

Primary PE and Sports Funding Planned Expenditure for 2022-23



In the academic year 2022-23 Glebe Academy will receive an additional Department for Education grant of £18,100.00 to facilitate 5 key areas for development of:

- The engagement of all pupils in regular physical activity - the Chief Medical Officer guidelines recommend that all children and young people aged 5 to 18 engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school
- The profile of PE and sport remains a high focus across the school as a tool for whole-school improvement
- Increased confidence, knowledge and skills of all staff in teaching PE and sport
- Broader experience of a range of sports and activities offered to all pupils
- Increased participation in competitive sport
- Delivering the national curriculum proficiency requirement in swimming by the end of KS2

Local statistics for 22/23 demonstrate that only 19.2% of pupils started primary school in Stoke-on-Trent overweight or obese which was below the national average of 22.4%. However throughout their time at primary school the obesity rates of Stoke on Trent children rises so that by the age of 10-11 when they leave primary school almost 40% are overweight or very overweight which is above the national average. In Stoke on Trent two-thirds of adults are overweight or obese and this trend will not improve unless we take action much earlier to support our children to understand the importance of making healthy life style choices. 54% of adults don't undertake enough weekly exercise, 31% of adults never do any exercise, and 45% of adults living in Stoke on Trent don't eat enough fruit and vegetables. Rates of drug and alcohol consumption are higher than national average, alongside mental health related conditions and a lower life expectancy.

At Glebe Academy we feel that we have a great responsibility to assist our pupils to understand how they can live a healthier and longer life which is part of our core belief that a pupil's personal circumstances should not impact on their outcomes in later life. This year we aim to continue our success of previous years by providing a range of physical activities and by educating pupils to make healthy life style choices by weaving this throughout our school day, curriculum and extended enrichment opportunities and by working alongside our external partners to develop the skills of our staff.

Academic Year 2022-23

Total fund allocated: £18,110.00

Date updated: July 2023

Key indicator 1: Engagement of all pupils in regular physical activity, for example by:

- providing targeted activities or support to involve and encourage the least active children
- encouraging active play during break times and lunchtimes
- establishing, extending or funding attendance of school sport clubs and activities and holiday clubs, or broadening the variety offered
- adopting an active mile initiative

Percentage of total allocation: 26%

<ul style="list-style-type: none"> raising attainment in primary school swimming to meet requirements of the national curriculum before the end of key stage 2. Every child should leave primary school able to swim 			
School Activity & Actions	Funding Allocated	Intended Impact/Success Criteria	Monitored by
<p>Increase the opportunities for pupils to take part in daily physical activities during the school day.</p> <p>Specialist sports coaches to be used to facilitate daily lunchtime sporting competitions on KS1 & KS2 playgrounds.</p> <p>KS2 compete in class competitions weekly, accessing a different sport each week.</p> <p>KS1 participate in structured activities/games during lunchtime.</p> <p>KS1/KS2 participate in virtual intra school competitions. KS1/KS2 have access to a minimum of 45 minutes per day through break times (15 minutes) and lunchtimes (30 minutes) with this increasing on most days through two hours of structured PE a week and active mile (x3 days per week).</p> <p>All children to come into school on PE days in PE kit. This extends time opportunity for physical activity and provides opportunity for children to be more physical throughout the day.</p> <p>KS2 learners to enroll in Sports Leaders to further develop opportunities in physical activities throughout the school day.</p> <p>Pupil behaviour rewards encouraged through developing additional opportunities to take part in the most popular physical activities.</p> <p>All children to access curricular enrichment activities such as; archery, fencing, gymnastics and martial arts. To raise the profile of specific coaching to further develop the skills of school staff.</p> <p>Increase participation of inter school competition to be measured by School's Games Mark Grading</p>	£4750.00	<p>80 % of KS1 pupils to take part daily lunchtime physical activities. Registers showing 93% of KS1 pupils took part in lunchtime provision.</p> <p>70% of KS2 engaged to participate in an additional sporting activity throughout the week. Registers showing 72% of KS2 pupils took part in lunchtime provision.</p> <p>All pupils offered the opportunity to take part in competitive sports events throughout the year 70% of children across school were given the opportunity to take part in competitive sports extracurricular</p> <p>100% of pupils took part in competitive sports opportunities within PE lessons.</p> <p>Reduction in low level behaviour issues especially during lunchtimes and during the afternoons. Throughout the year a reduction in incidents during lunchtimes and afternoons (see behaviour tracker for 2022/2023)</p>	HG/LJ
<p>Key indicator 2: Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:</p> <ul style="list-style-type: none"> actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school (such as 'sport leader' or peer-mentoring schemes) embedding physical activity into the school day through encouraging active travel to and from school, active break 			Percentage of total allocation: 35%

times and holding active lessons and teaching			
School Activity & Actions	Funding Allocated	Intended Impact/Success Criteria	Monitored by
<p>To arrange regular meetings with external advisory sports partner Port Vale to create a shared programme of professional development for KS2 teaching and support staff to ensure they feel confident and competent to deliver high quality PE lessons and accurate pupil assessment and to identify any gaps in teaching. Ensure the academy offers a wide range of sporting opportunities to encourage pupil's enjoyment of physical activities and find a sport they enjoy. Ensure all pupils take part and have the opportunity to try a new sport throughout the year.</p> <p>Pupils across KS2 to have the opportunity to attend external sporting events and participate in cross school competitions.</p> <p>Full-time appointment of PE, Sport and Health and Well-being Specialist Teacher.</p> <p>All children to come into school on PE days in PE kit. This extends time opportunity for physical activity and provides opportunity for children to be more physical throughout the day.</p> <p>Identify targeted children to partake in intra school and School Games competitions across all year groups.</p> <p>A broad range of lessons to promote healthy lifestyles and the importance of physical health; including assembly focuses. A member of the Senior Leadership Team to lead on PE across the school.</p>	<p>£5850.00</p> <p>£500.00 (Transport)</p>	<p>Continue to increase and build on the skills and knowledge of teaching staff and support staff in delivering PE lessons. <i>staff observed Port Vale Staff/Unqualified Teacher. Continue to share good practice throughout 2022/2023</i></p> <p>A robust time table of weekly activities that support the professional development of all staff and assessment of pupils. <i>See half termly Sports Coach guidance that supports staff and activities. PE assessment tracking folders.</i></p> <p>All KS2 pupils participate in a wide range of physical activities</p> <ul style="list-style-type: none"> • 2 hours of PE a week • Playtime/Lunchtime provision (all children tracked on registers) • LTP/MTP for all classes of PE • Extracurricular opportunities. <p>All pupils offered the opportunity to take part in competitive sports events throughout the year 70% of children across school were given the opportunity to take part in competitive sports extracurricular</p> <p>100% of pupils took part in competitive sports opportunities within PE lessons.</p>	<p>HG</p>
<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:</p> <ul style="list-style-type: none"> • providing staff with professional development, mentoring, appropriate training and resources to help them teach PE 			<p>Percentage of total allocation:33%</p>

<ul style="list-style-type: none"> and sport more effectively to all pupils, and embed physical activity across your school hiring qualified sports coaches and PE specialists to work alongside teachers to enhance or extend current opportunities offered to pupils 			
<p>Revenue contribution to new sport equipment and sporting consumable items to ensure that PE lessons are well equipped and are engaging for pupils.</p> <p>KS2 compete in class competitions weekly, accessing a different sport each week.</p> <p>KS1 participate in structured activities/games during lunchtime.</p> <p>Themed after school clubs which offer a broader range of sports to all children.</p> <p>KS1/KS2 participate in virtual intra school competitions. KS1/KS2 have access to a minimum of 45 minutes per day through break times (15 minutes) and lunchtimes (30 minutes) with this increasing on most days through two hours of structured PE a week and active mile (x3 days per week).</p> <p>Identify targeted children to partake in intra school and School Games competitions across all year groups.</p>	£3000.00	<p>All key-stages to be sufficiently well resourced to support the outstanding teaching of PE and sport. Audit of existing equipment completed and order placed to refresh items that have become damaged or are missing over time. Order completed at beginning of 2023. Re-order for beginning of new academic year.</p>	HG
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils, for example by:</p> <ul style="list-style-type: none"> introducing a new range of sports and physical activities (such as dance, yoga or fitness sessions) to encourage more pupils to take up sport and physical activities partnering with other schools to run sports and physical activities and clubs providing more and broadening the variety of extra-curricular activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations 			Percentage of total allocation:6%
<p>Weekly access to swimming and transport facilities for Year 6 pupils in the final term to participate in additional swimming lessons.</p> <p>KS2 compete in class competitions weekly, accessing a different sport each week.</p> <p>KS1 participate in structured activities/games during lunchtime.</p> <p>Themed after school clubs which offer a broader range of sports to all children.</p> <p>KS1/KS2 participate in virtual intra school competitions. KS1/KS2 have access to a minimum of 45 minutes per day through break times (15 minutes) and lunchtimes (30 minutes) with this increasing on most days through two hours of structured PE a week and active mile (x3</p>	£1000.00	<p>All pupils can confidently achieve the required standard.</p> <ul style="list-style-type: none"> 80% of pupils achieve required standard in Swimming end of 2223. See data booklet for PE/DCpro. PE assessment folders for Y3/4/5/6 (Swimming section). Timetable for swimming allocation. PE LTP. 	HG

days per week).			
Identify targeted children to partake in intra school and School Games competitions across all year groups.			
Key indicator 5: Increased participation in competitive sport, for example by: <ul style="list-style-type: none"> increasing and actively encouraging pupils' participation in the School Games organising, coordinating or entering more sport competitions or tournaments within the school or across the local area, including those run by sporting organisations 			
KS1/KS2 participate in virtual intra school competitions. KS1/KS2 have access to a minimum of 45 minutes per day through break times (15 minutes) and lunchtimes (30 minutes) with this increasing on most days through two hours of structured PE a week and active mile (x3 days per week). KS1/KS2 to take part in School Games competitions against other local schools. Make links with local sports clubs for children to join sports clubs outside of school hours.	£1000.00	All pupils can confidently achieve the required standard. <ul style="list-style-type: none"> See data booklet for PE/DCpro, detail shown below. PE assessment folders for Y3/4/5/6 (Swimming section). Timetable for swimming allocation. PE LTP.	HG
TOTAL		£18100.00	

Review AP4	FS1	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6																																																
Proportion/number of pupils attaining at and above age-related expectations:	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>15/25</td> <td>0/25</td> </tr> <tr> <td>60%</td> <td>0%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	15/25	0/25	60%	0%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>17/29</td> <td>0/29</td> </tr> <tr> <td>59%</td> <td>0%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	17/29	0/29	59%	0%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>22/29</td> <td>2/29</td> </tr> <tr> <td>76%</td> <td>7%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	22/29	2/29	76%	7%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>28/31</td> <td>1/31</td> </tr> <tr> <td>90%</td> <td>3%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	28/31	1/31	90%	3%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>28/30</td> <td>3/30</td> </tr> <tr> <td>93%</td> <td>10%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	28/30	3/30	93%	10%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>29/29</td> <td>4/29</td> </tr> <tr> <td>100%</td> <td>14%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	29/29	4/29	100%	14%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>30/32</td> <td>9/32</td> </tr> <tr> <td>94%</td> <td>28%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	30/32	9/32	94%	28%	<table border="1"> <tr> <td>EXS + (PITA 5-8)</td> <td>GDS (PITA 7-8)</td> </tr> <tr> <td>25/30</td> <td>7/30</td> </tr> <tr> <td>83%</td> <td>23%</td> </tr> </table>	EXS + (PITA 5-8)	GDS (PITA 7-8)	25/30	7/30	83%	23%
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Progress over time: <i>How has this changed as the cohort has moved through the year and school?</i>	60% at EXS+ by end of FS1. 10/25 (40%) on track at beginning of FS1. Rise of 20% over academic year.	% of children at EXS+ has stayed inline with FS1 by end of EYFS	% of GDS has risen from end of EYFS by 13%	Children EXS+ is above 80% which is a significant rise in attainment from EYFS entry baseline.	Children EXS+ remains above 80% which is a significant rise in attainment from EYFS entry baseline and in line with KS1 data % of GDS remains in line with KS1 data.	Significant number of children at EXS+ level.	% of GDS remains in line with KS1 data.	Children EXS+ remains above 80% which is a significant rise in attainment from EYFS entry baseline and in line with KS1 data % of GDS significant rise from KS1.																																																

<p>Areas of strengths:</p> <p><i>Evidence of accelerated progress or narrowing of gaps</i></p> <p><i>Which aspect of the subject (i.e. Strands; knowledge and skills) do the pupils achieve best in?</i></p>	<p>Baseline assessments provide clear targeted skills to be taught and acquired in physical development.</p> <p>New outdoor equipment purchased to support physical development outdoors for the new EYFS 2021 Curriculum.</p> <p>Planning reflects good progress in fundamentals of movement in physical development.</p>	<p>New outdoor equipment purchased to support physical development outdoors for the new EYFS 2021 Curriculum.</p> <p>Planning reflects good progression of skills in physical development in EYFS.</p>	<p>Fundamentals of skills introduced in all PE lessons, narrowing gaps created during COVID.</p> <p>Particular strengths in fundamental skills in Y1. These will be vital to progressive skills throughout Primary PE Curriculum.</p>		<p>Strong familiarity with a variety of different invasion games, including; handball and rugby which has built on KS1 fundamental skills. These skills have been demonstrated consistently across Y3 since the embedded practice of FOM.</p>	<p>Strong familiarity with a variety of different invasion games, including; handball, rugby and netball which has built on KS1 fundamental skills. These skills have been demonstrated consistently across Y4 since the embedded practice of FOM.</p> <p>Y4 has a strong familiarity with expressive creative movements, demonstrated within their dance topic.</p>	<p>Children have had significant opportunity in swimming and water safety and baseline assessments have been completed by specialist swimming teachers. A significant majority of the class are working at or above standard within water safety and those that are not have been identified as target groups for T3.</p> <p>Y5 has a strong familiarity with expressive creative movements, demonstrated within their dance topic.</p>	<p>Children have had significant opportunity in swimming and water safety and baseline assessments have been completed by specialist swimming teachers. A significant majority of the class are working at or above standard within water safety and those that are not have been identified as target groups for T3.</p> <p>Y6 has a strong familiarity with expressive creative movements, demonstrated within their dance topic.</p>
<p>Notable areas to develop/or gaps for pupil groups which form the areas of future focus:</p>	<p>Increase % of children achieving expected standard by 25%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially potential attainers. Identify specific groups of children to take part in enrichment opportunities during break and lunchtimes to further practice and develop skills. Ensure all children are being challenged, especially those children who are working below standard to ensure progress. Subject</p>	<p>Acceleration of children achieving EXS+ by end of EYFS to entry baseline data by a further 20%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS. Continuation of 3x SMART mile opportunities. Continuation of resources outdoor equipment (break and lunch time for enrichment). Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p>	<p>Increase % of children achieving GDS standard to 20%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS. Continuation of 3x SMART mile opportunities. Continuation of resources outdoor equipment (break and lunch time for enrichment). Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p>	<p>Increase % of children achieving GDS standard to 20%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS. Continuation of 3x SMART mile opportunities. Continuation of resources outdoor equipment (break and lunch time for enrichment). Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p>	<p>Increase % of children achieving EXS to 85%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially potential attainers. Identify specific groups of children to take part in enrichment opportunities during break and lunchtimes to further practice and develop skills. Ensure all children are being challenged, especially those children who are working below standard to ensure</p>	<p>Increase percentage of GDS standard to 25%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS. Continuation of 3x SMART mile opportunities. Continuation of resources outdoor equipment (break and lunch time for enrichment). Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p> <p>Swimming and Water Safety to be covered in T2b to</p>	<p>Increase % of children achieving EXS to 85%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially potential attainers. Identify specific groups of children to take part in enrichment opportunities during break and lunchtimes to further practice and develop skills. Ensure all children are being challenged, especially those children who are working below standard to ensure progress. Subject lead to complete</p>	<p>Increase % of children achieving EXS to 90%. <i>How?</i> Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially potential attainers. Identify specific groups of children to take part in enrichment opportunities during break and lunchtimes to further practice and develop skills. Ensure all children are being challenged, especially those children who are working below standard to ensure progress. Subject lead to complete</p>

	<p>lead to complete data, planning and lesson observation triangulation.</p> <p>Increase % of children achieving GDS standard by 10%. <i>How?</i></p>	<p>Increase % of children achieving GDS standard by 10%. <i>How?</i></p> <p>Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS.</p> <p>Continuation of 3x SMART mile opportunities.</p> <p>Continuation of resources outdoor equipment (break and lunch time for enrichment).</p> <p>Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p>			<p>progress. Subject lead to complete data, planning and lesson observation triangulation.</p> <p>Increase percentage of GDS standard to 25% <i>How?</i></p> <p>Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS.</p> <p>Continuation of 3x SMART mile opportunities.</p> <p>Continuation of resources outdoor equipment (break and lunch time for enrichment).</p> <p>Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p> <p>Swimming and Water Safety to be covered in T2b to fill gaps of missing due to COVID. <i>How?</i></p> <p>Increased opportunities for swimming in T2a/T3.</p>	<p>fill gaps of missing due to COVID. <i>How?</i></p> <p>Increased opportunities for swimming in T2a/T3.</p> <p>Continue to develop creative movement of Y4 within gymnastics. <i>How?</i></p> <p>Use progressive skills weaved from dance into gymnastics to ensure transferal of skills embedded across different strands.</p>	<p>data, planning and lesson observation triangulation.</p> <p>Increase percentage of GDS standard to 25% <i>How?</i></p> <p>Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS.</p> <p>Continuation of 3x SMART mile opportunities.</p> <p>Continuation of resources outdoor equipment (break and lunch time for enrichment).</p> <p>Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p>	<p>data, planning and lesson observation triangulation.</p> <p>Increase percentage of GDS standard to 35% <i>How?</i></p> <p>Continuation of 2x hour weekly PE slots, with an emphasis on differentiation for all children, especially GDS.</p> <p>Continuation of 3x SMART mile opportunities.</p> <p>Continuation of resources outdoor equipment (break and lunch time for enrichment).</p> <p>Further develop Port Vale Coaches, using Specialist Unqualified PE Teacher in school.</p>
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