

P.E. and Sport Premium (PESP) Impact Evaluation of Expenditure 2022-2023

In 2012, as part of the Government's legacy to the Olympic and Paralympic Games, it was announced that there would be new funding of £150 million available to schools for physical education (P.E.) and sport. This funding was aimed at improving the quality and breadth of P.E. and sport provision.

Schools with 17 or more eligible pupils receive £16,000 and an additional payment of £10 per pupil. From September 2022 to April 2023, Roxeth Primary School have 352 eligible pupils, with 22% pupil premium, and will therefore receive a P.E. and Sport Premium of £19,520.

[Please click here to access the Government website](#)

At Roxeth Primary School, our vision for P.E. and School Sport is that every child can experience a variety of sports and physical activities that inspire and motivate them so that physical activity is enjoyed and embedded in their healthy lifestyle into adulthood. Every child should be given the opportunity to develop their skills and learn how skills can be transferred across a range of different sports. Through participation, our children can learn about the values of respect, responsibility and encouraging others. We recognise the benefit that P.E. and School Sport has on the health and well-being of our children.

In the 2022-23 academic year, Roxeth Primary School will continue to use the P.E. and Sport Premium funding to support the development of P.E. and School Sport. We will continue to measure the impact of our spending against the following indicators:

1. the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles that can be maintained into adulthood;
2. the profile of P.E. and School Sport being raised across the school;
3. increased confidence, knowledge and skills of all staff in teaching P.E. and Sport;
4. broader experience of a range of sports and activities offered to all pupils;
5. increased participation levels in competitive School Sport.

(Level 1 = Competitive sport within Roxeth / Level 2 = Competitive sport against other schools)

Intent	Implementation	Timings	Resourcing	Impact Measures
<p>Buy into the Harrow P.E. & Sport Trust SLA</p>	<p>Membership to the SLA. P.E. Lead to attend borough P.E. Lead's termly meetings and the Summer Term's Annual conference. P.E. Lead to offer staff training opportunities that would benefit – CPD. Termly planning sessions and follow-up / telephone support / School Games Organiser support / District Football teams (Girls and Boys). To enter sports tournaments across the borough, throughout the year (Level 2). Attend P.E. cluster events. Membership of the Youth Sports Trust (YST).</p>	<p>Autumn 1</p>	<p>£1,500</p>	<p>P.E. Lead supported to implement the P.E. curriculum. - ACHIEVED</p> <p>Children to be able to take part in a range of different sporting borough competitions (Level 2), allowing children to experience a breadth of competitive sport. - ACHIEVED</p> <p>Staff able to access borough training support throughout the year – CPD. - ACHIEVED</p> <p>YST training sessions and resources on website being accessed during planning and curriculum time. - ACHIEVED</p>
<p>Ensure all children continue to have access to an array of suitable equipment</p>	<p>Audit of current P.E. equipment. Review of curriculum to identify age appropriate and differentiated equipment. Order new indoor and outdoor equipment as needed, in order to improve provision and accommodate greater differentiation.</p>	<p>Spring</p>	<p>£2,521</p>	<p>Staff to have access to an appropriate and suitable amount of equipment to deliver P.E. lessons that are part of an enhanced, inclusive curriculum for all children to access. Staff to know what is available and plan units of work accordingly. - ACHIEVED</p>

<p>Employ a Play Leader</p>	<p>Run a EYFS/KS1 and a KS2 weekly club to target different groups of need throughout the school that have been identified by the school and teachers. Work alongside teachers, through team teaching and planning, to support the delivery of high quality P.E. lessons being delivered throughout the school. Organise competitions to provide opportunities for all pupils to participate and compete in school sport (Level 1). Increase level of participation in borough competitions and level of success in these competitions (Level 2) Ensure pupils are focused and active during lunchtimes and monitor behaviour. Twice weekly interventions throughout the school during curriculum time of 2-4 children groups to target SEN needs or reluctant children in P.E., e.g. Fine and gross motor skills.</p>	<p>Yearly</p>	<p>£13,728</p>	<p>Increased pupil participation levels in competitive school sport (Level 1 & 2). Extended provision. Upskilled staffing capabilities. Improved behaviour on the playground during lunchtimes. Improved values of teamwork as children play better together. Regular intervention tracking by Play Leader. Increased confidence and participation amongst targeted children.</p> <p>Play Leader employed for:</p> <ul style="list-style-type: none"> •Interventions for low attaining/behavioural children •Teacher support in delivering PE •Playground support at lunchtimes •After School Club for KS1 and KS2 •Inter-house tournament opportunities for children – enabled us to complete inter-house events in 9 sports this year, compared with 7 last year. •Inter-school competitions across the borough – Attended 17 sports tournaments compared with 6 last year.
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Staff/Pupil/SMSA voice conducted on Play Leader's impact – all very positive:

- 88% of staff believing that lunchtime behaviour has improved.
- 92% of staff noticing that there are less behaviour issues to deal with during afternoon registrations.
- 90% of SMSAs saying that Play Leader interacts well with the children.
- 90% of SMSAs saying that Play Leader sets up appropriate games/activities for the children.
- 90% of SMSAs saying that Play Leader manages behaviour incidents well during lunchtimes.
- 90% of SMSAs noticing that behaviour has improved during lunchtimes.
- 100% of children saying that Play Leader interacts well with them.
- 67% of children saying they feel as though they can talk to the Play Leader if they had a problem during lunchtimes.
- 92% of children believing that the Play Leader solves behaviour issues well.

<p>Subject Leader release time to include observations and planning scrutiny</p>	<p>Observe a range of P.E. lessons across different phases throughout the school. Offer feedback and highlight areas of strength and improvement. Review impact of PESP funding. Arrange opportunities for competition within school to increase participation levels (Level 1). Arrange teams for borough competitions (Level 2). Organise House competitions, including Sports Days.</p>	<p>Termly</p>	<p>£120 for 3hrs Supply class teacher</p>	<p>Improvement in achievement in weekly P.E. lessons through improved teaching – planning consistent throughout the school. Supported teachers in delivering the PE curriculum through the new P.E. scheme.</p> <p>Inter-house tournaments enabling children to experience competitive sport, teamwork, officiating and coaching (Level 1) - Inter-house events in 9 sports</p> <p>Range of different sporting borough competitions (Level 2), allowing children</p>
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				to experience a breadth of competitive sport - Attended 17 borough sports competitions
P.E. Scheme	Identified the need for a P.E. scheme to ensure that pupils have a P.E. curriculum that broadens and challenges their skill set. A scheme provides teachers with planning and resources that ensure that each P.E. lesson is progressive and of a high quality. Subscribed to Get Set 4 P.E. for teachers to access when planning and teaching.	Yearly	£660	<p>First year of using the scheme, teachers to become familiar with its capabilities and use the scheme regularly throughout their delivery of the P.E. curriculum. - ACHIEVED</p> <p>Consistent teaching across the school with scheme being followed and increased confidence of teachers delivering lessons. – ACHIEVED</p> <ul style="list-style-type: none"> •Scheme chosen and bought •Introduced to staff •Offered support to individual staff in the delivery of the scheme •Re-written the PE Outdoor and Indoor PE curriculum to reflect the new scheme and the units it offers, ensuring a diverse and varied curriculum across all year groups that will suit our cohort of children. •Staff survey of the scheme was very positive, feedback reflected that staff were thankful for the scheme to help them deliver PE, especially in areas they

				did not feel confident in teaching.
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