

St Mary's C of E Primary School, Clymping

Overview and Impact Statement for Sports Premium Funding for the Academic Year 2022-23

Overview of Funding Spend:

Funding Area	Cost
External Sports Coaching Support	£3,187.50
Forest School / Active Curriculum	£2,360.00
Local Area Partnership (LASP)	£3,100.00
Active Breaks (Jump Start Jonny)	£239.00
School Sports Clubs (existing staff)	£897.30
Equipment and Physical Resources	£220.50
Opening Balance (Carry from 21/22)	£2,172.00
Income	£16,850.00
Total Spent	£10,004.30
Total Carry Forward	£9017.70

Detailed impact and sustainability statement for each area:

- **Area:** External Sport Coaching Support
 - Introduction: The allocation of £3,187.50 was used to provide various after-school sports clubs, support for whole-school sport days, and staff training through a coaching company.
- **Overview of Expenditure:**
 - Funds allocated: £3,187.50.
 - Allocation purpose: Providing after-school sports clubs, supporting whole-school sport days, and staff CPD through a coaching company.
- **Impact Assessment:**
 - Increased extracurricular participation: The provision of after-school sports clubs has likely increased the number of pupils participating in physical activities outside regular school hours.
 - Enhanced school events: Support for whole-school sport days has contributed to more engaging and inclusive events, encouraging participation from all students.
 - Improved teaching quality: Staff CPD has likely enhanced teachers' skills and confidence in delivering physical education, leading to better-quality lessons and increased pupil engagement.
- **Sustainable Impact:**
 - Continued extracurricular opportunities: After-school sports clubs provide ongoing opportunities for pupils to engage in physical activity beyond regular school hours.
 - Institutionalised support: Integration of support for whole-school sport days into the school calendar fosters a culture of inclusivity and physical activity within the school community.
 - Enhanced teaching standards: Staff CPD ensures a sustainable improvement in the quality of physical education delivery, benefiting pupils in the long term.
- **Future Plans:**

- Diversification of offerings: Future plans may involve expanding the range of after-school sports clubs to cater to a wider variety of interests and abilities.
- Ongoing staff development: Continued investment in staff CPD to ensure that teachers remain proficient in delivering high-quality physical education.
- **Conclusion:**
- Conclusion: The investment in after-school sports clubs, support for whole-school sport days, and staff CPD has had a significant positive impact on physical activity levels among pupils, while also fostering a culture of inclusivity and continuous improvement within the school community.

- **Area:** Forest School / Active Curriculum

- The initiative involved allocating funds towards forest school teachers to provide pupils with additional curriculum time dedicated to active learning.

- **Overview of Expenditure:**

- Funds allocated: £2,360.
- Allocation purpose: Hiring forest school teachers for additional curriculum time.

- **Impact Assessment:**

- Increased active learning time: Hiring forest school teachers has enabled pupils to engage in outdoor, physically active learning experiences.
- Improved physical activity levels: Additional curriculum time dedicated to active learning has likely led to an increase in physical activity among pupils.

- **Sustainable Impact:**

- Long-term engagement: Incorporating active learning into the curriculum creates sustainable habits of physical activity among pupils.
- Environmental awareness: Exposure to outdoor learning fosters a lifelong appreciation for nature and physical activity.

- **Future Plans:**

- Expansion of forest school program: Considering the positive impact, future plans may involve expanding the forest school program to reach more pupils.
- Continuous professional development: Investing in training for forest school teachers to enhance the quality and effectiveness of outdoor learning experiences.

- **Conclusion:**

- Conclusion: The investment in forest school teachers has provided pupils with valuable opportunities for active learning in outdoor environments, contributing to improved physical activity levels and fostering sustainable habits.

- **Area:** LASP Local Area Sports Partnership

- Introduction: £3,100 was allocated for the school's membership to the Local Area Sports Partnership (LASP), which offers a yearly fixture calendar providing opportunities for matches against other local schools in various sports.

- **Overview of Expenditure:**

- Funds allocated: £3,100.
- Allocation purpose: Membership to LASP for accessing fixture calendars and match opportunities against local schools.

- **Impact Assessment:**

- Increased sports participation: Access to LASP fixtures encourages pupils to participate in competitive sports and represent their school in various sporting events.
- Enhanced skills development: Participation in matches against other schools provides opportunities for pupils to develop their skills, teamwork, and sportsmanship.
- Broadened sporting experiences: The variety of sports offered through LASP fixtures exposes pupils to a range of physical activities beyond what is typically available within the school.

- **Sustainable Impact:**

- Long-term participation: Membership to LASP ensures ongoing opportunities for pupils to engage in competitive sports fixtures throughout the academic year, fostering a sustained interest in physical activity.
- Community engagement: Collaborating with other local schools through LASP promotes a sense of community and healthy competition, contributing to the long-term sustainability of school sports programs.

- **Future Plans:**

- Maximising membership benefits: Future plans may involve exploring additional opportunities offered by LASP, such as training sessions, coaching clinics, or access to specialised sports facilities.
- Encouraging wider participation: Efforts can be made to encourage more pupils to participate in LASP fixtures across different sports and age groups.

- **Conclusion:**

- Conclusion: The investment in LASP membership has significantly enriched the school's sports program by providing regular fixture opportunities against other local schools, fostering sportsmanship, skill development, and community engagement among pupils.

- **Area: Active Breaks**

- Introduction: £239 was invested in the Jump Start Jonny Program, an online platform offering fun and energetic dance and exercise videos, to support active breaks in classrooms.

- **Overview of Expenditure:**

- Funds allocated: £239.
- Allocation purpose: Purchasing access to the Jump Start Jonny Program for integrating active breaks into classroom routines.

- **Impact Assessment:**

- Increased physical activity during class time: Utilising the Jump Start Jonny Program for active breaks provides students with opportunities to engage in physical activity within the classroom environment, combating sedentary behavior.
- Enhanced focus and productivity: Incorporating short bursts of physical activity through the program's energetic videos can help improve students' concentration, focus, and overall academic performance.
- Promotion of healthy habits: Regular participation in active breaks fosters a positive attitude towards physical activity and promotes healthy lifestyle habits among students.

- **Sustainable Impact:**

- Integration into daily routines: The Jump Start Jonny Program offers a sustainable solution for incorporating physical activity into classroom settings on a regular basis, promoting long-term health benefits and academic success.
- Scalability and accessibility: The online nature of the program allows for easy access and implementation across various classrooms and age groups, ensuring sustainability and broad reach within the school community.

- **Future Plans:**
 - Program expansion: Future plans may involve expanding the use of the Jump Start Jonny Program to additional classrooms or grade levels within the school.
 - Professional development: Providing teachers with training and resources on effectively integrating active breaks into lessons to maximise the program's impact.
- **Conclusion:**
 - Conclusion: The investment in the Jump Start Jonny Program has proven to be an effective strategy for promoting physical activity and improving focus among students during classroom time, contributing to a healthier and more productive learning environment.

- **Area: Sports Clubs (Internal)**
 - Introduction: £897.30 was allocated towards paying existing staff to provide active clubs before and after school, emphasizing the importance of offering physical activity opportunities beyond regular school hours.
- **Overview of Expenditure:**
 - Funds allocated: £897.30.
 - Allocation purpose: Paying existing staff to organise and facilitate active clubs before and after school.
- **Impact Assessment:**
 - Increased extracurricular participation: Offering active clubs before and after school provides students with additional opportunities to engage in physical activity outside of regular school hours, encouraging greater participation in extracurricular activities.
 - Enhanced staff-student relationships: Active clubs led by existing staff foster stronger bonds between students and teachers outside of the traditional classroom setting, contributing to a supportive and inclusive school community.
 - Improved overall well-being: Regular participation in active clubs promotes physical fitness, mental well-being, and social interaction among students, leading to improved overall health outcomes.
- **Sustainable Impact:**
 - Utilisation of existing resources: Paying existing staff to lead active clubs maximises the utilisation of internal resources and expertise, ensuring the sustainability of the program without the need for additional external hires.
 - Long-term commitment: Incorporating active clubs into the school's extracurricular offerings demonstrates a long-term commitment to promoting physical activity and well-being among students, fostering a culture of health and fitness within the school community.
- **Future Plans:**
 - Expansion of club offerings: Future plans may involve diversifying the types of active clubs offered to cater to a wider range of interests and preferences among students.
 - Continuous staff development: Providing ongoing training and support to staff members leading active clubs to ensure the quality and effectiveness of the programs.
- **Conclusion:**
 - Conclusion: The investment in paying existing staff to provide active clubs before and after school has yielded positive outcomes in terms of increased participation, enhanced staff-student relationships, and improved overall well-being among students, reflecting the school's commitment to promoting physical activity and holistic development.

- **Area: Sports Equipment and Physical Resources**

- Introduction: £220.50 was allocated towards purchasing sports equipment to facilitate basic physical education lessons, emphasising the importance of providing fundamental resources for quality physical education.
- **Overview of Expenditure:**
 - Funds allocated: £220.50.
 - Allocation purpose: Purchasing sports equipment to support basic physical education lessons.
- **Impact Assessment:**
 - Enhanced lesson delivery: The acquisition of sports equipment ensures that teachers have the necessary resources to conduct engaging and effective physical education lessons, enriching the learning experience for students.
 - Improved skill development: Access to sports equipment enables students to practice and develop fundamental motor skills, coordination, and sports-specific techniques, laying the foundation for a lifelong appreciation of physical activity.
 - Increased participation: The availability of sports equipment encourages active participation among students, fostering a positive attitude towards physical education and promoting overall health and well-being.
- **Sustainable Impact:**
 - Long-term resource utilisation: Investing in sports equipment ensures the availability of essential resources for physical education lessons over an extended period, supporting the sustainability of the school's physical education program.
 - Promoting physical literacy: Providing access to sports equipment promotes physical literacy among students, equipping them with the skills, knowledge, and confidence to engage in a variety of physical activities throughout their lives.
- **Future Plans:**
 - Equipment maintenance and replacement: Future plans may involve establishing protocols for the maintenance and periodic replacement of sports equipment to ensure its longevity and continued effectiveness.
 - Expansion of resources: As budget allows, consideration may be given to expanding the range of sports equipment available to provide students with a more diverse and comprehensive physical education experience.
- **Conclusion:**
 - Conclusion: The investment in sports equipment to facilitate basic physical education lessons has had a positive impact on lesson delivery, skill development, and student participation, underscoring the school's commitment to promoting physical activity and well-being among students.

Swimming Data

Meeting the national curriculum requirements for swimming and water safety

What percentage of your Y6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end the academic year 2020/21?	94%
What percentage of your Y6 pupils could use a range of strokes effectively e.g. front crawl, backstroke and breaststroke when they left your primary school at the end of the academic year 2020/21?	68%

What percentage of your Y6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of the academic year 2020/21?	80%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming, but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No