



# **Adderley Primary School**

## **PE & Sports Premium Impact**

**2022-2023**

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) 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](#) Ofsted inspectors consider:

**Intent** - Curriculum design, coverage and appropriateness

**Implementation** - Curriculum delivery, Teaching (pedagogy) and Assessment

**Impact** - Attainment and progress

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
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.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, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

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](#).

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## Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£20,330
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£20,330
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,330

## Swimming Data

Please report on your Swimming Data below.

<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> <p><b>Context:</b></p> <ul style="list-style-type: none"> <li>This cohort had never been swimming before during their time at Adderley (due to pandemic – swimming centres closed for 2 years between 2020-2022).</li> <li>We did have issues with transportation, the Green Bus Company, on some occasions linked to punctuality</li> </ul>	<p><b><u>2022-2023</u></b></p> <p><b><u>Year 6 Girls</u></b></p> <p>5m – 14 out of 45 = 32%</p> <p>10m – 20 out of 45 = 44%</p> <p>25m – 11 out of 45 = 24%</p> <p><b><u>Year 6 Boys</u></b></p> <p>5m – 10 out of 39 = 24%</p> <p>10m – 19 out of 39 = 49%</p>

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and time keeping. As a result, some swimming lessons were shorter than the usual 30 minutes. Repeated measures were put into place to ensure they arrived in a timely manner. 1 journey refunded as a result of their inability to commit to arriving on time for pick up.

- Out of 84 children across Year 6 only 11 children said they go/have gone swimming on a weekend with their family (see data in swimming journey). 3 children said they go/have gone swimming on an evening with family.
- Some children in the cohort when asked, it was their first-time ever stepping foot into a swimming pool. Therefore, confidence can be a significant factor to overcome in whether children achieve 25m or not.
- Swimming proficiently and over 25m is a challenging and specialist skill (similar to that of learning to ride a bike).

<u>25m Summary Trend</u>	<b>2023</b> (Cohort had never attended swimming lessons)	<b>2022</b> (Went swimming when in Year 4. The boys had fewer lessons than girls due to pandemic)	<b>2020</b> (Went swimming when in Year 4 and 5. In Year 6 the boys had significantly fewer lessons than girls due to pandemic)
Girls	24%	32%	46%
Boys	27%	25%	9%
Total	25%	25%	30%

- Moving forward to the 2023/2024 academic year, we expect the Year 6 swimming data to show the percentage of children achieving 25m to be closer to 45- 50% or above. This academic year children in Year 6 have also been swimming in Year 5 and Year 4 so they have that experience. In addition, Year 6 will have slightly more lessons (9 in

25m – 10 out of 39 = 27%

#### Total

25m - 21 out of 84 children in Year 6  
25%

#### 2022 Data Comparison

##### Year 6 Girls

25m – 9 out of 29 = 32%

##### Year 6 Boys

25m – 9 out of 36 = 25%

#### Total

25m - 18 out of 65 children in Year 6  
= 25%

(This cohort had been swimming in Year 4. Girls had more swimming lessons than the boys in Year 4 due to the pandemic stopping all swimming in 2020).

#### 2020 Data Comparison

##### Year 6 Girls

25m – 22 out of 48 =46%

##### Year 6 Boys

25m - 3 out of 34 = 9%

total) compared to 6 or 5 lessons for the other Year groups.	<p><b>Total</b></p> <p>25m - 25 out of 82 children in Year 6 = 30%</p> <p><b>(Majority of this 2019/2020 cohort received swimming lessons in Year 4 and 5. Boys in Year 6 received very few lessons (1 out of 6) due to the pandemic closing all pools in 2020).</b></p>
<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>	<p><b>Year 6 Girls</b></p> <p>24 out of 45 children</p> <p><b>Year 6 Boys</b></p> <p>25 out of 39 children</p> <p><b>Total</b></p> <p>49 out of 84 children = 60%</p>
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	<p><b>Year 6 Girls</b></p> <p>20 out of 45 children</p> <p><b>Year 6 Boys</b></p> <p>24 out of 39 children</p> <p><b>Total</b></p> <p>44 out of 84 children = 52%</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?	No

## Other Swimming Data (Year 3-5)

### 2022/2023 Academic Year Swimming Final Distances

#### 3S – Autumn 1

How many children are swimming 5m?

6 out of 26 - 23%

How many children are travelling 5m?

20 out of 26 - 77%

#### 3O – Autumn 2

How many children are swimming 5m?

9 out of 25 – 36%

How many children are travelling 5m?

16 out of 25 – 64%

**(N.B. 3S – 5 lessons, 3O – 6 lessons)**

#### Year 5 boys – Spring 1

How many children are swimming 5m?

5 out of 38 – 13%

How many children are swimming 10m?

30 out of 38 – 79%

How many children are swimming 25m?

3 out of 38 – 8%

#### Year 5 girls – Spring 2

How many children are swimming 5m?

4 out of 29 – 14%

How many children are swimming 10m?

24 out of 29 – 83%

How many children are swimming 25m?

1 out of 29 – 3%

**(N.B. Year 5 boys – 6 lessons, Year 5 girls - 4 lessons).**

### Year 4 girls – Summer 1

How many children are swimming 5m?

32 out of 36 – 88%

How many children are swimming 10m?

4 out of 36 – 12%

### Year 4 boys – Summer 1

How many children are swimming 5m?

39 out of 43 – 90%

How many children are swimming 10m?

4 out of 43 – 10%

**(N.B. Year 4 cohort had only 2 swimming lessons each. One class in Year 3 went swimming in 2021-2022.)**

### 2022/2023 Number of Children who go Swimming Outside of School

	3S	3O
Weekend	0	1
Evening	2	2
School Holidays	3	4

	4S	4O	4C
Weekend	4	4	5
Evening	0	1	2
School Holidays	8	9	9

	5S	5O	5C
Weekend	0	3	7
Evening	0	0	4
School Holidays	3	5	11

	6S	6O	6C	6B
Weekend	3	5	2	1
Evening	0	3	0	0
School Holidays	5	6	5	5



## 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.

### PE and Sports Premium Expenditure 2022-2023

**Total - £20,330**

<b>Extra-Curricular Provision</b>	<b>£5000</b>
<b>Mindfulness and Child Yoga Sessions</b>	<b>£4800</b>
<b>SGO Sports Premium Programme</b>	<b>£2500</b>
<b>Swimming Transport – Year 3, 4, 5 and 6</b>	<b>£2500</b>
<b>Swimming Lessons – Sparkhill Pool and Fitness Centre</b>	<b>£2500</b>
<b>Break and Lunch Time Playground Equipment</b>	<b>£1000</b>
<b>Bikeability – Year 3, 4, 5 and 6</b>	<b>£1000</b>
<b>Stadium Tours and Professional Sports Visits</b>	<b>£650</b>
<b>The PE Hub Planning</b>	<b>£380</b>
<b>Total Spend</b>	<b>£20,330</b>
<b>Total Actual Spend</b>	<b>£21,354</b>



Academic Year: 2022/23		Total fund allocated: 20,330	Date Updated: July 2023	
Key indicator 1: 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				
Intent	Implementation		Expected 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:
Continue to provide a range of break time and lunch time equipment for all children to utilise. This will further increase physical activity levels and reduce the potential for boredom and prevent behaviour issues from arising during these times. Children will continue to enjoy break and lunch times and understand the benefits of being physically active.	<ul style="list-style-type: none"> <li>- Audit of the current playground equipment</li> <li>- Pupil voice to establish which equipment the children would like</li> <li>- Browse the relevant equipment brochure to identify appropriate items which will be beneficial to the children</li> <li>- Complete an order form</li> <li>- Hand in order form to the office team</li> <li>- Ensure the playground equipment box is always well-stocked so children have a wealth of equipment available to use</li> </ul>	£1000  Actual spend - £990	Learning opportunities extended for all children and positive attitudes towards physical activity maintained.  Children experience playing with new pieces of equipment which develops lifelong skills.  High activity levels at breaktimes and lunchtimes.  Children are able to explain what equipment they use at break and lunch times and how it benefits them.	<ul style="list-style-type: none"> <li>- Equipment is well maintained and looked after due to being stored in a secure box preventing any damage and preserving its ability to be used without causing injury</li> <li>- Equipment is checked regularly for any signs of wear and tear resulting from the use on the playground</li> <li>- Children can continue to experience using a range of equipment which can be used over many years (throwing and catching items, balls, skipping ropes and balance boards)</li> <li>- N.S. Monitor the use of equipment to gauge</li> </ul>

				<p>which items are most popular. Order more of that equipment for next academic year.</p> <ul style="list-style-type: none"> <li>- Gather pupil voice as to which equipment children would like.</li> </ul>
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				
<b>Intent</b>	<b>Implementation</b>		<b>Expected Impact</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?:	Sustainability and suggested next steps:
Register for and book in mindfulness/child yoga sessions delivered by Steve Groves for KS1/2 children. These sessions are practical based and include mindfulness, meditation, yoga, discussion, and cooperative play. These can be delivered during the school day or as an after-school activity or during PE lessons.	<ul style="list-style-type: none"> <li>- Year 2, 3, 4, 5 and 6 classes to receive these sessions delivered by Steve Groves.</li> <li>- Each class will receive a block of 4 sessions delivered by Steve.</li> <li>- Contact Steve Groves to register interest and book sessions with Steve</li> <li>- Children evaluations of sessions to measure impact</li> </ul>	<p>£5000</p> <p>Actual spend - £3000</p>	<p>Children learn coping skills and life skills which they can utilise as they grow older and move into secondary school. Children develop a sense of awareness of the world around them and how they can cope with any challenges they may face. Children learn key values which reflect the school's ethos and values. Cross-curricular links with the PSHEC curriculum and the pastoral team regarding wellbeing.</p>	<ul style="list-style-type: none"> <li>- Children's well-being is supported in these sessions. The techniques and strategies learnt can be used at any point during a child's progress through school life to ease stress and relieve anxieties they may have/experience.</li> <li>- Class teachers and PE lead able to deliver mindfulness sessions to children following Steve's coaching.</li> </ul>

<p>Provide opportunities for children to experience swimming lessons in Year 6 and to achieve their 25m. Children develop their swimming strokes and confidence in the water. They develop the ability to perform safe self-rescue.</p> <p>6 sessions for boys</p> <p>6 sessions for girls</p> <p>(Summer 2)</p>	<ul style="list-style-type: none"> <li>- Contact Sparkhill Swimming centre to book in swimming lessons for these year groups across the academic year.</li> <li>- Complete booking form stating the desired dates</li> <li>- Confirm with the pool once booking form has been completed and sent to them</li> </ul>	<p>£2500</p> <p>Actual spend - £720</p>	<p>From attending swimming lessons all children learn the skills and knowledge necessary to swim 25 metres. They develop their techniques as well as refine pre-existing techniques for the front crawl, backstroke and breast stroke to achieve greater consistency and distance.</p> <p>Children's ability to use key swimming vocabulary to describe their swimming journey improves.</p> <p>All children in Year 6 should be able to swim 25 meters.</p>	<ul style="list-style-type: none"> <li>- Swimming lessons are booked each year by contacting Sparkhill pool at an early stage to secure lessons</li> <li>- Children learn key life skills which can be used later on in life and when they go to secondary school. Supports the development of the whole child</li> </ul>
<p>Purchase medals for the Adderley summer Olympics 2023. These medals will provide children with the motivation and inspiration to win their race. This will naturally transfer into the class room environment too where children will be determined to succeed academically.</p>	<ul style="list-style-type: none"> <li>- Complete an order form</li> <li>- Hand order form into the school office to be signed off by HT</li> <li>- Organise medals when they arrive to school ready for the summer Olympics</li> </ul>	<p>Actual spend - £660</p>	<p>Children will be enthused by the possibility of getting a medal in recognition of their achievement during the summer Olympics.</p> <p>Children will be motivated by the possibility of winning a medal in the next Summer Olympics.</p> <p>Children who do win a medal will feel a huge sense of achievement.</p>	<ul style="list-style-type: none"> <li>- Children can keep these medals at home. Children will be proud of their achievement and can refer to it as they grow up. Children can look back at their medal and recognise their success/achievement in PE.</li> <li>- N.S. order new batch of medals for 23/24 academic year</li> </ul>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Expected 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:
To purchase subscription to The PE Hub which provides access to a sequenced and progressive PE curriculum. It provides all teachers with access to lesson plans, resources, and assessments. From this PE lessons will be progressive, and children will learn new skills and knowledge and build upon their pre-existing skills.	<ul style="list-style-type: none"> <li>- Subscribe to The PE Hub planning to gain access to all planning material, resources, progression maps and assessment material.</li> <li>- Drop-in sessions for all teachers throughout the academic year to provide on-going support.</li> <li>- Ensure all teachers understand the planning tool and how to use it.</li> </ul>	£380	<p>The PE Hub should give teachers the confidence to deliver PE lessons to a good standard. The PE hub should provide access to planning and assessment for a broad and balanced array of activity areas across EYFS, Key Stage 1 and 2. Teachers should have access to all planning which they then personalise for their individual classes.</p> <p>Following PE lessons children should be able to articulate what they have been learning about and understand the outcomes expected across all areas of the PE curriculum.</p> <p>The PE curriculum should prepare children for the opportunities, responsibilities and experiences of later life and develops life skills. It should encourage children to become independent, responsible learners and sensitive global</p>	<ul style="list-style-type: none"> <li>- The PE Hub has been used as part of the PE provision for many years at the school and will continue to be used and subscribed to. It is well established and provides key documents regarding lessons plans, progression of skill and assessment</li> <li>- Planning documents, progression maps, assessment tables and resources can be reused and adapted in future years</li> <li>- N.S. renew PE Hub planning for 23/24 academic year</li> </ul>

			citizens.	
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				
Intent	Implementation		Expected 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:
Provide a wide range of extra-curricular activities for all children to be able to access. Provide opportunities for children to find new interests and hobbies and pursue this outside of school. Children will gain new knowledge and build upon pre-existing skills. Children can utilise their skills from extra-curricular clubs in PE lessons.	<ul style="list-style-type: none"> <li>- Contact sports providers and coaching companies to ascertain their availability to deliver after-school clubs</li> <li>- Contact providers through the help of the SGO Hannah Reed:</li> <li>- Birmingham City Football Club (Dan Kembery)</li> <li>- Steve Groves – Multi skills and Bench ball club</li> <li>- Birmingham Rockets Basketball Club coach</li> <li>- Katie Swann – Dance Club</li> <li>- Contact providers who offer sports linked to the</li> </ul>	£5000  Actual spend - £5665	<p>Children will have the opportunity to experience a new sport or a sport which they have enjoyed in the curriculum, delivered by external coaches and specialist teachers.</p> <p>Children should receive high level coaching from specialist teachers and coaches. Children should develop their skills, knowledge and understanding across a range of sports.</p> <p>These sessions delivered by other sporting companies/providers should create opportunities and pathways into junior teams outside of school hours.</p>	<ul style="list-style-type: none"> <li>- Clubs, events and partnerships that are established/ maintained can be delivered in future years using the infrastructure that has been set up allowing our children to access a wide range of after school clubs and develop their skills</li> <li>- N.S. contact current partnerships ready for 23/24 academic year. Secure bookings with them ahead of September 23.</li> </ul>

	<p>Commonwealth Games 2022, so the legacy of the Games continues, and children continue to understand the impact the Games has had</p> <ul style="list-style-type: none"> <li>- African Drumming provider to be contacted</li> <li>- Boxing coach to be contacted (Pat Benson)</li> <li>- Book sessions with these providers</li> <li>- Build effective partnerships with a range of providers</li> <li>- Advertise the after-school clubs offer through Parent Mail</li> </ul>			<ul style="list-style-type: none"> <li>- Enquire about new clubs and opportunities.</li> </ul>
<p>Provide transportation for Year 3, 4, 5 and 6 children to be able to access swimming lessons. Swimming lessons will broaden children's experiences in PE, and they will learn essential life skills. Children will be able to continue working towards their 25m by the end of Year 6.</p>	<ul style="list-style-type: none"> <li>- Contact Aston Manor Coaches and The Green Bus Company to get transportation costs</li> <li>- Book in with one of these companies</li> <li>- Send a list of dates to the company to inform them of when transport will be</li> </ul>	<p>£2500</p> <p>Actual spend - £6960</p>	<p>Transportation allows children to be able to attend swimming lessons at Sparkhill Pool and Fitness Centre.</p> <p>The majority of children by the time they reach Year 6 should achieve their 25m award.</p> <p>In Year 6 children should achieve their 25m award or be working towards this achievement.</p> <p>By Year 6 all children who have</p>	<ul style="list-style-type: none"> <li>- The Green Bus Company have been booked for the whole academic year allowing our children to access swimming lessons. The company are reliable and can be booked well in advance</li> <li>- N.S. contact AMC to see if they have availability for 23/24 academic year to</li> </ul>

<p>Provide opportunity for all children from Year 3-5 to take part in Level 1 Bikeability programme leading onto Level 2. At Level 1 Riders: Prepare themselves for a journey. Check the cycle is ready for a journey. Set off, pedal, slow down and stop. Pedal (including looking behind, cycling one handed, turning and controlling speed).</p>	<p>needed.</p> <ul style="list-style-type: none"> <li>- Identify provider for Bikeability</li> <li>- Contact local providers</li> <li>- Register interest and get availability</li> <li>- Complete relevant booking form and complete a purchase order form for office/finance team</li> </ul>	<p>£1000 (To be booked for 23/24 academic year)</p>	<p>been swimming should be skilled with personal survival skills and key life skills. Increase in confidence levels.</p> <p>At Level 1 Riders: Prepare themselves for a journey. Check the cycle is ready for a journey. Set off, pedal, slow down and stop. Pedal (including looking behind, cycling one handed, turning and controlling speed).</p> <p>At Level 2 Riders: Level 2 gives children a <b>real cycling experience</b> so that they are able to deal with traffic on short journeys. Children will usually be trained in groups of 3-12 cyclists.</p>	<p>provide swimming transport</p> <ul style="list-style-type: none"> <li>- All cycling equipment is provided by the company including helmets. Children can go onto complete Level 2 training after completing Level 1. There is a pathway available through Bikeability for children to develop and continue learning cycling skills which they can use later on in life beyond school</li> <li>- N.S. Book with AWS for 23/24 academic year</li> </ul>
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Key indicator 5: Increased participation in competitive sport				
Intent	Implementation		Expected 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:
Register for and buy into the SGO Sports Premium Programme for the 2022-2023 academic year. This will provide on-going support from Hannah Reed (SGO) and access to Level 2 and 3 competitions and offers the chance for children to represent the school. Being a part of this programme will allow the continuity of the School Games Values with these already embedded within the school ethos and vision and PE curriculum.	<ul style="list-style-type: none"> <li>- Complete SGO form detailing the support and initiatives offered.</li> <li>- Send back the completed form to Hannah Reed who will then send itemised contract</li> <li>- Forward this itemised contract to the school finance</li> <li>- Register for upcoming competitions and festivals</li> <li>- Organise school teams for children to represent the school at these competitions</li> <li>- Attend PE co-ordinators meeting in September and at later dates in the year</li> </ul>	<p>£2500</p> <p>Itemised contract sent by Hannah Reed</p>	<p>Attending competitions should provide children the opportunity to develop their understanding of how to keep physically healthy and maintain an active lifestyle.</p> <p>Through competitions they will gain important life skills such as teamwork, passion, determination, self-belief, respect and honesty (School Games Values).</p> <p>The children who attend Playleader training should feel a sense of making a difference within our school by leading games at break and lunch times.</p>	<ul style="list-style-type: none"> <li>- Programme is overseen by Hannah Reed, our SGO. Our school has been a part of this programme for many years and will continue to do so while it is established</li> <li>- Events that are a part of the programme are established and maintained allowing our school to successfully attend these using the infrastructure that has been set up from previous years</li> <li>- N.S. choose options for 23/24 academic year. Receive contract from Hannah. Sign and date and return to Hannah for new academic year</li> </ul>

<p>Provide opportunities for stadium tours of professional sporting teams. From this children's knowledge and awareness of the organisation of a professional club will increase. Children should then be able to talk about their experience. Children should be motivated to want to participate in competitive sports.</p>	<ul style="list-style-type: none"> <li>- Research stadiums to visit</li> <li>- Identify stadiums to go to</li> <li>- Look at price of tours</li> <li>- Complete an order form and hand to the office/finance team</li> <li>- Liaise with SLT to share stadiums to visit with children</li> <li>- Complete relevant organisation packs for visits</li> </ul>	<p>£650</p> <p>Actual spend - £479</p>	<p>Attending the stadium tour will inspire all children to want to participate in competitive sport at school and in future life. Children should develop their interest in sport and inspire them to potentially want to pursue a career in sport. Children's knowledge will increase. Children will understand the inner workings of a stadium and should be able to picture how other stadiums may look.</p>	<ul style="list-style-type: none"> <li>- Stadium tours will be booked for across the academic year following last years success visiting the Emirates Stadium tour</li> <li>- Easily accessible to book tours using clubs websites</li> <li>- Children can go on to talk about their experience with their parents and siblings. Their experience will stay with them forever</li> <li>- N.S. look at other stadiums to visit for 23/24 academic year. Get prices for stadium tours</li> </ul>
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Signed off by	
Head Teacher:	
Date:	
Subject Leader:	
Date:	
Governor:	
Date:	

## Impact 2022-2023

### Extra-Curricular Provision

Following the success of the partnerships with Steve Groves Sports and Birmingham Rockets Basketball Club (BRBC) in the 2021-2022 academic year, these continued into the 2022-2023 academic year. BRBC delivered another basketball club in the Autumn term while Steve Groves delivered a range of clubs including mindfulness and bench ball club. We have been able to establish new partnerships with Birmingham City Football Club, Strike 9 Training and Edgbaston Cricket. These partnerships have provided our children with further opportunities to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

Children have enjoyed attending after school clubs and the opportunity to work with different sport coaches who possess specialist knowledge and skills in their field. Children have refined their fundamental skills and techniques and increased their knowledge of different activities whilst being able to identify new hobbies and interests. As a result, this has supported children with their development in PE lessons according to their age-related expectations. Attendance has been regular and consistent with those children who originally signed up. Club analysis shows high attendance rates and a high proportion of those attendees are PP children as well as girls and boys.

The new partnership with Edgbaston Cricket, which ran in Summer 2, has had a positive impact on children's passion, knowledge and understanding of the sport. The specialist coach worked with children from Year 6, 4 and 3 to develop their cricketing skills with particular emphasis on batting, bowling, fielding and game understanding. As a result of these sessions, avenues into cricket outside of school have also naturally presented themselves to children through discussion with the coach. Children are therefore encouraged to pursue cricket outside of school in order to develop a new or existing hobby or talent. The coach also worked with children during lunch times delivering games and activities in the sports arena. This helped to foster a greater interest in cricket.

Strike 9 Training, a Birmingham based company, have demonstrated to be reliable, quality deliverers of after school activities. They have provided multi skills sessions for KS1 children and after observing some of the sessions I could see an improvement over the weeks in children's fundamental skills and movements such as coordination, balance and agility. Feedback from the coach about these sessions and the children's behaviour has been extremely positive. Pupil voice indicates that children have enjoyed the sessions. This will be a partnership we continue with for the upcoming 2023-2024 academic year.

On reflection, the extra-curricular provision this academic year has been highly effective in enhancing the PE, sport and physical activity offer. Children have developed new and existing interests, hobbies and talents. Pupil voice gives a clear indication that children enjoy attending after school clubs. Partnerships are sustainable and will benefit children joining the school in the future.

### **Mindfulness and Child Yoga Sessions – Steve Groves**

Mindfulness sessions, run by Steve Groves, have supported our children effectively with their physical and mental wellbeing. One of the reasons why Year 2, 4 and 6 children were part of this programme is because of their participation in statutory tests. In addition, it helped to prepare them for the next phase of their learning, particularly Year 6 as the transition to Year 7 can often be a daunting/challenging period in their life.

In these session's children were equipped with a range of strategies to combat anxiety and deal with stressful situations that may arise in their learning or future life. Steve taught them how to relax appropriately and effectively to ensure a healthy, positive mindset. Kindness, generosity, relaxation and breathing techniques were at the heart of all sessions. Conducting pupil voice provided a clear picture of the impact of these sessions. Children's responses were positive and they said they enjoyed working with Steve because it had supported their wellbeing. Consequently, children can be seen demonstrating kindness and compassion during lessons in class and in PE lessons. Going forward, children are now able to use these techniques in their everyday life both inside and outside of school.

### **SGO Sports Premium Programme**

The SGO Sports Premium Programme has continued to be pivotal in maintaining an inclusive PE offer for all children. The school has been highly successful this year, with a plethora of top 3 finishes across a variety of competitions. The annual multi skills competition for Year 1, 2 and 3 were a particular highlight for our school with Year 1 and 2 finishing in 2<sup>nd</sup> place and Year 3 in 1<sup>st</sup> place! A brand-new trophy is displayed in the trophy cabinet in recognition of their fantastic achievement. Other notable competitions were the Year 4 Tennis and Girls Football where, in both events, we reached the semi-finals. As a result, children picked up silver and bronze medals in recognition of their achievement. The points table, updated regularly by the programme for all primary schools within the partnership, provides further evidence of our hugely successful year across the sporting calendar with the school finishing in **6<sup>th</sup> place out of 60 schools. Historically, this is our highest position in all the years the programme has been running.** Please see below a table of competitions entered and the final positions:

Competition	Position	Medals
Year 2/3 Fundamental Movement Skills	None scoring	N/A
KS2 Dodgeball	3 <sup>rd</sup> place	Bronze medals
KS2 Active Numeracy and Literacy	None scoring	N/A
KS2 Girls Football	3 <sup>rd</sup> place (in group stage)	N/A
3/4 Boys Football	2 <sup>nd</sup> place (in group stage)	N/A
Biggest ever Girls Football Competition	2 <sup>nd</sup> place (in group stage)	Bronze medals
Gymnastics	8 <sup>th</sup> place	N/A
Year 1 multi skills	2 <sup>nd</sup> place	N/A
Year 2 multi skills	2 <sup>nd</sup> place	N/A
Year 3 multi skills	1 <sup>st</sup> place	Trophy
Year 5 multi skills	3 <sup>rd</sup> place	N/A
Archery	7 <sup>th</sup> place	N/A
Year 4 Tennis	3 <sup>rd</sup> place	Silver medals
Year 4/5 Mixed Cricket	3 <sup>rd</sup> place	Bronze medals
Girls Football	3 <sup>rd</sup> place (in group stage)	N/A

The competitions and festivals offered by the programme were a highlight to all our children at Adderley Primary School. By attending competitions and festivals children have gained confidence, knowledge and understanding and developed essential life skills and qualities such as teamwork, passion, determination, self-belief, respect and honesty. These values are highly established within our PE curriculum and beyond. This is as a result of our continued engagement in the Sports Premium Programme as well as high quality teaching and learning. Selecting children for each competition/event took careful consideration on all levels to ensure equal opportunity for all key groups.

The playleader programme was very successful this year with a selection of our children going through the training at the start of the academic

year to equip them with the skills, knowledge and understanding needed to be successful in this role. They have built confidence and enjoyed delivering games to other children as well as helping with PE equipment at break and lunch times. They are confident when articulating their role and feel a sense of pride at making a difference within our school.

From our application for the School Games quality mark we achieved gold. For the 23/24 academic year we are aiming for platinum which is echoed by our SGO Hannah Reed.

### **Swimming Transport**

Organising swimming transport allowed children in Year 3, 4, 5 and 6 to access swimming lessons at Sparkhill Pool and Fitness Centre. Year 3 children started their journey and have learnt about the key ingredients needed to swim with confidence. They will be continuing this journey throughout their time at Adderley with the aim of swimming further each year. We used The Green Bus company and while they were reliable on the whole, we did have issues with a handful of the journeys in terms of time keeping. This was dealt with and we were issued with a refund on one occasion due to their lateness. Looking ahead to the new academic year we will be using an alternative provider.

### **Swimming Lessons – Year 6 Boys and Girls (Summer 2)**

Sports premium funding was used to book swimming lessons at Sparkhill Pool and Fitness Centre for our Year 6 children in Summer 2 on Monday and Thursday. This was done with the aim of supporting all our Year 6 children in giving them the confidence to be able to swim 25m. As a result of attending swimming lessons all children have learnt the essential life skills and knowledge needed to be safe in and around water. Some children were able to achieve 25 metres while others were able to achieve 5, 10, 15 or 20 metres. All children have developed new techniques as well as refining pre-existing techniques for the front crawl and backstroke. Children's ability to use key swimming vocabulary to describe their swimming journey improved over the course of their lessons.

### **Break and Lunch Time Equipment**

Pupil voice was conducted with a range of children regarding the types of equipment they wanted at break and lunch time to assist with and encourage healthy choices both inside and outside of school. As a result, we purchased play equipment identified by the children to maintain high activity levels in the playground. The Playleaders, as part of their role, regularly monitored and audited equipment with the PE lead to ensure all play equipment was safe to use. Children have been integral to ensuring their break and lunch times are fun and engaging. Children have enjoyed using the play equipment as is evident from pupil voice. Children understand the importance of looking after equipment due to the cost of it and the fact that it is for everybody to use. Children have developed new skills, refined pre-existing ones and found new interests and hobbies. This has complimented the PE curriculum lessons.

## **Stadium Tours and Professional Sports Visits**

In the Autumn term, 14 children from across Year 3, 4, 5 and 6 visited the Emirates Stadium as part of a memorable experience in PE. Children embarked on a tour of the stadium where they had access to the director's boxes, players tunnel, home and away team changing rooms, pitch side seats and dugout, players entrance and much more! Children learnt about different parts of the stadium and all of its recent upgrades since Mikel Arteta took over. Children also gained knowledge about past players who played for the club, such as the very famous Thierry Henry and Dennis Bergkamp.

A visit to the Arsenal museum provided a great experience for the children too. They learnt about the history of the club and its past achievements including the 49-match unbeaten run giving the team the 'Invincibles' label. Children saw first-hand the trophies won by the club in past seasons as these were displayed in cabinets. In addition, children learnt about the Arsenal Ladies team and all of their recent successes. To see and visit one of the world's most prestigious stadiums and football clubs was a fantastic opportunity for our children. They will never forget the experience and are able to articulate what they learnt and have shared this knowledge with their peers and family.

In the Spring term, 14 children from across Year 3, 4, 5 and 6 visited Villa Park as part of another memorable experience in PE. Children embarked on a tour of the stadium where they had access to the director's box, Tyrone Ming's box (which Prince William once used to watch an Aston Villa match), players tunnel, home and away team changing rooms, pitch side seats and dugout, players entrance and much more! Furthermore, children had the opportunity to experience walking out from the players tunnel onto the pitch to the song which is played on a real match day. This was a particular highlight of the tour. The Villa Park stadium tour was fantastic and a real inspiration to all of our children. Upon their return to school children could not wait to share their experience with their class, peers, teachers and parents.

In the Summer term, 14 children from across Year 5 and 6 visited the Etihad stadium home to Manchester City Football Club for the Headteachers reward trip. This was an incredible experience, especially as the club have just completed the treble. Children were able to walk through the players, VIP's, media and directors' entrance and visit the changing rooms (home and away), player's tunnel, director's boxes, museum, club shop and pitch side. At pitch side they had the opportunity to sit and stand where the inspirational Pep Guardiola does on a match day. The feeling of being pitch side at an enormous stadium like the Etihad was truly inspirational.

## **The PE Hub Planning**

The PE Hub is a vital tool used in combination with coaching from the PE lead to enable PE to be taught consistently well across all key stages. It is effective in providing all lesson plans, resources, videos, key vocabulary, knowledge organisers and progression maps. This has supported all



teachers including ECT's and new staff. Planning has been accessed by all teachers enabling sequenced PE lessons that meet children's needs and abilities. Improved subject knowledge and understanding is evident when class teachers are teaching the subject.

The PE curriculum and topics covered this year have continued to prepare all children for the opportunities, responsibilities and experiences of later life and for their future years while at Adderley. Learners have become more independent, responsible and sensitive global citizens as well as knowing how to lead a healthy lifestyle. Children know and understand the expectations during PE lessons and they understand the outcomes expected in all areas of the PE curriculum. Children make links to other subjects during their PE lessons through the 'Big Ideas', the connectivity model and School Games Values.

### **Summer Olympics Medals 2023**

Medals provided children with a great sense of achievement following the Summer Olympics 2023. It was an extremely successful event, made even more so by children showing great determination, passion and respect. The presence of medals enabled children from EYFS to Year 6 to be recognised for their sporting achievement not just for that particular race but for their achievements in PE across the academic year. It has raised the profile of PE and school sport.