

**Evidencing the Impact of the PE and Sport Premium 2022 - 2023**

|  |  |
| --- | --- |
| **Funding Allocation** |  |
| Total amount carried over from 2021/2022 | 0 |
| Total amount allocated for 2022/2023 | £17250 |
| How much if any, do you intend to carry over from this total fund | 0 |
| Total amount spent | £17543 |

|  |  |
| --- | --- |
| **Swimming Data for 2022/2023** |  |
| Meeting national curriculum requirements for swimming and water safety.  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.  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 | Each year group have 8 swimming sessions within the school PE long term plan. |
| What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  N.B. Even though your pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2023  Please see note above | 93%  27/29 children |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?  Please see note above | 93%  27/29 children |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 93%  27/29 children |
| 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 for 6 sessions |

|  |  |  |
| --- | --- | --- |
| **Action Plan and Budget Tracking** | |  |
| **Academic Year: 2022/2023** | **Total Fund Allocated:** | **Date Updated: October 2023** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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.** | | | | Percentage of total allocation:  £1569 |
| **Intent** | **Implementation** | **Funding Allocated** | **Impact** | **Sustainability** |
| To continue to improve levels of activity in relation to the Active 30/30 agenda – ensuring physical activity and well-being continue to be a foci within the school day.  To promote engagement and enjoyment in physical activity.  Increase levels of participation through extra curricular clubs.  Provide high quality resources and give ideas for children to be active and engaged at play and lunchtimes.  Continued use of bikes/trikes/scooters in EYFS provision.  All staff to incorporate regular daily physical activities into their timetable – including active maths and other outdoor curriculum activities.  Fortnightly Forest School sessions (1.5- 2hrs) for adventurous outdoor experiences with trained staff.  YSSN to deliver weekly lunchtime and after-school clubs covering range of non-traditional sports across the full range of year groups throughout the year – focus on building skills and exciting experiences rather than competitive.  Continued use of playground leaders to support KS1 and KS2 activities at play times. Encourage use of games, mile track and range of PE equipment.  Continued use of playground leader hoodies to promote involvement of play leaders and raise profile within school.  KS1 to increase use of outdoor space to facilitate active play. Improved use of resources in EYFS and KS1 for outdoor play.  Balance bike taster day | Utilising GetSet4PE resources for play leaders to oversee, motivate, encourage and lead active games and playtimes and lunchtimes. During lessons, teachers maximising use of ‘active time’ where all children are active.  Each class timetables regular active breaks in their daily lessons in addition to timetabled PE/Dance and Forest school lessons.  Children make good use of equipment bags at play/ lunchtimes. Suggest ideas for games and activities at play/lunchtimes.  Produce timetable for physical activity opportunities (outside of PE sessions) for every class. Discuss as staff team to maximise use of space and resources. Timetabled use of outdoor space, including playgrounds, fields, woodlands.  Continue subscription to the York Schools Sports Network; element 3 package plus element 1 costings.  Timetable of lunchtime and after-school clubs to ensure range of sports and age groups. Use of PP data to promote inclusion and access to clubs for all chn.  Opportunity for previous Year 5 play leaders to train new cohort of Year 5s - engage and motivate chn to join in and participate in active play during playtimes and lunchtimes.  Produce timetable for play leaders and rolling programme of games/activities.  Coordinate timetable for KS1 and EYFS to ensure best use of outdoor space across 3 classes. Plan use of engaging and physical resources for chn to access independently. | £550  £85  £596 + £329  £500  £348 | Pupils will be more active during playtimes and PE lessons and have less ‘rest’ breaks.  Children will be more engaged in active after-school clubs and more willing to attend available clubs.  All pupils will be involved in at least 30 minutes of additional physical activity every day (playtime, lunchtime and in timetables lesson activities).  Attitudes to learning will improve with more children being focused on physical activity sessions.  Increased ownership and responsibility for older children in school. Younger children motivated to participate in playtime games and increased active minutes during school day.  Children independently access the outdoor areas as they are more inviting and welcoming. Improved gross motor skills for EYFS and KS1. | Staff confidence increases over time and the timetables slots are delivered confidently.  Lessons are well resourced and opportunities for practical equipment is provided over play and lunch times.  YSSN and staff team offer additional active clubs over lunch/ play and after school.  Teachers will ensure there are timetabled opportunities each day for pupils to be active outside of the PE lessons.  Teachers consider and use the school grounds in a range of lessons across the full curriculum – meeting the needs of all learners (VAK) as well as providing and encouraging active learning.  Children enjoy being active and continue to be active for 30 minutes a day.  Maintain the safety and upkeep of the Mile track. |
| **Key Indicator 2: The profile of PESSPA being raised across the schools as a tool for whole school improvement** | | | | Percentage of total allocation: |
| **Intent** | **Implementation** | **Funding Allocated** | **Impact** | **Sustainability** |
| Continue with YSSN specialist for a full day each week all year - promoting PE and the impact of physical exercise in daily life.  Timetabling over a week has allowed for children to have at least one specialist dance lesson, specialist PE lessons and forest lessons led by qualified teachers – also supporting mental health and well being.  Over the course of the school year children in Years 2/3/4 will have a term of swimming lessons with planned sessions for those in Y6 who have not met standard.  All staff to participate in team teaching with YSSN specialist and other sports providers.  Swimming Catch up lessons for those not meeting standard  Regular monitoring of PE provision.  Regular use of Koboca surveys and analysis of results to identify areas for improvements/additional support.    Extra-curricular opportunities available for all children.  Increased opportunities for SEND children to further develop their skills and to participate in a wider range of sports and competitions.  Raise profile of intra-school sports through regular participation in non-competitive/competitive events.  Opportunities for children to increase understanding of healthy living and importance of nutritional and lifestyle choices. | Continue subscription to the York Schools Sports Network; element 3 package plus element 1 costings.  Equal timings across the whole year for all children to have specialist teaching – i.e. forest school taught across the school on a fortnightly timetable.  Timetable for team-teaching opportunities with YSSN / dance / forest specialists for all staff.  PE lead to monitor PE lessons and views of staff/children.  Use survey data to plan extra-curricular clubs timetable based on children’s views/preferences.  Implement extra-curricular timetable – including lunchtime and after-school clubs.  Use of SEN/PP data to promote inclusion and access to clubs for all chn.  Continue to attend sporting events. Share achievements from events with the school community via PE displays, newsletters, school website and assemblies.  Plan additional wellbeing sessions for all year groups to develop understanding of healthy living and mental health. | £10070  £180  £435  £316  £1250 transport | High quality CPD for teachers and improved commitment to PE across staff team. Teachers develop confidence, subject knowledge and skills to support healthy lifestyles.  Children’s self-esteem / confidence increases in PE and improved attitudes to learning across curriculum.  Pupils build on their resilience to failure and are more willing to try new physical activities.  Raising profile of PE in school by celebrating sports achievements. Parents/school community are aware of sporting events.  More children are keen to participate in clubs/extra-curricular events and represent the school.  Pupil surveys indicate that awareness of PE and healthy lifestyles has improved, and children are more willing to try new sports.  Increased engagement and willingness to take on sports ambassadors in school. | YSSN staff member is consistent and lessons are well planned and equipment prepared. School staff support lessons to increase their confidence to deliver high quality PE lessons and have on site CPD.  Other active opportunities are planned throughout the day.  Continue to use Sports and PE funding to supplement high quality PE teaching and learning alongside staff CPD and confidence.  PE subject leader to monitor PE provision and ensure daily activities are being implemented.  All stakeholders to see the benefits of the increased profile of PE and are committed to maintaining these standards even if the funding is discontinued.  Physical activity and healthy lifestyles are embedded throughout school and pupils articulate this independently and with confidence. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and Sport** | | | | Percentage of total allocation: |
| **Intent** | **Implementation** | **Funding Allocated** | **Impact** | **Sustainability** |
| Develop a confident and established PE lead.  Planned opportunities for teaching staff to observe and team teach with YSSN specialist.  Progression and skills document/ LTP reviewed to encourage wider range of sports/PE.  Bespoke long-term plan for CPD and staff training based on staff audit of knowledge, skills and confidence.  Continued use of GetSet4PE for all teaching staff to improve consistency of lesson quality and enhance skills/knowledge for teachers.  Staff feel more skilled and trained to deliver PE lessons that are challenging and engage all pupils.  Develop assessment procedures to ensure consistency and confidence alongside monitoring of children’s progress and end of year milestones.  Children’s attainment in PE is improving with more meeting/exceeding end of year expectations.  Staff gain further understanding of links between mental health and well-being and PE. | PE lead to work alongside EM, SGO and YSSN specialist. Attend biannual North Yorks PE Lead network meetings.  Timetable opportunities for staff to team teach and observe specialist teachers –focus on non-traditional sports to raise profile and quality of teaching across whole staff team.  All pupils access PE lessons that are differentiated and accessible through developing teacher confidence and knowledge.  Staff audit to be completed and CPD long term plan to be produced.  Staff embed the progression of skills document across school.  Subject leader time to monitor PE once a half-term – ensure PE being taught effectively, monitor assessment and children working below ARE.  All teachers follow planning progression documents from GetSet4PE to ensure sequential learning and progressive build-up of skills.  Use of GetSet4PE assessment tools to monitor attainment/progress. | £900  £425 | Profile and teaching of PE is raised in school.  Staff have watched the YSSN PE specialist deliver sessions (Ongoing 2022/23) and will assist in every dance lesson with their class (23/24) – increased knowledge and confidence in planning and teaching high quality lessons for all.  Teacher’s skills, knowledge and understanding of pupils’ attainment is increased.  Staff confidence increases and staff feel well-equipped to teach high-quality sessions following bespoke CPD opportunities. Staff feedback is increasingly positive relating to planning and teaching of PE.  Children achieve well and are motivated to make progress.  Staff utilise PE sessions to promote better mental health and wellbeing.  Teachers demonstrate deeper knowledge and understanding of the PE curriculum and the progression made by pupils.  Staff identify and support children at earlier stages with mental health concerns.  Improved survey results for KS2 children - increased resilience and overall improved wellbeing. | Teachers are confident in their roles and the subject is well led across the whole school.  Staff CPD is planned and delivered to upskill all members so that children receive high quality, teaching and learning in both of their timetabled PE lessons.  The PE Curriculum is well mapped out – cohesive and progressive across all year groups.  GetSet4PE documents are reviewed and amended to reflect our setting and provision offer.  Assessments are accurate and network meetings across NYCC cluster evidence this. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Indicator 4: Broader experience of a range of sports and activities offered to all pupils** | | | | Percentage of total allocation: |
| **Intent** | **Implementation** | **Funding Allocated** | **Impact** | **Sustainability** |
| Planned LTP to ensure coverage of a range of traditional and non-traditional sports across each year group.  Provide resources and equipment to support the development of physical activity.  Ensure disadvantaged pupils are given equality of opportunity to attend clubs and participate in physical activity.  Acknowledge national and international sporting events.  Provide specialist days for the whole school to experience new sports and activities (golf/karate/cricket). | All staff aware of and implementing new LTP alongside clear skills progression framework.  Organise and purchase a specialist day for the whole school. TBC.  Source professional teams/individuals to visit school to inspire children and update their knowledge. | £495 speedkix day  £169  £250  £185 | More staff are involved in delivering PE sessions and more confident to teach new activities.  Children show enthusiasm to participate in new activities with high-quality equipment. |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key Indicator 5: Increased participation in competitive sport** | | | | Percentage of total allocation: |
| **Intent** | **Implementation** | **Funding Allocated** | **Impact** | **Sustainability** |
| Continue to provide opportunities for all children to participate in a range of after-school PE/sporting events during the school year.  Plan Sports Day during summer term.  Take part in cluster, YSSN and SYMAT sports events and competitions.  Introduce a termly House team sports event linked to sports being taught in school.  Provide opportunities for children to meet role models for competitive sports. | Timetable of after-school sports activities – weekly sessions delivered by YSSN specialist.  All classes to be incorporated in the above timetable.  Range of activities planned for competition between school teams across all year groups.  Plan opportunities for ‘friendly’ games with SYMAT/local cluster schools. | £40  £360  £60 | Increased participation in extra-curricular club/events.  Pupils have improved attitudes to competitions and experiences.  Achieve the School Games Award as recognition of the school’s commitment to participation in sport.  More children across different age groups feel confident to participate in competitive sports.  Increased exposure to sports role models for children to promote positive attitudes for children. |  |

|  |  |
| --- | --- |
| Signed off by | |
| Head Teacher: | Emma Miller |
| Date: | October 2023 |
| Subject Leader: | Emily Winfield |
| Date: | October 2023 |
| Governor: | Mr J Wilson |
| Date: | October 23 |