



Highfield J&I School Sports Premium Report 2022-2023

In the academic year, 2022 - 2023 Highfield Infant and Junior (J&I) School received £22,630 in Sports Premium funding provided by the government. The primary objective of the funding is to make additional and sustainable improvements to the quality of PESSPA (Physical Education, School Sport and Physical Activity) that Highfield Junior and Infant School already offers. Additionally, we have built capacity within school to ensure that improvements made now will benefit pupils joining the school in future years. In line with these expectations our funding will also be used towards the employment of P.E staff within school and P.E specialists to work across the Prince Albert Community Trust.

Schools should use the PE and sport premium grant to secure improvements in the following 5 key indicators.

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport
2. Engagement of all pupils in regular physical activity
3. The profile of PE and sport is raised across the school as a tool for whole school improvement
4. Broader experience of a range of sports and physical activities offered to all pupils
5. Increased participation in competitive sport

Following a self-review of P.E and school sport provision we identified key priorities for the academic year of 2022 – 2023 against the updated [UK Government conditions of grant 22-23 \(Academies\)](#). In addition to this we have taken into consideration the PE, Sport and Physical activity survey 2021 and [PE and School Sport report](#) 2022 published by Youth Sports Trust (YST). Therefore, this report focuses on strategies for further development and re-engagement in PESSPA following recent research and guidance.

Swimming and water safety

- Highfield J&I school are committed to Swim England's School Swimming and Water Safety Charter for 2022-23. In response to the outcomes on swimming provision during 2021-2022 and in addition to the [Impact of coronavirus on school swimming Report](#), published by Swim England May 2021.
- Highfield J&I School collaborated with Stechford Leisure Centre to deliver an intensive swimming programme for all pupils in year 5.
- During the spring and summer terms pupils in year 5 accessed 8 swimming lessons delivered by qualified swim teachers utilising the Swim England Charter resources. Each lesson was 30 minutes long and pupils were taught in groups of no more than 12 which enabled them to continue their swimming development and confidence in self safe rescue.
- The assessment criteria used to measure progress included national curriculum outcomes which incorporated safe water rescue.
- Following the programme pupils were issued with swimming passports to support them in transitioning to the next phase of their swimming development. The school community were also given information regarding local swimming pools available to them.
- We took this approach to try and maximise the opportunities for pupils to learn vital aquatic skills in a familiar environment in the local community. The impact of this has been significant and having access to a local pool and raised the profile of swimming within the school community.

[All pupil swimming outcomes have been published subsequently with in this report.](#)





Academic Year 2022 - 2023		Budget £ 11,420	
KP1: Engaging pupils in regular physical activity- kick- starting healthy active lifestyles.			Actual impact – End of year review
School focus	Key actions to achieve	Evidence and impact	
To ensure that all pupils participate in 30 active minutes daily.	<ol style="list-style-type: none"> 1. To ensure that lunchtime provision is well structured, and staff facilitate age-appropriate activities for each year group. 2. To ensure that within the mid-day break there are plentiful opportunities for pupils to access personal challenges and level 1 competitions. 3. To ensure there are a variety resources available to facilitate all children being physically active during the midday breaks. 4. To ensure there are a variety of PA interventions available to facilitate non active 	<ul style="list-style-type: none"> ➤ Expanding of capacity in extracurricular programme of sport and physical activity to all pupils with a focus on SEND and girls. ➤ A consistent termly lunchtime activity timetable of sport and play opportunities provided to all pupils, offering a board and enriching programme of activities including intra school competitions and personal challenges. Focus on increasing engagement with SEND and female pupils from 21-22 data. ➤ To expand capacity in delivery with cycling in KS1 through Ready Set Ride delivery to targeted pupils. 	<p><u>Healthy Active Lifestyles</u></p> <p><u>Ready Set Ride</u></p> <ul style="list-style-type: none"> • Delivered by sport coach and sports apprentice utilising Ready Set Ride Scheme of work. • £2303.97 vested in pedal bikes to support children access cycling provision. • Total children accessing RSR in EYFS= 57 <p><u>Bikeability</u></p> <p>Total of 59 pupils accessed Bikeability for Year 4 29 Children completed learn to ride. 19 pupils have completed level 1. 12 pupils completed level 2. Programme delivered by The Active Wellbeing Society</p> <p><u>Active midday break</u></p> <p><u>Level 0 (personal challenges)</u></p> <ul style="list-style-type: none"> • KS2: 1 events (32 pupils taking part 5% of all pupils)

	<p>children being physically active.</p> <p>5. To provide active extracurricular sport and activity clubs every evening that are accessible for all year groups.</p> <p>6. All pupils in Reception and Year 1 to access Ready Set Ride intervention cycling program.</p>		<p>Level 1</p> <ul style="list-style-type: none"> • KS1: 5 events (113 pupils taking part 58% of all pupils) • KS2: 7 competitions (254 pupils taking part 57% of all pupils) <p><u>Extracurricular sport and activity clubs</u></p> <p><u>KS1</u> 5 clubs delivered <37%, 75 <44% on free places offered, with a 40% uptake. 75% boys 25% girls 22% SEND</p> <p><u>KS2</u> 16 clubs delivered <43%, 295 free places offered, 64% uptake. 73% boys 27% girls 23% SEND</p> <p><u>Resource investment</u> Across the year we have spent £5,337 on new resources to support active healthy lifestyles. £1400 spent on new playground markings.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement			Budget £0
School focus	Key actions to achieve	Evidence and impact	Actual impact – End of year review
To use PE at Highfield to support whole school outcomes.	<ol style="list-style-type: none"> To appoint and develop TLR PE lead within school To develop whole school PE assessment framework and guidance tool To recruit additional PE practitioner and sports lead to support the delivery of whole school outcomes. 	<ul style="list-style-type: none"> ➤ PE and department lead attended PACT PE networking group. ➤ Senior leadership team to have clear insight into PE curriculum and how this supports SDP. ➤ PE curriculum assessment utilised termly to assess people progress in physical education. ➤ Assessment tool produced to support consistency and reliability of PE assessment. ➤ Additional capacity with PE lead to support delivery of PE development and increase impact on whole school outcomes. 	<p><u>Pupil voice feedback:</u> 87% of pupil enjoy PE 79% of pupils feel confident to take part in PE. 79% of pupils feel they work well with other. 73% of pupils feel they make good progress in PE. 81% of pupils feel proud of their work. 80% of pupils enjoy how many different activities they do in PE. 72% of pupils know their strengths and how to improve their work. 63% of pupils feel they work well by themselves. 75% of pupils feel safe when working in PE.</p>
To be awarded school games award in 2022/23	<ol style="list-style-type: none"> To engage and work with School Games Organiser (SGO) from King Edward school partnership. To engage with competitive school sport opportunities, develop a broad and enriching curriculum that is inclusive to all 	<ul style="list-style-type: none"> ➤ PE and department lead to engaged with SGO throughout school year, evidence was collected through PESSPA trackers, pupil voice and via social media. Final support was submitted in June 2023 to school games. 	Gold School Games Mark awarded for 2022/23



	pupils, comment a pupil voice and leadership program, and raise the profile of school sport within school.		
KP3: Increased confidence, knowledge and skills of all staff in teaching PE and sport			Budget £9200
School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
To Increase staff confidence and competence with the teaching and assessment of PE across whole school.	<ol style="list-style-type: none"> 1. Personalised development for teaching staff linking with the staff audits and internal PESSPA quality assurance audits. 2. Twilight PLD offer for staff to attend subject specific sessions with Department and PE leads. 3. Seek opportunities through the trusts established network of partnerships for staff to receive additional PLD opportunities throughout the year. 4. Provide opportunities for PE practitioner, sport coaches, play workers and sports 	<ul style="list-style-type: none"> ➤ Staff showed an increased confidence and competence when delivering PE. ➤ Staff have a greater knowledge in the development, progression and implementation of the PE national curriculum in school. ➤ Support staff showing an increased confidence and competence when delivering physical activity and school sport. ➤ Introduction of whole school PE assessment tool and supporting bank of progression videos and core tasks. ➤ Sports apprentice successfully completing level 3 Teaching Assistant with PE specialism apprenticeship. 	<ul style="list-style-type: none"> • 97 hours of subject development accessed by sports apprentice in partnership with Sporting Futures. • 100% of PESSPA support staff reported an improvement in confidence and competence with the delivery of PE School Sport and Physical Activity (PESSPA). • 1 member of staff received 7.5 hours of specialised cricket development through Warwickshire Cricket Board. • 10 members of teaching staff received 1-1 personalised development plan by PE specialist from Aspire through team teaching over a programme of lessons. 100% of staff reported a positive



	<p>apprentices to obtain an accredited subject specific qualification through partnership with Sporting Futures and Kingsbury School Sports.</p> <ol style="list-style-type: none"> 5. Sports coach to support the teaching and assessment of PE and school sport. 6. Sport apprentice to assist with the teaching of PE and school sport. 7. Affiliation to Youth Sports Trust (YST) 	<ul style="list-style-type: none"> ➤ Sport apprentice undertaking level 2 community activate his award. 	<p>impact on their confidence to teach and assess PE.</p> <ul style="list-style-type: none"> • All teaching and support staff received safe practise and assessment in PE training delivered by Trust lead for sport and PE Lead. • PE lead and Sport Coach accessing quality PESSPA development and training through Youth Sports Trust (£210) • 16 teaching staff receiving a total of 912 hours of support and assistance from school sports coach and Sports apprentice with the delivery physical education. • All teaching and support staff accessing quality PE and school sport lesson plans and supporting documents through GetSet4PE (£351).
KP4: Broader experience of a range of sports and activities offered to all pupils			Budget £810
School focus	Key actions to achieve	Evidence and Impact	Actual Impact – End of year review



To Increase uptake of pupils accessing new community sports clubs and associations.	To Identify and promote accredited community sports clubs and associations.	Increased pupil participation levels in new sports and physical activity within school from 21/22 data. Pupils experiencing new sports and physical activities with exit routes in local community.	8 pupils accessing community sports clubs because of targeted exit routes.
To facilitate new and additional competitive sporting and physical activity opportunities to all pupils.	Engage with King Edward school sport partnership school game organiser (SGO) To identify new sporting fixtures and competitions through partnership offer. To Identify and participate in new competitive Fixtures/Competitions. These to include the following level 2 competitions.	Increased opportunities in competitive opportunities expanding from 21-22 provision.	5 new inter sports competition (Level 2) attended in 22/23 <ul style="list-style-type: none"> • Dodgeball • Archery • Basketball Reengaged with Edington and Salty District football league playing 6 competitive fixtures.
KP5: Increased participation in competitive school sport			Budget £1200
School focus	Key actions to achieve	Evidence and impact	Actual Impact – End of year review
To ensure that all pupils are given the opportunity to participate in personal challenges and school sports competitions.	<ol style="list-style-type: none"> 1. To create and implement a personal challenge competition calendar during the midday break. 2. To create and implement a level 1 sports competition calendar during midday break. 	Increase pupil participation in School Sport Competitions from 21/22 academic year data. Targeted focus groups: <ul style="list-style-type: none"> ○ SEND ○ Girls 	Competitive School Sport Level 0 (personal challenges) <ul style="list-style-type: none"> • KS2: 1 events (32 pupils taking part 5% of all pupils) Level 1 <ul style="list-style-type: none"> • KS1: 5 events (113 pupils taking part 58% of all pupils)



	<ol style="list-style-type: none"> 3. To create and implement a level 2 sports competition calendar. 4. To purchase incentives to celebrate achievements. 5. To promote competitive sporting opportunities in local community. 6. Engage with community sports partnerships. 7. Engage with school sport partnership to develop sporting and leadership opportunities. 8. To plan and implement a whole school sports focus week will host school sports days for all pupils. 9. 2 new sports pitch markings to be marked out on playground. 		<ul style="list-style-type: none"> • KS2: 7 competitions (254 pupils taking part 57% of all pupils) <p>Level 2 KS2: 15 competition (74 pupils taking part) a 17% increase. 16 SEND pupils 22% an increase of 6%. 24 Girls this is an 32% increase.</p> <ul style="list-style-type: none"> • School sports days delivered during summer term. 637 pupils completed in intra house competitions. House groups were organised using school values were used as a focus for celebration. <p>5 hours of extra-curricular cricket clubs including competitive opportunities delivered to 20 pupils in KS2 by specialist sports coaches from Warwickshire cricket Club.</p> <p>2022/23 Bronze tier membership with King Edwards School sport partnership £1000 Affiliation with the Erdington and Salty Primary football Association £200</p>
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Sustainability and suggested next steps form 23/24

<u>Swimming and water safety</u>	
Meeting national curriculum requirements for swimming and water safety	1%
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	1%
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	2%
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

Swimming summary statement

In addition to above assessment, pupils were also assessed using Swimming England Swimming Awards to measure progress.

Distances achieved

- Non-swimmers- 75%
- 5-10 meters - 23%
- 11-24 meters - 1%
- 24+ meters - 1%

School Swimming Awards – [please see criteria here](#)

- 78% - SSA Level 1
- 20%- SSA Award 2
- 2% - SWA Award 3



Next Steps 2023/24

- To ensure that all children are physically active for 30 minutes of every school day.
- To increase the number of level 2 sporting competitions available for children to access with equal access for boys and girls.
- To increase the number of pupils, engage in with Community sports clubs.
- To enhance SEND sporting provision and ensure competitive opportunities are made available on and off site.
- To develop all staff confidence and competence in teaching and assessment in PE.
- To increase pupils obtaining National curriculum swimming and water safety outcomes.
- To raise the impact of PE and sport on personal development, including thinking, social and personal skills.