by School and Move More. All children in the school have had the chance to take part in house matches. All children participated in the Netball house matches, with teams being mixed so that everyone got fair exposure to the games.</p> <p>An informal chat with LKS2 has shown that all children here enjoyed the house matches.</p> <p>Children have attended a New Age Kurling competition which was intended for those less active or confident (at least 2 SEND children to be brought to event). This was successful and now a Kurling club will be trailed net academic year with all children taken participating in the club next year.</p> <p>Year 6 children after the inter-house competitions: <i>"The house matches were so fun, but it got so competitive."</i> <i>"I'm not very good at netball but I still managed to score. It does hep that I am taller but I still scored."</i></p>	<p>Enter multi-skills festivals for YR-Y2. Reintroduce House Sports events.</p>



Key indicator 5: Increased participation in competitive sport.			Percentage of total allocation: 2.26% (£800) Spent/allocated to date: £473.51 spent June 2023	
Intent	Implementation		Impact	
What do we want the children to know, to be able to do, to learn and to practise? What do we want the children to achieve?	Actions to achieve intentions	Allocated funding	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps
Increase and actively encourage pupils' participation in the School Games.	<ul style="list-style-type: none"> • Apply for and achieve the School Games Award. • Provide opportunities for children to take part in and compete in a range of inclusive activities with and against children from across the school and other schools, e.g. <ul style="list-style-type: none"> ○ House Sports events ○ Inter-year group sports events ○ Active Learning Week events ○ Multi-skills ○ Move More events 	£200 £473.51 spent	<p>July 2022 baseline: Post-lockdown, House Sports events have not taken place. Inter-year group events took place for all year groups in 2021-22. All children in KS2 competed in Sports Day as well as a range of other sports, like croquet, tennis, netball. All children in the school took part in Ultimate Frisbee games. All children in YR-Y2 represented the school at multi-skills festivals arrange by Move More.</p> <p>Jan 2023: The school has entered teams in the local netball and football leagues and cross country races.</p> <p>June 2023: After all events this year, 82 children represented the school at some from of competition or event this year with/against other schools. There were 122 places offered to do this.</p>	Apply for School Games Award. Build on opportunities for participation and representation within and beyond school.
Organise, coordinate and enter more sport competitions or tournaments within the local area	<ul style="list-style-type: none"> • Staff to introduce/coordinate competitions to involve children from other schools, e.g. <ul style="list-style-type: none"> ○ Festivals ○ Sir Geoff Hurst Football ○ Swimming gala 	£400 for cover and entry as required Part of the £473.51	<p>July 2022 baseline: The school organised and hosted the Sir Geoff Hurst Football competition, welcoming 29 different teams of children from across Cheltenham. The school hosted its own swimming gala, enabling all children in Y4, Y5 and Y6 to compete against one another. The school hosted a pupil v staff netball match and all children watched.</p> <p>June 2023: School swimming gala scheduled for July 2023, with all children in Y4-6 competing. Sir Geoff Hurst tournament arranged for 23rd June – school is</p>	Continue hosting Sir Geoff Hurst Football tournament and school's own swimming gala.



			entering 5 teams to compete against and alongside 7 schools from the local area.	
Organise more sport competitions or tournaments within the school.	<ul style="list-style-type: none"> Continue/introduce new events for children to compete against peers in school, e.g. <ul style="list-style-type: none"> Swimming gala Inter-house matches Inter-year group events Develop the place of Houses so that all children can represent their house in a range of competitive sports. Sports Captains to help organise events in school, e.g. <ul style="list-style-type: none"> Sports Days House Sports Playtime games and activities Create opportunities for children to learn from staff and see them as positive role models for being active and healthy, e.g. <ul style="list-style-type: none"> Staff to compete in staff v staff Pupil v staff sport events Sport Relief Memorial matches Daily 10 competition Family activities 	£200 Part of the £473.51	<p>June 2021 baseline: In summer 2022, a staff v Y6 netball match took place in Active Learning Week to celebrate and inspire children. 100% of Y4-6 children competed in the school swimming gala. All children in school represented their house in Sports Day.</p> <p>June 2023: All children have represented their house for inter-house competitions this year. These were also aided and organised by the Year 6 sports captains. They helped to run and chose people, giving them responsibilities.</p> <p>Many opportunities for children to play against other schools as well, with representation from year 3 – 6 at prince of wales events, football, netball, Kurling and swimming events.</p> <p>All children got to represent their house during the swimming gala. Children were able to race in their abilities and enjoy a new type of competition most had not experienced. Speaking to children at the swimming gala, these were some of the things that came up:</p> <ul style="list-style-type: none"> Children like that <i>they can race</i> They like that <i>it is a competition against their friends</i> Lots of them <i>haven't been outside of school to take part in a competition before this year</i> <i>It was really fun</i> and they got to do it <i>somewhere that wasn't school</i> 	Reintroduce House Sports events. Build on popularity of staff v pupils matches and extend to other activities, e.g. races on sports day.

Useful websites/guidance:

Sports Premium guidance - [PE and sport premium for primary schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sports-premium-guidance)



Good practice examples - [PE Premium Case Study doc A4 landscape version \(activenotts.org.uk\)](https://activenotts.org.uk/PE-Premium-Case-Study-doc-A4-landscape-version)

School Games criteria - [Your School Games - Your School Games](#)



Ratification

This plan has been accepted and “signed off” as follows:

Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	