

SPORTS PREMIUM – CLEVES SCHOOL 2022/2023

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Awarded Platinum School Games Mark – 2017 to 2022 and then again July 2022 • Ofsted inspection – July 2022. School graded outstanding with PE part of one of the deep dives • Increased number of pupils representing the school in competitive competition from 210 (2015/16) to 303 (2016/17) to 397 (2017/18) to 625 (2018/19). Prior to pandemic and the creation of the WWHSP partnership, we were on track to have all 720 representing the school at least once. • In 2018/19, 605 pupils regularly attended an extra-curricular sports club. In 2019/20 we looked on track to increase this figure prior to lockdown. • Significant lunchtime and afterschool sports extracurricular club program in place as part of our COVID recovery plan • Embedded intrahouse competition, enabling every pupil to participate in a range of competitive sports every half term. • Strong partnerships in place with local schools with regular festival style approach to competitions in place. Development of WWHSP (Walton, Weybridge and Hersham Sports Partnership) led by Cleves. • More able pupils take part in a leadership program, providing stretch/challenge. • The introduction of Mini-Olympics for lower school has seen most classes represent the school in a local community competition, as a class based team. • Our footballers have been National Champions twice in the last six years and have played at Wembley on both occasions. In others sports, we regularly triumph at a local level and compete strongly in county and regional finals. • Continued to target and engage all pupils, including the most reluctant, to participate in a range of extracurricular sports and activities. • Learn to lead program fully implemented and now embedded • Outstanding facilities and highly committed staff ensure outstanding PE provision. • A team approach to the leadership of PE in the school means that there is greater capacity and key roles and responsibilities are distributed. • A sports crew is in place who help run competitions, run activity sessions for younger pupils at lunchtimes and contribute to the design of the PE curriculum at Cleves. This is now broadening out to more pupils. 	<ul style="list-style-type: none"> • To consider what next steps are needed to move PE provision at Cleves from outstanding to exceptional. • To further develop the Walton, Weybridge and Hersham Sports Partnership (WWHSP) to increase participation across the local area, utilising a range of excellent resources and expertise. Cleves to continue to take the lead on this. • Maintain and, if possible, further increase the already high numbers of pupils participating in active clubs/sport. Improve range of provision and activities on offer. Aim for 100% of pupils attending extra-curricular activities throughout the year. • Continue to target those that are less active and expand the range of lunchtime extra-curricular clubs that are offered. • Aim to involve all 720 pupils in festivals/competitions against other schools through careful tracking. • Embed the use of REAL PE across the lower school, with all staff to undertake training. • To continue to consider competition formats to ensure all pupils are engaged. Reference the YST document and virtual competitions offered by Active Surrey • Continue to develop a hub of expertise in athletics • To embed the team approach to the leadership of PE across the school in order to add extra

<ul style="list-style-type: none"> • A commitment that our teaching staff will be the ones teaching PE at Cleves. As a result, regular CPD opportunities are offered to all staff including lunchtime supervisors. The teachers are supported by an employed Sports Coach who models lessons, provides support for the less able pupils and challenge for our better performers • The purchase of the mini bus (not using Sports Premium money) has continued to allow more children now have the opportunity to represent the school in festivals and competitions. • The development of the mountain bike track at Cleves, giving access to all pupils as part of the curriculum and extra curriculum offer. • The regular use of portable floodlights, funded by the PTA, has allowed sports to continue outside into the winter months. • The introduction of Real PE to the PE curriculum for lower school has targeted the skills based approach to sport and games. • Curriculum is carefully planned to ensure there is a clearly defined progression of skills and knowledge from years 3 – 6. Pupils learn fundamental coordination and movement skills and then apply these to actual sports where tactical and strategic awareness are then an important part of the curriculum. Knowledge planners are used by both staff and children • Active 30:30 and personal challenge areas of the taught curriculum are embedded into the whole school timetable to ensure further time is spent being active. This has allowed for extra healthy competition. All pupils receive 2 ½ hours of PE every week as the core offer. • Wellbeing Award – December 2020 	<p>capacity and spread expertise as well as support other local schools.</p> <ul style="list-style-type: none"> • To continue to develop pupil leadership opportunities through links with other schools, if possible. • Continue to investigate active classrooms and opportunities for further physical activity throughout the school day.
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Meeting national curriculum requirements for swimming and water safety (Year 6 – 2022/23)	
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year?	TBC
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	TBC
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?	TBC
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?	TBC

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 students today and for the future.

Academic Year: 2022/23	Total fund allocated: £23,200	Date Updated: October 2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				
School focus with clarity on intended impact on pupils:	Actions to achieve	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Further increase the number of pupils engaged in regular physical activity – including the most reluctant to do so.</p>	<p>Continue to run, introduce and embed a range of lunchtime clubs, which are funded through the Sports Premium grant, targeting those who are least active. These are provided by school staff, external coaches and clubs. These include:</p> <ul style="list-style-type: none"> • Change4Life • Physifun • Year 3/4 Tag Rugby • Basketball • Yoga • Mountain Biking <p>Continue to run a wide range of extra-curricular clubs offered by school staff including football, hockey, rugby, trampolining, running club, netball, mountain biking, badminton and dodgeball.</p>	<p>£4000 to cover the cost of the clubs <i>(additional school funds will be used to cover additional costs)</i></p>		

<p>To use benchmark data from the previous year to target and improve physical activity levels.</p> <p>To carefully track the numbers of pupils attending extra-curricular clubs and competitions.</p>	<p>Utilising SIMs, set up marksheets which record attendance to all extra-curricular clubs.</p> <p>Use this to then target less active.</p> <p>Through the WWHSP partnership, ensure all pupils have the opportunity to take part in competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p>	<p>£0</p>		
<p>As part of the recovery plan, increase the range of festivals and competitions offered, especially to lower KS2</p>	<p>Utilise team-based approach to PE coordination to maximise number of staff able to help with competition offer. Offer half-termly mini Olympics competition for years 3/4, which includes inviting other schools to participate.</p> <p>Continue to expand WWHSP partnership with local schools to enable regular festival style competitions.</p> <p>Involve the sports crew and other children in leading on these competitions.</p> <p>Some of the funding will be used to release staff to attend these competitions/festivals</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p>	<p>£3150 for supply release and equipment</p>		

<p>To embed the Active 30:30 sessions as a fundamental part of the curriculum; a thirty minute weekly session focused on Personal Challenge to all pupils.</p>	<p>Dedicated slot on the timetable outside of the 2 hours of PE</p> <p>Continued training of staff</p> <p>Purchase of equipment to allow teaching of these sessions/opportunities</p> <p>Monitoring through pupil voice the impact</p> <p>Involve the sports crew in planning and developing the termly challenges</p> <p>Also, look to utilise the PALSS resources from Active Surrey.</p> <p>Sports Crew used to shape and design the offer</p>	<p>£500 for equipment and release for training.</p>		
<p>To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.</p>	<p>Within games lessons, additional support will be offered to the less able and least active individuals with a focus on raising fitness levels and basic coordination skills</p> <p>This will extend to after school where additional support will be given to those children attending our after school care club as well as running extra curricular clubs such as mountain biking and basketball</p> <p>To organise interschool competitions for our pupils and others within the WWHSP partnership</p>	<p>£8,000</p> <p><i>(additional school funding will also contribute towards the salary of this individual)</i></p>		

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>To embed the Active 30:30 sessions as a fundamental part of the curriculum; a thirty minute weekly session focused on Personal Challenge to all pupils.</p>	<p>See detail in indicator 1 for more details</p>	<p>As above detailed in indicator 1</p>		
<p>Continue to have a whole school strategic focus on health and well-being of all our pupils. This is one of the school's strategic priorities</p> <p>To continue to develop the Well-Being action plan and 'Change Team' following successfully being awarded the Wellbeing Award in December 2020.</p>	<p>The schools' travel coordinator is also a member of the PE team and promotes active ways of travelling to and from school. This is high profile and is regularly communicated through twitter and newsletters to the school community.</p> <p>Undertake the PASS survey seeking views from all pupils across the school and then acting on the feedback given.</p> <p>There is strong emphasis and commitment to outdoor learning. All staff are trained to deliver this and sessions take place for all pupils on a half termly basis.</p> <p>CPD opportunities are provided to all staff on well-being and this is a strong priority on the school development plan and Trustee's strategic aims.</p> <p>Continue to embed the 'Change Team' focusing on the mental health and well-being of all pupils and staff. Hold a number</p>	<p>£700 <i>(additional school funding will be used as this is an area of high focus this academic year)</i></p>		

	of awareness days, embed curriculum content and have regular articles in the weekly newsletter			
Embed the 'Learn to Lead' program across the whole school to give all pupils leadership opportunities	Following it's successful reimplementation last year the Learn to Lead initiative will be continued this year. Our dedicated sports coach/mentor will continue to support in PE/Games lessons preparing and coaching pupils so that they can lead on part of a lesson. (warm up, officiating, skills etc.)	£500 for equipment and release		
To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.	As above detailed in indicator 1 Coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities. This could also include preparation for forthcoming tournaments and festivals.	As above detailed in indicator 1		

To embed and further develop the role of the Sports Crew and Sports Leaders through face to face training.	Provide training to Sports Crew through Active Surrey Fully involve this group of pupils in the organising and running of competitions both inter and intra house Involve them in the planning and delivery of the half termly Mini Olympics competition Involve them in the planning and delivery of the weekly Active 30:30 sessions	£400 (<i>training and equipment</i>)		
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	<p>Sports crew to restart running lunch time activity sessions for pupils in year 3/4</p> <p>Sports Crew to share and disseminate their work and expertise to local schools as part of the WWHSP partnership.</p>			
<p>To continue a whole school study to determine whether there is a link between levels of physical activity and rates of academic progress.</p>	<p>Using the YST resource, investigate whether levels of physical activity affect rates of academic progress.</p> <p>Use SIMs to record the data</p> <p>Present findings to SLT, Trustees and WWHSP schools for further consideration.</p>	£0		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To create a plan for CPD across the whole school to further improve outcomes for pupils.	<p>This will include</p> <ul style="list-style-type: none"> • Demonstration lessons • Twilight training • Paired teaching <p>Continue to provide peer to peer support with the implementation of REAL PE across Years 3/4 with those more confident colleagues supporting others through team teaching and modeling lessons.</p> <p>Provide opportunities for the PE team (and other staff) to undertake coaching qualifications – e.g gymnastics, tennis, cricket, rugby</p> <p>Offer CPD opportunities where they arise and where monitoring indicates is required.</p>	£2100 Coaching qualifications and release		
To employ a sports coach/mentor to support staff in delivering high quality PE provision across all year groups.	<p>As above</p> <p>Coach/mentor to provide additional support during Games sessions. This to include targeted support of the less able/active pupils as well as stretching and challenge the more able through leadership opportunities. This could also include preparation for forthcoming tournaments and festivals, including virtual competitions</p>	As above detailed in indicator 1/2		

<p>To purchase a range of resources and equipment to support the high quality teaching of PE across the school.</p>	<p>Purchase equipment as required in order to teach a full curriculum.</p>	<p>£2000</p>		
<p>To embed the team approach to the leadership of PE across the school</p>	<p>Identify at least one member from each year team.</p> <p>Meet half termly to review action plan.</p> <p>Team members to disseminate information back to their year group.</p>	<p>£0</p>		
<p>To explore and investigate what would make the PE curriculum and provision at Cleves outstanding</p>	<p>PE team members to visit other schools to understand their approach and provision.</p> <p>Trial and adapt new approaches and monitor closely the impact.</p> <p>Utilise and create partnerships with local schools and businesses where appropriate</p>	<p>£1000 supply cover</p>		

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all pupils have an opportunity to participate in a wide range of sports and activities, with the right equipment and training</p> <p>This includes continuing to explore possibilities of introducing activities such as ultimate Frisbee, fencing, archery and Panathlon.</p> <p>To fully utilise the new cricket strip in the summer term during curricular and extra curricular time.</p>	<p>As above, specified in key indicator 1</p> <p>Purchase equipment to allow a range of sports and activities to take place</p>	<p>As above indicated in indicator 1</p>		
<p>Continue to investigate opportunities for athletes, famous sports men/women to talk about psychology/approach to sport, preparation before games.</p>	<p>Invite relevant people in as opportunities arise.</p>	<p>£1000</p>		
<p>As part of the WWHSP partnership, offer masterclass sessions in a range of sports for our more able athletes/sports people.</p>	<p>Agree dates with partner schools to host and run masterclass workshops focusing on a range of sports and leadership.</p>	<p>£650</p>		

<p>To further develop links with approved external organisations to provide support with the delivery of PE in school.</p>	<p>Continue to develop relationships with existing organisations including:</p> <ul style="list-style-type: none"> • Harlequins Rugby Club • XSport Coaching (futsal) • Weybridge Gym • Tennis England • No 1. JGA Golf • Daily Thompson Athletics Academy • Walton on Thames Cricket Club • Surrey Cricket Club <p>Explore opportunities to develop links with other local clubs and organisations. This will support the delivery of PE in school, CDP for staff as well as provide signposting opportunities for our most able.</p>	<p>£0 (<i>unless approved club is providing extra-curricular opportunities which are funded by the school</i>)</p>		
<p>To once again run the popular before school 'running club' which regularly attracts over 150 pupils each week. All pupils to have the opportunity to run the distance of a marathon throughout the term/year.</p>	<p>Purchase medals for pupils who attend and run the distance of a marathon</p>	<p>£300</p>		

Key indicator 5: Increased participation in competitive sport				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Ensure all all pupils have an opportunity to represent the school in competitive sport.</p> <p>Increase the range and variety of competitions and festivals on offer in particular those in the lower school.</p> <p>Purchase equipment and resources to allow this to happen.</p> <p>Use team approach to the coordination of PE to increase capacity.</p> <p>Consider competition formats to ensure competition is appealing to all pupils.</p>	<p>Close tracking of pupil representation enables specific targeting of individuals, to ensure all pupils have the opportunity to compete for the school.</p> <p>Continue to adopt the competition structure used by Active Surrey (Inspire, Aspire, Higher) to allow correct identification of pupils for competitions.</p> <p>Using the YST membership resource, consider the reframing competition document - https://www.yourschoolgames.com/reframing-competition/</p> <p>Continue to offer a range of competitions which are hosted at Cleves. This includes Year 3/4 Mini Olympics and a gymnastics and dance competition with local schools through the development of the WWHSP partnership. Furthermore, continue to enter new competitions in footgolf, handball, ultimate</p>	<p>Supply and resource costs as detailed in indicator 1</p>		

	<p>Frisbee, fencing and archery. Following the success of the dodgeball and sportshall athletics last year, these will continue and involve more pupils. Continue to investigate virtual competition opportunities.</p> <p>If possible, provide challenge for our more able pupils through entering county and regional competitions. This include entry to a Cross Country league, joining competitions involving athletics clubs and participating in a national netball competition.</p>			
<p>To continue to develop opportunities for inter house competitions throughout the school.</p>	<p>Continue with the 6x interhouse competitions in all year groups for all pupils.</p> <p>If possible, introduce new class vs class competition in years 3/4 based on the Mini Olympic format.</p> <p>Continue with the new revised format of the annual sports day to maximize participation time, especially with the traditional track events.</p>	<p>£0</p>		

<p>To further develop a hub of expertise around athletics, depending on the restrictions in place.</p>	<p>Through the WWHSP partnership, invite pupils from other schools to attend weekly athletics sessions. These are targeted at pupils who have an interest in athletics regardless of ability.</p> <p>Provide opportunities for these pupils to enter district and county competitions.</p>	<p>£750</p>		
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