

## The Sport Premium - academic year 2022 -2023

At The Queen's School we believe it is every child's right to receive high quality learning and teaching in all aspects of the curriculum, this must include physical education. Children have a right to be challenged in PE as in any other area of the curriculum. Therefore, The Queen's school believes that physical education, experienced in a safe and supportive environment, is a unique and vital contributor to a pupil's physical, intellectual and social development. A broad and balanced physical education curriculum contributes significantly to the wider educational growth of the whole child; developing physical skills, providing opportunities for social interaction, cooperation, competition and challenge.

### The Queen's School Vision

- We provide a carefully planned broad and balanced physical education curriculum that develops pupils' confidence to try new activities as well as enhancing their existing skills in a diverse range of environments and experiences.
- Our PE lessons are planned using the Get Set 4 PE platform to ensure that skills are carefully progressed year on year. This planning platform aligns with our school values, our whole child approach to PE and the objectives laid out in the National Curriculum. Teachers use their excellent knowledge of their pupils to adapt this planning to ensure all pupils are challenged and engaged in their lesson.
- We embrace competition in all our curriculum lessons, extra-curricular school clubs, intra and inter-school competitions. When planning our competitions, we ensure they meet the motivation and competence of all pupils and align with our school values of fairness and respect.
- We value the role of Leadership in PE by providing opportunities for all pupils to support, encourage and develop others. A leadership training is offered to all year 5 pupils, to train as sport leaders to lead activities in the playground and plan Sports Day events for KS1.
- We listen to and value the views of our pupils and teachers who are given regular opportunities to review our PE curriculum and ensure it continues to reflect the needs and motivations of our school community.

We welcome the Government's announcement to continue The Sport Premium funding to improve provision for physical education (PE and sport) in primary schools. We are committed to using this resource to continue to develop high quality PE lessons, alongside developing greater opportunities for sporting competitions and activities for all our pupils in order to achieve our vision for sport and PE at The Queen's School.

### Sport Premium grant

Funding for schools is calculated on the number of primary aged pupils, **from year 1 - year 6**, recorded at the January 2022 census. All schools with 17 or more pupils receive a lump sum of £16,000, plus a premium of £10.00 per pupil. The total number of pupils Year 1 – 6 was 311.

#### **Sport Premium grant £ 19,110**

The receipt of regular funding since 2013 has enabled The Queen's School to continually improve the PE provision, ensuring high quality learning experiences for all pupils, professional development for staff and expanded the competitive sporting opportunities for more pupils.

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£ nil
Total amount carried over from 2021/22	£ nil
Total amount allocated for 2021/22	£ 19,280
How much (if any) do you intend to carry over from this total fund into 2022/23?	£nil
Total amount allocated for 2022/23	<b>£19,110</b>
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£ 19,110

## 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>Personal survival training (10 week programme) was completed for all pupils who were competent in swimming 50 metres.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p>	<b>93%</b>
<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>	<b>80%</b>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<b>54%</b>
<p>Schools can choose to use the Primary PE and sport premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<b>No</b>

## Action Plan and Budget Tracking

Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

Academic Year: 2022 - 2023		Total fund allocated:		Date Updated: 21/07/23	
<b>Key indicator 1: The engagement of all pupils in regular physical activity – Chief Medical Officers guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school</b>					Percentage of total allocation:
					<b>21%</b>
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>		<b>Funding allocate:</b> <b>£3959.00</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
<b>Active Lunchtime sessions– 3G</b> Increased opportunities for all pupils to have active lunchtimes and to increase daily physical activity and physical skills.	<ul style="list-style-type: none"> <li>Hire PE specialist (£30.00 per hour) 2 hours per week (£60.00) For 34 weeks to provide lunchtime football development sessions 4 x per week.</li> </ul>		<b>£2,855.00</b>	The numbers of pupils engaged in active sport at lunchtime continues to increase. Evidence: <ul style="list-style-type: none"> <li>Participation register</li> <li>Pupil voice</li> <li>results</li> <li>Observations</li> </ul>	Continue active lunchtime programme. Consider starting intra school sport at lunchtime. Engage in pupil voice for activities.
<b>Year 5 Play Leaders</b> Year 5 Play Leader training: All year 5 pupils receive 6 weeks of play leader training culminating in a Year 3 transition event and ongoing opportunities to run an active play zone at lunchtime and support in the delivery of Sports Day.	<ul style="list-style-type: none"> <li>6 week play leader training for ALL year 5 pupils.</li> <li>Leaders to design their own playground activity cards for the Year 3 Transition event.</li> <li>TA allocated to oversee playleader rota and ongoing playleader active zone in the playground.</li> <li>Activity cards made for playground games and displayed in visible places around school and in the playground.</li> <li>Leaders training in summer term to support Sports Day design and delivery.</li> </ul>		Sport Impact and Subject Leader	Platinum Gamesmark achieved (see case study ) Play leaders understand the importance of daily physical activity. Playtimes are more active and there are more opportunities to play different games. Pupils are confident in designing and delivering activity sessions. Pupils Lead the delivery of KS1 and Lower KS2 Sports Day.  Evidence : <ul style="list-style-type: none"> <li>Pupil voice questionnaire</li> <li>Staff observations and feedback</li> </ul>	Continue Year 5 Playleader training and develop Programme: <b>Autumn Term-</b> 6 weeks play leader training- Year 3 Transition Event.  <b>Spring Term-</b> Start formalised lunchtime play support- Include induction sessions and rota. Include playleader bag and promotion to KS1 classes.  <b>Summer Term-</b> Sports Day Support (Reception, KS1 and Lower KS2).

			<ul style="list-style-type: none"> <li>● Play Leader rota</li> <li>● Playground Games cards</li> <li>● Sports day feedback</li> </ul>	
<b>Playground equipment</b> All pupils have access to a range of resources to promote and encourage active playtimes.	<ul style="list-style-type: none"> <li>● Audit and purchase playground equipment</li> <li>● Ensure playground boxes are assigned to year groups.</li> </ul>	<b>£754.00</b>	Pupils have access to a range of games they can play at playtime that promote active playtimes and collaborative play.	Use pupil voice survey to broaden playtime equipment. Consider purchasing French elastic. Consult year 5 playleaders to check they have all the equipment they need to meet their programme of activities.
<b>Active classroom breaks and active travel</b> The engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles All teaching staff utilise in classroom	<b>Classroom:</b> Communicate with staff opportunities for active breaks in the classroom: <ul style="list-style-type: none"> <li>● Go Noodle</li> <li>● Just Dance</li> <li>● Getset4PE active bursts</li> <li>● Cosmic Yoga</li> <li>● 5a day TV</li> </ul> <b>Active Travel:</b> <ul style="list-style-type: none"> <li>● Promote active travel</li> <li>● Use survey to calculate how many pupils use active travel.</li> </ul>	PE coordinator	Greater understanding of importance how activity can help in regulating behaviour and improve readiness for learning - linking with work on Zones of Regulation.  Gold active travel award.	Look at skip2bfit workshop
<b>Tracking</b> Absolute coaching online tracker( 12 months subscription)	Track sporting activities and competitive events	<b>£350</b>	Provides data to analyse pupils involvement in competitive sport, clubs etc.	Use Data to inform Sports Mark award and monitor competition and clubs uptake. Ensure in full use as return to more sporting events.
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				<b>3%</b>
<b>Intent</b>	<b>Implementation</b>		<b>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: <b>£550.00</b>	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p><b>Vision for PE and School Sport</b> There is a clear Intent for PE and School Sport that is shared by pupils, teachers and the school community. The Subject Leader for PE ensures that this Intent comes to life through a carefully planned PE curriculum, extra-curricular provision and competition programme.</p>	<ul style="list-style-type: none"> <li>• Sport Impact to continue to support subject leader with developing clear vision/intent, impact and implementation for PE.</li> <li>• PE deep dive preparation</li> <li>• PE scheme and curriculum map adapted and designed to ensure it reflects the needs of the school community (survey used to capture pupils voice).</li> <li>• Whole Child Skills- Social, Emotional and Thinking embedded into the PE curriculum.</li> </ul>	<p>GetSet4PE scheme of work <b>£550.00</b></p> <p>Sport Impact hours allocated (See key indicator 3)</p>	<p>Evidence: Skills and knowledge organisers Assessment data (SET skills and physical skills) Skill progression maps feedback from deep dive</p>	<p>Need to focus on meaningful assessment for PE.</p>
<p><b>Sports Noticeboard</b> Update the PE and Sports Noticeboard to raise the profile of PE and Sport across the school.  Celebrating success in PE and Sport.  Develop pupil voice and leadership</p>	<ul style="list-style-type: none"> <li>• Continue to update the PE and Sports Noticeboard to celebrate Physical Education, Competitions, Leadership and Physical Activity.</li> <li>• Use photographs and pupil voice quotes.</li> <li>• Collate sports club attendance from the kobocca survey and signpost pupils to local sports clubs.</li> </ul>	<p>PE subject leader</p>	<p>Celebrates sporting activities for all pupils to view</p>	<p>Engage with pupils around the content and upkeep of the sports noticeboard. What do they want to be on the board? What are the key messages?</p>
<p><b>Sports mark award</b> To ensure PE provision meets the requirements of the Gold Sports mark</p>	<ul style="list-style-type: none"> <li>• Application for Sports mark award Gold</li> <li>• Platinum award case study completed.</li> </ul>	<p>PE subject leader</p>	<p>Promotes PE and Sport to the whole school community See Platinum Sports Mark case study.</p>	<p>Continue annual applications to retain Platinum award.</p>
<p>PE seen as a vital tool for <b>whole child development</b> and children's mental wellbeing</p>	<ul style="list-style-type: none"> <li>• Sport Impact to work alongside teachers supporting them in PE and demonstrating how to implement SET (social , emotional and thinking) skills into their planning and lessons.</li> </ul>	<p>Sport Impact Getset4PE scheme</p>	<p>Children are aware of SET (social, emotional and thinking skills) and how they are linked to their PE lessons. Pupils are now transferring these skills to other lessons.</p>	<p>Continue to embed in assessment of PE</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Percentage of total allocation:
			48%
Intent	Implementation	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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated: £9,270.10</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>
<p><b>Teacher Mentoring</b> Teachers feel confident delivering meaningful PE</p> <p>Pupils experience an inclusive and progressive PE curriculum. PE is enjoyed by pupils who learn and develop physical and whole child skills which progress over time and have an increasing awareness of health and wellbeing.</p>	<ul style="list-style-type: none"> <li>Use Sport Impact teachers (external company) to support Queen's staff to build confidence and competence in delivering high quality PE lessons.</li> <li>Sport Impact to work with: Year 1,2,3,4,5 and 6 (for detailed outline of specific training focus see 'Staff CPD record' in PE subject Leader Handbook).</li> <li>Knowledge and Skills organisers produced for all activity areas.</li> </ul>	<p><b>Sport Impact £8,750</b></p>	<p>Staff are confident in teaching high quality PE lessons and using the online PE resource.</p> <p>Evidence:</p> <ul style="list-style-type: none"> <li>Curriculum Planning</li> <li>Pupil voice</li> <li>Observations/learning walks</li> <li>Teacher feedback</li> <li>Training opportunities</li> <li>Involvement of staff in PE teaching/events/coaching/clubs</li> <li>staff feedback from confidential survey.</li> <li>Skills, knowledge and confidence of all teachers to teach high quality PE lessons improves</li> </ul>
<p><b>Teacher and TA confidence with SEND pupils</b> Teachers and TAs feel confident delivering inclusive PE to ALL pupils and especially those pupils with SEND needs.</p>	<ul style="list-style-type: none"> <li>Sport Impact to coordinate SEND specific CPD for all TAs and staff.</li> <li>CPD to be practical during staff training.</li> <li>Particular focus on the use of the STEP (space, task, equipment, people) principle to adapt activities to allow ALL pupils to access PE.</li> </ul>	<p><b>£520.10</b></p>	<ul style="list-style-type: none"> <li>Staff and TAs feel more confident in adapting the activities in the planning to engage pupils with SEND (see feedback comments and observations).</li> </ul>
<p><b>Subject Leaders CPD</b> There is clear Leadership of the subject. The subject leader is supported in their own CDP and development.</p>	<ul style="list-style-type: none"> <li>Regular meetings with Sport Impact and the subject leader to support the following:</li> <li>Visioning and long term planning</li> <li>Curriculum development</li> </ul>	<p><b>Sport Impact PE subject leader</b></p>	<ul style="list-style-type: none"> <li>Achieved platinum Games Mark</li> <li>See pupil surveys</li> <li>Digital subject leader handbook</li> <li>PE policy and curriculum on the website</li> </ul>
			<p>Sustainability and suggested next steps:</p> <p>Continue to support staff to improve their skill and increasing their confidence in all areas of PE teaching including ECT teachers new to the school.</p> <p>Support through:</p> <ul style="list-style-type: none"> <li>external company 1: 1 mentoring.</li> <li>Modelling of lessons</li> <li>Staff INSET</li> </ul> <p>2023 2024 focus on pupil voice and development of case studies.</p>

	<ul style="list-style-type: none"> <li>Engage in pupil voice through surveys.</li> <li>Development of a PE policy and PE Handbook</li> <li>School Games Mark application-</li> <li>Sports Day and Sports Leadership support.</li> </ul>		<ul style="list-style-type: none"> <li>See subject leader survey feedback</li> </ul>	
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation: <b>16%</b>
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
<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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated:</b> <b>£3030.00</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?</b>	<b>Sustainability and suggested next steps:</b>
<b>Dance</b> To provide an opportunity for pupils in year 6 to work with a professional dancer and experience dance sessions leading to a performance	<ul style="list-style-type: none"> <li>Sessions booked with Boundless Dance company</li> <li>Sessions linked to final performance</li> </ul>	<b>£280</b>	Recording of performance Feedback from teachers and Children Experience of a wider range of dance styles - street dance / contemporary/ jazz	Re book for next year
<b>Outdoor adventurous activities (OAA)</b> Orienteering is added to the PE curriculum providing an opportunity to expand the experience of OAA in the curriculum.	<ul style="list-style-type: none"> <li>Installing of orienteering stations in the school grounds by Surrey Outdoor Learning</li> <li>Training for all staff</li> </ul>	<b>£1,300</b> <b>£450</b>	Broadening of the curriculum Cross curricular links with maths and geography	Add to outdoor learning curriculum planning
<b>PE equipment</b> Pupils have access to PE equipment that allows them to experience a broad and balanced PE curriculum alongside active playtimes.	<ul style="list-style-type: none"> <li>Regular audits of PE equipment for lessons and playtimes.</li> <li>Consult staff and Plaedies to regularly to check their equipment needs.</li> <li>Rotate summer and winter equipment</li> </ul>	<b>£1,000</b>	Regular equipment audits were carried out throughout the year to ensure there was adequate equipment needed to deliver the PE curriculum and extra curricular provision.	Purchase additional resources as needed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				12%
Intent	Implementation		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:</b>	<b>Make sure your actions to achieve are linked to your intentions:</b>	<b>Funding allocated: £2,300.00</b>	<b>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</b>	<b>Sustainability and suggested next steps:</b>
<b>Inter School Competition</b> Pupils have the opportunity to participate in borough competitions ( many re started this year)  Staff support with training and preparing children for competitions.	<ul style="list-style-type: none"> <li>Target all competitions subject to Covid Restrictions.</li> <li>Focus on increasing the range of children accessing competitions by entering A and B teams where possible.</li> <li>Engage new staff to support with competition delivery.</li> <li>Ensure children are adequately prepared for competition through team training.</li> </ul>	Staff time – admin and accompanying pupils to events out of school hours  <b>£2,000</b>	Competition participation in a range of sports  Pupils apply their skills in a competitive situation.  Regular team training sessions build skills for playing competitive sports: Understanding rules, teamwork and game skills/tactics.  Supports preparation for pupils’ transition to secondary school.	Continue expanding opportunities for competitive sport.
<b>Intra School Competition</b> ALL pupils in KS2 experience intra school competition.	<ul style="list-style-type: none"> <li>Inclusion of house events at the end of activity blocks.</li> <li>Sport Impact and SL to share with staff simple formats for how to deliver intra house events.</li> </ul>	<b>PE subject leader</b>	Informal house events were run in Year 4,5 and 6 at the end of activity blocks. Children enjoyed representing their house team and experiencing a range of new sports (Orienteering, tennis, cricket, handball, netball football.).	Look for formalise house events next year. Potentially this is a role for the Year 6 House captains. Target one sport each term.
<b>Sports Day</b> Children experience an inclusive and competitive Sports Day	<ul style="list-style-type: none"> <li>Plan a Sports Day event for Reception, KS1 and KS2</li> <li>Utilise Year 5 Sports Leaders to deliver an inclusive carousel style event for Reception, KS1 and KS2.</li> <li>Organise an inclusive and competitive KS2 event.</li> <li>Parents to be invited to attend</li> </ul>	Additional staff <b>£300</b>	Reception, KS1 and KS2 sports days were ALL successful. ALL staff supported the event and they were well attended by the parent community. Children enjoyed the chance to represent their House teams and engage in an inclusive and competitive sports event. See photos	Reduce pressure on Year 5 Sports Leaders by using an A and B team from each class so they get breaks.  Purchase more equipment to allow smoother transitions on the track events.  Look to add some more competitive elements to KS1 Sports Day (in particular Year 2) Consider the

addition of a running track either as a station or stand alone.

Signed off by:	
Head Teacher:	Ms J Stroud-Turp
Date:	21/07/23
Subject Leader:	Mr Alex Megrah
Date:	21/07/23
Governor:	Pastoral Committee
Date:	To be submitted for final approval at next meeting Autumn Term 2023