

Knaphill Lower School: Sports Premium: 2022- 2023

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£ 17640
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17500
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£ 17500

Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self-rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p><i>Currently, swimming is taught in KS2 as part of the curriculum. We work in federation with Knaphill Junior School and this was agreed when both schools joined together.</i></p>
<p>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?</p>	<p>Yes/No</p> <p>Next year, we would like to be able to develop a provision that would our children to begin swimming in KS1.</p>

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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 pupils today and for the future.

Academic Year: 2022/23	Total fund allocated:	Date Updated:		
<p>Key indicator 1: The engagement of <u>all</u> 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</p>			Percentage of total allocation: 31%	
Intent	Implementation		Impact	
School objective	Actions	Funding allocated	Evidence of impact	Sustainability and suggested next steps:
<p>To develop the outdoor education aspect of the curriculum to enable children to complete more physical, outdoor activity.</p> <p>To develop children’s attitude towards being outside.</p> <p>To encourage high quality regular physical activity during break and lunchtimes.</p>	<ul style="list-style-type: none"> Outdoor Education training for 4 members of staff. Outdoor first aid sessions for 4 staff members to be able to complete sessions. Supply cover for staff to be able to complete outdoor education sessions. Redesign of approach to break and lunchtimes through the allocation of class equipment bags to further develop skills learnt in PE lessons. Training of children to use equipment appropriately. Response to children’s likes and dislikes to encourage physical activity– eg: purchase of basketball nets and football goals. 	<p>£2700</p> <p>£612</p> <p>£500</p> <p>£1634</p> <p>NA</p>	<p>Since completing the outdoor learning training, the curriculum has been redesigned to allow for at least one session of outdoor learning for every class each week. Outdoor learning leaders have also made links with the wider curriculum to promote a more positive attitude towards being physically active, outdoors. Pupil voice has shown that children appreciate these opportunities and it has increased their attitude towards being physically active/ outdoors in school and at home.</p> <p>Monitoring of break and playtimes has shown that children are spending more time being active. Children also understand the importance of</p>	<p>Outdoor learning has been planned for in the 2023-24 curriculum and timetables.</p> <p>Leaders know that children need to have a positive experience of outdoor learning, which needs to be promoted during their whole time at Knaphill Lower School.</p> <p>To promote children being active at all times, the PE lead recognizes that equipment needs to be varied and replenished regularly.</p>

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	<ul style="list-style-type: none"> • Daily Mile timetabled for every class. • Active break and lunchtimes encouraged 		physical activity as this activity has been linked to the PE and PSHE curriculum.	The PE lead recognizes that lunchtime staff would benefit from CPD in developing physical activities and varies sports/ games during this time.
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 5%
Intent	Implementation		Impact	
School objective	Actions	Funding allocated	Evidence of impact	Sustainability and suggested next steps:
<p>To develop children’s attitude towards physical activity by providing a positive association with academic attainment and physical activity.</p> <p>To support children in understanding how values can be linked to sports performance.</p> <p>All children to receive the highest quality physical education across all key stages. Children are challenged physically, socially and cognitively to achieve.</p>	<ul style="list-style-type: none"> • Caving unit hire and instruction with the intention to develop confidence, team building at the start of the new academic year and an interest in participating in new sports. • PE leader given cover to run the caving event, to promote good attitudes and confidence. • Development of a PE specialist teacher to teach PE across the school. Teacher to develop curriculum knowledge and confidence to lead CPD for staff, team teaching and planning advice, developing their confidence and competence in the teaching of PE. 	<p>£625</p> <p>£200</p>	<p>We realized that some children were apprehensive about new sports and physical activities, particularly after missing out during COVID. During the caving experience, pupils experienced something new and it encouraged them to be brave, work as a team and be ready to learn a new skill. We launched our school values this year and this sporting opportunity promoted the enjoyment of physical activity, whilst linking this with the courage to try new things.</p>	<p>Next year, we will be looking to offer a similar event that will help children to challenge themselves and support them to embrace a new challenge. It will also help to raise the profile of sport and how our school values being active and sport.</p> <p>We would like to promote swimming next year as our children lack experience and confidence in this areas as it is not provided at school.</p>

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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
School objective	Actions	Funding allocated	Evidence of impact	Sustainability and suggested next steps:
<p>To develop the intent of the PE curriculum with a clear link to the whole school vision for KLS children.</p> <p>To develop the consistent implementation of the KLS curriculum, with high quality PE lessons.</p> <p>To ensure that children are achieving well in PE to ensure that they are well-prepared for the next stage of their PE education.</p>	<ul style="list-style-type: none"> PE Planning subscription to support the delivery of PE lessons by PE leaders and teachers. PE Leader attended the Active Schools annual conference with the intent to engage in inter school discussions and find further sporting opportunities for our children. Supply cover for PE Leader to attend Trust school to see high quality PE in action – directly linked to delivery of PE lessons. Supply cover for PE Leader to review PE schemes to improve the quality of PE lessons. Subscription to REAL PE curriculum with the intent to find a curriculum that is better suited to our staff and children. Supply cover for PE Leader to 	<p>£269</p> <p>£185</p> <p>£200</p> <p>£200</p> <p>£695</p>	<p>At the beginning of the year, PE Planning was being used to ensure that teachers and the PE Leader, who was delivery PE lessons to all year groups, were provided with suitable lessons plans. By combining the scheme with time for the PE Lead to observe lessons, the quality of PE lessons, and outcomes for children, improved.</p> <p>However, it was identified that this provision needed developing.</p> <ul style="list-style-type: none"> The PE leader was given the opportunity to observe PE across the trust. This directly impacted the quality of PE teaching at KLS. However, the PE leader identified that teachers needs better quality PE CPD and a higher quality PE scheme to promote good subject knowledge. The PE was given time to research a new PE scheme, having observed PE at our federated junior school, the decision was made to purchase 	<p>Real PE will be brought into the 2023-24 curriculum, leading to better quality planning and teaching resources for all teachers.</p> <p>With a change in structure meaning that teachers are now required to teach all of the PE sessions, it is important that staff are provided with detailed PE plans that allow for well implemented PE sessions.</p>

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	<p>complete the initial PE leader CPD for Real PE.</p> <ul style="list-style-type: none"> Supply during the year for PE leader to attend CPD events, such as dance and tennis training to bring this into school. 	<p>£200</p> <p>£600</p>	<p>‘Real PE’.</p> <ul style="list-style-type: none"> This was trialed in the summer term and the PE leader was able to develop their knowledge in this area through an introduction to Real PE (alongside the headteacher) and by completing the first online CPD. The impact was that the curriculum was redesigned for 2023-24, with a specific focus on fundamental skills, and a CPD plan for teachers. Ongoing CPD for the PE Leader mean that the quality of PE lessons improved throughout the year, leading to consistently good PE lessons. The PE lead was also able to identify improvements in the curriculum, such as the introduction of dance. 	
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Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	37%
School objective	Actions	Funding allocated	Evidence of impact	Sustainability and suggested next steps:
<p>To develop the range of sports opportunities within and outside of the curriculum.</p> <p>To ensure that children experience sports outside of regular team games</p> <p>To ensure that children experience different ways of competing in sport</p>	<ul style="list-style-type: none"> Subsidizing outside provider of after school sports sessions, making these sports opportunities more accessible to all children. To offer an opportunity to all pupils to engage in a session of dance and to learn a new style of dance. To encourage all pupils to be physically active. 	<p>£6055</p> <p>£395</p>	<p>Children in all age groups have now been offered the opportunity to join in with team sports (multi sports, football, rounders, etc) and learn new skills that are not taught in the PE curriculum. The KS1 PE curriculum does not allow for as much focus on individual sports, so the extended provision is key to exposing children to wider sports.</p> <p>Subsidizing sports opportunities is very important as we recognize that that cost of sports clubs outside of school was reducing children’s participation in sports. This was particularly key for children who may have limited to none outdoor space for sports and activities at home.</p> <p>The PE leader identified that dance was not well promoted in the curriculum and extra curriculum sports activities. An engaging dance workshop day promoted the profile of dance. Every child engaged in the</p>	<p>We will continue to offer after school sporting club, hopefully widening the range of clubs on offer. We will be subsidizing less this year to show that it is sustainable.</p> <p>The new PE curriculum promoted dance and provides CPD for the delivery of dance sessions, which we recognize may be an area of less confidence in teachers.</p>

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			workshop and we received a lot of positive feedback from both pupils and parents about the workshop. In response to this, we also launched our first dance club that was run by qualified dance teachers. This then launched dance being taught within the regular PE curriculum. Teachers were present during the workshop, which then also provided CPD for how to teach dance.	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
Intent	Implementation		Impact	
School objective	Actions	Funding allocated	Evidence of impact	Sustainability and suggested next steps:
The increase the participation in competitive sports in KS1 children.	<ul style="list-style-type: none"> Medals for sports day – the intent was to encourage all children to want to engage in Sports Day and be competitive in order to win a medal. Active School membership with the intent in engaging with other schools in our community to promote sports opportunities. Staff cover needed to 	<p>£234</p> <p>£800</p> <p>£400</p>	<p>Every child participated in Sports Day with the knowledge that they could win a medal. This was a very positive opportunity for children to feel supported and to be given some opportunity for competitive sports. Children competed across houses and also had competitive running races.</p> <p>We were able to achieve sports events during the year, which were organized by some schools in Woking. There is a limited number for KS1 children,</p>	<p>Next year we will continue to provide an incentive for all to join in with Sports Day.</p> <p>It has been recognized that KS1 has far fewer sports opportunities for children. We would like to use some funding last year to promote more intra and inter school sports</p>

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	ensure that children were able to attend KS1 sports opportunities against local schools.		however this promoted sports – particularly with girls football.	opportunities for children during the year.
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94% spend for 2022-23 (6% carry-forward of £996)

Signed off by:	
Head Teacher:	Vicky Harbridge
Date:	13/07/2023
Subject Leader:	Abi Keyser
Date:	08/07/2023
Governor:	Marleen Naseens
Date:	13/07/2023