



PE, School Sports and Physical Activity (PESSPA) Funding
Provision and Impact report
2022-23

For the academic year 2021-22 Trinity Oaks C of E Primary School expects to receive £ 17,810

PESS funding

Background to PE, School Sport and Physical Activity Funding

The government provides ring-fenced PE, School Sport and Physical Activity funding for school pupils aged Year 1 and older.

Schools must use the funding to make additional and sustainable improvements to the quality of PE and sport they offer.

This means that they can develop or add to the PE and sport activities that the school already offers and also make improvements that will benefit pupils joining the school in future years

Examples of how funding can be spent include:

- hiring qualified sports coaches to work with teachers
- providing existing staff with training or resources to help them teach PE and sport more effectively
- introducing new sports or activities and encouraging more pupils to take up sport
- supporting and involving the least active children by running or extending school sports clubs,
- running sport competitions and sports activities with other schools
- increasing pupils' participation in School Games events

Schools are free to use the funding as they see fit, but are held accountable for its use and required to publish information on the school website

Trinity Oaks C of E Primary School recognises the importance of high quality PE and School Sport in the life of the school

- The school has an important role in providing pupils with the confidence and skills for lifelong participation in physical activity as this will lead to better long-term health
- It is recognised that physical activity makes a valuable contribution to pupils' health and well-being
- Research shows that physical activity can improve academic success
- School sport contributes to pupils' ability to work as a team and demonstrate leadership. It helps to build character and embed the values of fairness and respect.
- Local competition helps us to work with other schools, raise the profile of the school and develop links with sporting organisations in the local community.
- It brings the school together and inspires the children to achieve highly when involved in whole school events with athletes visiting.

The following Aims and Objectives are included in the Physical Activity Strategy

AIM

To provide a supportive environment and a range of opportunities to increase the physical activity levels of the whole school and improve the health and well-being of pupils, staff and parents/carers.

To keep under review our policy for physical activity so that it is meeting the needs of all children across the Key Stages.

OBJECTIVES

The intended outcomes of this strategy are:

To maintain pupils' physical activity levels in line with national targets (*60 minutes/day for pupils 5-11 and 180 minutes/ day for pupils aged 5 and under*)

To increase pupils' knowledge, understanding, experience and attitudes towards physical activity

To provide positive sporting role models and consistent messages in school about physical activity both within and outside the taught curriculum

To improve pupils' physical fitness, behaviour, self-esteem, confidence and ability to work with one another

To ensure 1.5 hours of high-quality PE in curriculum time is taught per week (2 hours in EYFS)

Use of PESS funding is set out below

When considering the impact of our spending we use the following Key Performance Indicators KPIs

- The engagement of all pupils in regular physical activity
- Raised profile of PESSPA 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 of pupils in competitive sport

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • <i>The PE subject leader is established in role and has developed leadership skills, opening opportunities for children and staff to benefit from links with the wider school community.</i> • <i>'Real PE' has been used across the school. All teachers are trained in delivering the scheme, focussing on the whole child. In turn, children have a positive attitude to PE and enjoy challenging themselves.</i> • <i>Years 1, 2, 3 and 4 have attended a series of swimming lessons.</i> • <i>The school is an active member of the local school's Sports Association and many pupils have participated in competitive events.</i> • <i>In school, Young Leaders in Years 5 and 6 have delivered Sports Festivals from Nursery – Year 6 during lunchtimes and as whole school festivals. These have been planned, and delivered by the children. The Sports Crew have written and collated questionnaires to see what the school would like to have on offer during the next academic year.</i> • <i>Children in the Sports Crew have achieved their Gold Award, and have been recognised across Active Surrey as a case study. They are the first primary children in Surrey to achieve the gold and silver award.</i> • <i>Daily Dash from Year 1 – Year 6 is embedded</i> • <i>SOLD – visits to SOLD are established for year 5 residential and day trips in lower KS2.</i> • <i>Sports visitors have come into school to speak to and visit the children, raising the profile of their sport.</i> • <i>Bake sales by Sports Crew to raise money for whole school PE equipment.</i> • <i>OFSTED Deep Dive: "Teachers demonstrate appropriate subject knowledge and deliver learning well across most subjects. Working together, they discuss what to teach and follow plans diligently to ensure that there are appropriate sequences of learning. Visits to physical education (PE) lessons provided strong examples of this. Here, pupils are supported well over time to develop their knowledge and skills and they develop confidence to recall these and apply them in different contexts. "</i> • <i>Well sequenced schemes of learning with excellent opportunities to experience many sports.</i> • <i>Winners of the small school competition at the District Sports event in</i> 	<ul style="list-style-type: none"> • <i>To introduce more competitive events <u>within</u> school through the use of Sports Crew</i> • <i>To achieve KS2 Games Mark recognition</i> • <i>To ensure children in Year 6 meet the national curriculum needs for swimming and water safety</i> • <i>Lunchtime supervisors to attend Physifun training to increase active play during lunchtimes to decrease negative behaviour.</i>

<p><i>KS2 and runners up in KS1 – recognition for achievement.</i></p> <ul style="list-style-type: none"> <i>Wellbeing warriors Year 4 – to promote mental health and positivity, seeing the link between physical education and mental wellbeing.</i> 	
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Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>N.B. Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	The Year 6 cohort last swam in Year 3 for a series of 6 sessions. Over 70% were able to do this.
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	65%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	70%
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?	Yes <i>Children in Year 2, 3 and 4 have benefited from swimming lessons in the academic year 2021 - 2022</i>

Academic Year: 2022/23	Total fund allocated:	Date Updated: 31 st October 2022	
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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

Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:

<p>To inspire younger children to engage in physical activity.</p>	<p>To train up new Young Leaders to and allow the current Sports Crew to mentor them to inspire younger children to be active.</p>	<p>£185</p>	<p>Young Leaders received the Gold award for their leadership skills across the school.</p> <p>High level of interest from younger children wanting to join the Sports Crew.</p>	<p>Current Sports Crew help to mentor the new Sports Crew to achieve their Gold Award.</p>
<p>To deliver high quality, consistent PE lessons across the school.</p>	<p>To deliver PE lessons for 1 ½ hours across the week by a PE teacher who specializes in PE.</p>	<p>PPA Cover teacher</p>	<p>Children benefit from learning the key core physical skills and can then put them into team sports accordingly.</p>	<p>Through the Horley Learning Partnership, children will have the chance to compete against other local schools.</p>
<p>For all children to be engaging in lunchtime activities guided by young leaders / adults at least 3 times a week.</p>	<p>To train up lunchtime supervisors to deliver Physifun activities during playtimes, targeting the least active pupils.</p>	<p>£125 per person</p>	<p>Children have got enjoyment and raised levels of targeted physical activity by having input from the Young Leaders in the school.</p>	
<p>For children to have access to PEDALS training to learn how to be safe on the roads through Bikeability</p>	<p>To bring in outside agencies to deliver Bike Training and Dr Bike sessions to check the safety of children's bikes.</p>	<p>Pedels training no cost</p>	<p>Each class have a 'Bike and Scooter day' where they can bring it into school and use it during lunchtime play.</p>	<p>Further develop link with Sustrans and repeat 'Bike Club' for Key Stage 2 pupils and arrange a local bike ride following 'Bikeability Training'</p>
<p>To have an engaging outdoor environment for the EYFS.</p>	<p>PE Lead to work with Nursery and Reception teacher to think of best equipment to buy, working with what we already have to raise the level of physical activity in the foundation stage.</p>	<p>TBC</p>		

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				
Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To engage children by having whole school initiatives.	To raise money for an athlete to visit the school as part of Sports for Schools Programme.	Raised by pupils	Engagement of pupils has increased and in 2022 we raised £1209 for the event which resulted in a £539.22 voucher that we put towards school PE equipment.	Plan for more engagement in whole school initiatives.
	To take part in the Race for Life event.		In 2021, we raised £3540,50 for Cancer Research UK through Race for Life.	
To have a clear understanding of the profile and impact of PE across the whole school.	To continue to use PE wheel to assess the delivery of PE across the school, monitoring impact.	TBC	As recognized in the OFSTED report, PE has a high profile and all children across the school are physically active, the progression from EYFS through to Year 6 is very clear.	
	PE leader to assess children's ability during lessons and monitor them at the end of the scheme of work.	N/A		
Increase the involvement of pupils, parents and governors in the development of PESSPA at the school.	To celebrate achievements across the school with parents and governors in newsletters.			
	For PE leader to work closely with the PE governor to assess budget and steps forward for PE within the			

To gain awards for recognition of high levels of good physical activity at Trinity Oaks.	school.			
	To work towards the Gold Award for the KS2 Star Mark.	£85	Recognition for achievement within the school.	
	To continue to receive a 3 star mark award for KS1.	£85		

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				
Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
To achieve consistently high-quality PE teaching in all year groups.	PE Lead to have a clear vision of PE and School Sport across the school with a clear time table shared out with class teachers. PE Lead to share with teachers planning for the upcoming year. For PE Lead to lead a staff meeting covering intentions and outline of delivery across the year.	TBC	Clear progression and constancy across the school, as recognized by the OFSTED inspection in April 2022.	

<p>To develop skills, knowledge and understanding and confidence of teachers in delivering the PE curriculum.</p>	<p>PE Lead to meet with Real PE advisor to continue working on CPD.</p> <p>PE Lead to model teaching and suggest a refresher day for the teaching of Real PE.</p> <p>Teachers to attend CPD courses to Upskill and refresh their teaching of PE, in EYFS and KS1.</p>			
<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>				<p>Percentage of total allocation:</p>
<p>Intent</p>	<p>Implementation</p>		<p>Impact</p>	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<p>For children to use their skills learnt in REAL PE curriculum lessons to demonstrate during sports based lessons delivered by specialist sports coaches.</p> <p>To achieve the National Curriculum expectation of swimming confidently over a distance of at least 25 meters by the time they leave Year 6.</p> <p>To meet the NC requirements for outdoor and adventurous activities</p>	<p>To have external coaches teach a range of sports from Year 1 – Year 6 (3 inputs per year lasting for 6 weeks).</p> <p>To have a series of 10 swimming sessions delivered in Year 2, 4 and 6 at Horley Leisure Centre.</p> <p>Children in Year 1, 3 and 5 to have access to input from SOLD – either on or off site. Children in Year 5 to</p>	<p>£8,802 for coaching (including swimming across the year)</p> <p>TBC</p>	<p>Children have grown in confidence when swimming and have made marked progress from attending swimming sessions for a period of 6 – 10 weeks.</p> <p>Increased perseverance, determination and teamwork skills as well as lifesaving skills in the</p>	<p>Alternate the years that children swim / have an input from SOLD to ensure by the</p>

<p>as part of PE curriculum.</p> <p>To introduce children to new sports to spark their curiosity and imagination, developing their cultural capital.</p>	<p>take part in a residential for 2 nights at High Ashurst.</p> <p>SOLD to attend the school and deliver key outdoor learning skills in Year 1 and 3.</p> <p>Through questionnaires from Sports Crew to encourage pupil voice – decide what sports the children would like to engage in across the school.</p> <p>Work with Active Surrey to offer the opportunity for different sports to be delivered.</p>	<p>TBC</p>	<p>outdoors.</p> <p>Every child to engage in a different type of learning and pushing themselves in a different environment.</p>	<p>time they leave primary school they have experienced both skills in Key Stage 1 and 2.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
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:	Evidence of impact: what do pupils now know and what can they now do? What has changed?:	Sustainability and suggested next steps:
<p>For children in every year group from Key Stage 1 to participate in at least 2 inter school competitions by the time they leave primary school.</p> <p>To hold intra school festivals arranged by the Sports Crew.</p> <p>To achieve highly in the District Sports event as a small school.</p>	<p>To enter a range of competitions, lead by HLP that children can be part of.</p> <p>PE Lead to attend HLP meetings and suggest events and gain insight into upcoming competitions.</p> <p>Young Leaders to work with PE lead to deliver whole school competitions within Key Stages so every child has the opportunity to experience a competitive event.</p> <p>Use house teams to arrange intra house competitions – of the Sports Crew’s choice.</p> <p>PE lead to work closely with teachers to decide who should participate in certain events.</p> <p>Training sessions to take place closer to the time to prepare the children for the event as much as</p>	<p>N/A (some coach costs to be calculated as and when)</p>	<p>Children have an increased interest in wanting to participate in outer school events.</p> <p>Training sessions working towards competitions have benefited the children, giving them time to practice.</p> <p>Trinity Oaks won the KS2 Small school competition and came 2nd in the overall KS1 competition.</p>	<p>PE Lead to have an overview of events coming up – to allow enough time for practicing.</p> <p>Continue to practice and set up training sessions before competitive events.</p>

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