

Evidencing the Impact of the Primary PE and Sport Premium

Website Reporting Tool



Academic Year 2021-22

Commissioned by



Department
for Education

Created by



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It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding as well as on the impact it has on pupils’ PE and sport participation and attainment by the end of the summer term or by **31st July 2020** at the latest.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2020. To see an example of how to complete the table please click [HERE](#).

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date (July 2021):

- Following stringent COVID 19 restrictions, all pupils continued to receive high quality physical education sessions each week, which ensure curriculum coverage and adhered to national curriculum expectations.
- Increased confidence of staff when teaching PE due to our continued use of the Pennine Sports Partnership's coaching/teaching services.
- Continued to promote mindfulness activities across school, utilising various resources and techniques alongside values and positive psychology (positivity, strength-building, gratitude, resilience and compassion) to help support children's emotional health and wellbeing. External providers delivered wellbeing sessions over a period of 6 weeks- Little Seeds to Years 1 and 2 and PAWS B to Years 4 and 5.
- Teachers adopted mindfulness approach in the classroom using online resources such as 'Calm' app, Cosmic Kids and GoNoodle.
- Use of equipment during unstructured times to encourage active breaks.
- Teachers encouraged to implement Active lessons in to their planning and Active minutes in to the school day, using initiatives such as the daily mile in a bid to enhance pupil wellbeing and increase the time pupils spend being active during the school week.
- Extra-curricular sessions were re-implemented during the Summer term for pupils within their 'bubbles'. All pupils in Key Stage 2 were given the opportunity to attend one club each week.
- Extra-curricular clubs remain over-subscribed.
- Aim to offer a range of alternative physical activity clubs, including 'fitness and wellbeing' and 'mindfulness and yoga'.
- Registers clearly demonstrate an increase in regular non-attendees accessing extra-curricular activities given the variety on offer

Key priorities for 2021-22 (linked to outcomes 2019-20-pre-covid and the) and school development 2021-22)

With the easing of COVID restrictions currently in place in school, we aim to re-establish and promote high quality physical activity and school sport for all members of our school community, continue to encourage our pupils and families to be healthy and active, as we strongly believe this is essential in maintaining the positive mental health and wellbeing of all our pupils.

Our commitment to the positive mental health and wellbeing remains strong as we move into 2021-22. Given the impact that the pandemic has had on families and communities, the mental health and wellbeing of pupils is of paramount important and therefore this will form the basis of the curriculum that we continue to offer to our pupils in school.

We want our children become resilient and give them tools and techniques to manage their emotional, and mental health.

We aim to continue to ensure that our pupils remain active by:

- providing at least 2 hours a week of high-quality PE and physical activity in line with National Curriculum expectations and wider initiatives that promote both

Areas for further improvement (2022-23) and baseline evidence of need:

We aim to continue to promote high quality physical activity and school sport for all members of our school community, continue to encourage our pupils and families to be healthy and active, as we strongly believe this is essential in maintaining the positive mental health and wellbeing of all our pupils.

Our commitment to the positive mental health and wellbeing remains a priority as we move into 2022-23 and as a school community we recognise the important role that PE and physical activity plays in maintaining positive mental health and wellbeing. This will continue to form the basis of the curriculum that we continue to offer to our pupils in school.

Building on from the Active Classroom initiative successfully introduced in 2021-22, we aim to further develop opportunities for physical activity throughout the school day.

Our key priority is to create opportunities for structured physical activity, encouraging active playtimes where pupils can engage and interact with one another in a positive manner.

<p>physical and mental wellbeing.</p> <p>Pupils will access:</p> <ul style="list-style-type: none"> • Active brain breaks- staff to access websites that promote active brain breaks, such as Go Noodle, Wake up, Shake up. • Active playtimes- there will be some structure provided to pupil breaks that encourage that to be active and maintain positive relationships. • Mindfulness- age appropriate mindfulness will be used throughout the day to support pupil wellbeing, with the implementation of well-being ambassadors being introduced to encourage pupils to develop strategies to support when situations may overwhelm them. • Forest School- Active Forest school sessions will continue weekly for pupils in Reception, Year 1, 2 and 3 with termly swap weeks for pupils in Year 4, 5 and 6. • Continuous provision- Access to outdoor provision and resources that promote physical development for pupils in Nursery, Reception and Year 1. <p>To ensure that progression and skill development is embedded across school for all pupils, we aim to improve the quality of teaching and learning in PE lessons by providing CPD for teachers and using specialist coaches to model and support the teaching of PE for all pupils.</p> <p>We aim to increase the activities that can be offered to pupils, their families and staff as the year progresses</p> <p>We hope to be able to further progress with our aim to:</p> <ul style="list-style-type: none"> • Implement health and lifestyle programmes that will encourage our pupils and families to be active and also help to prevent and manage overweight and obesity levels. • Introduce lessons and extra-curricular activities to the curriculum that increase levels of physical activity. • Continue to raise the profile of PE across the school and increase level of participation in events and competitions. • Provide further opportunities and experiences for physical and mental health and well-being that children will not experience in their local community. 	<p>We intend to utilise opportunities for staff development and pupil leadership opportunities as a means to provide structure and guidance in encouraging pupils to participate in physical activities of their choice</p> <p>We want our children become resilient and give them tools and techniques to manage their emotional, and mental health.</p> <p>We aim to continue to ensure that our pupils remain active by:</p> <ul style="list-style-type: none"> • providing at least 30 minutes a day of high-quality PE and physical activity in line with National Curriculum expectations and within the wider initiatives that promote both physical activity and mental wellbeing. <p>Pupils will access:</p> <ul style="list-style-type: none"> • Active brain breaks- staff to access websites that promote active brain breaks, such as Go Noodle, Wake up, Shake up. • Active playtimes- there will be some structure provided to pupil breaks that encourage that to be active and maintain positive relationships. <ul style="list-style-type: none"> - Staff training to deliver encourage active and positive play - Implementation of a play worker role to develop lunchtime provision - Develop role of Play Leaders to work alongside the Play Worker - Continuation of Active classrooms initiative • Mindfulness- age appropriate mindfulness will be used throughout the day to support pupil wellbeing, with the implementation of well-being ambassadors being introduced to encourage pupils to develop strategies to support when situations may overwhelm them. • Forest School- Active Forest school sessions will continue weekly for pupils in Reception, Year 1, 2 and 3 with termly swap weeks for pupils in Year 4, 5 and 6. • Continuous provision- Access to outdoor provision and resources that promote physical development for pupils in Nursery, Reception and Year 1. <p>To ensure that progression and skill development is embedded across school for all pupils, we aim to improve the quality of teaching and learning in PE lessons by providing CPD for teachers in specific curriculum areas such as Dance and Gymnastics, using specialist coaches to model and support the teaching of PE for all pupils.</p> <p>To further improve the outcomes for pupils, we aim to develop teacher confidence and ensure consistency in teaching and learning by introducing staff to new resources that support the delivery of PE.</p> <p>We aim to increase the activities that can be offered to pupils, their families and staff as the year progresses</p> <p>We hope to be able to further progress with our aim to:</p> <ul style="list-style-type: none"> • Implement health and lifestyle programmes that will encourage our pupils
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	<p>and families to be active and also help to prevent and manage overweight and obesity levels.</p> <ul style="list-style-type: none"> • Introduce lessons and extra-curricular activities to the curriculum that increase levels of physical activity. • Continue to raise the profile of PE across the school and increase level of participation in events and competitions. • Provide further opportunities and experiences for physical and mental health and well-being that children and their families will not experience in their local community.
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Meeting national curriculum requirements for swimming and water safety.	
<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 pupils may swim in another year please report on their attainment on leaving primary school at the end of the summer term 2020.</p>	79%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	79%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	46%
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?	No

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: 2021/22	Total fund allocated: £17,730 + £4845(carry forward) £22,575 Total Spent- £22,575	Date Updated: September 2021 Mid-year review- 28-01-2022- reported to Governors End of Year review- 25-07-2022		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: %
Intent	Implementation	Impact	Proposed Spend: £12,820 (57%) ACTUAL SPEND: £15,749.36 (70%)	
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:
Children do at least 2 hours of PE and physical activity each week incorporating a range of structured physical activities and extra-curricular opportunities:	<ul style="list-style-type: none"> a 45 minute session delivered/ mentored by qualified coach from Pennine Sports Partnership (PSP) to continue to deliver PE sessions alongside the class teacher to whole classes. Class teachers will then plan and teach a second PE lesson later in the week based on the modelling/mentoring received from the PSP coach. This aim is to upskill teachers and improve the quality of teaching and learning in PE. 	PSP Service £7720 (across KI 1, 3 and 4)	CURRICULUM: Mid -Year review- 28-1-22 This is happening successfully- so far, we have had Gymnastics, multi-skills and Dance. Second part of the year- team/invasion games, Athletics and striking/field or AOO This needs to be monitored- scheduled for Summer 2022. Staff meeting 6-4-22 to discuss expectations in PE End of Year review- 25-07-22 Full delivery of PE using PSP coaches.	In terms of curriculum PE, the key priority for next year is to provide opportunity for class teachers to utilise the CPD opportunities by delivering some elements of the PE curriculum throughout the year. The delivery will focus on the fundamental skills and 'games' elements of PE with PSP specialist coaches continuing to support areas such as Dance, Gymnastics and Athletics.

	<ul style="list-style-type: none"> pupils to engage in high quality active breaks. continue to promote the use of Active breaks, brain breaks and mindfulness through the introduction of 'Active Classrooms'. This initiative will enable pupils to record the number of minutes they have been active in the school day. Each class will receive an award when the number of active minutes is in line with expectations (eg: 20 minutes per day) use of the rocktagon/trim trail to be available to pupils in line with COVID regulations. continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will increase reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. increase participation in inter-school festivals and competitions. regular active 'brain breaks' and mindfulness activities will take place in the classroom that supports pupil wellbeing and promotes effective learning. This will form an integral part of our SDP for pupils returning to school following the pandemic. the successful implementation of Play Leaders and befrienders. one half day Forest School session per week (year R – 3) with termly swap weeks for pupils in Years 4,5,6. introduce family sessions as an after-school provision to encourage pupils to engage with their parents in outdoor activities that they can then continue at home. 	<p>No cost incurred</p> <p>No cost incurred</p> <p>£5000 (approx.) To include club coach, staffing, transport to competitions and festivals.</p> <p>No cost incurred</p> <p>£100 (approx.) Cost of lanyards</p> <p>No cost incurred</p>	<p>Sessions used as CPD for teaching staff allowing CPD to cover all elements of PE.</p> <p>Actual Spend on PSP coaches- Aut- £2470 Spr- £2280 Sum- £2720 (estimate as no invoice received to date 25-7-22) TOTAL: £7470</p> <p>Purchase of new PE scheme- Get Set 4 PE to allow class teachers to deliver some elements of the PE curriculum in to the next academic year. PE scheme- £1375 (over 3 years) Impact: All pupils are receiving a high-quality PE session in line with NC expectations.</p> <p>Progress in PE (achievement against NC objectives): EY: 45% (ELG physical development) Year 1: Year 2: 89% Year 3: 76% Year 4: 58% Year 5: 76% Year 6: 71%</p> <p>OTHER OPPORTUNITIES FOR PHYSICAL ACTIVITY Mid -Year review- 28-1-22 Replenish some playtime equipment Seek training for staff (inc. lunchtime supervisors re: active playtimes. Active classroom to be implemented in the summer term- introduced at Staff meeting on 6-4-22. Rocktagon- Currently cordoned off Play Leaders in role- currently supporting EY and KS1 pupils over lunchtime. End of Year Review 25-07-22 Active Classroom initiative successfully introduced. Play Leader representatives (Year 5) monitored the impact of this with weekly presentations in Celebration Worship. Rocktagon re-opened and being used daily by pupils in Y3-6. Greater emphasis in structured play activities led by adults. Play Leaders have been successful in their roles, supporting KS1 and EY daily. Play Leaders supported an interschool Inclusion Event organised by PSP and hosted at CCA. 7.4.22 Actual Spend on equipment: £294.85 + £4362.84 (resources for curriculum PE)</p>	<p>School have purchased a resource- Get Set 4 PE. All teaching staff are registered to the resource and are able to access planning materials and resources. They have also been provided with an overview of the year and a timetable.</p> <p>Proposed SP spending: COST of PSP coaches.</p> <p>Overall the main priority for next year is the development of Active playtimes and continuation of Active classrooms. To ensure that pupils are participating in at least 30 minutes of physical activity each day, there will be a drive towards encouraging active lessons, regular energy breaks and a more adult-led structured approach to break times. Evidence suggests that exercise has been shown to increase self-esteem, cognition and academic success, and decrease depression and anxiety in children. As a school, the number of pupils with a SEND primary need in SEMH is at 39% and is our highest area of need. Our commitment to supporting the mental health and wellbeing of <u>all</u> our pupils will be further enhanced by ensuring that opportunities for high quality physical activity form a central part of our daily provision.</p> <p>To support this, we aim to allocate Sports Premium spending to the following areas:</p> <ul style="list-style-type: none"> Purchase equipment to enhance break time provision. Introduce the role of Play Worker at lunchtimes- this role to be separate to the LTS role and will focus primarily on ensuring that pupils are engaged in purposeful play and high-quality physical activity. Their role will support the pupil Play Leaders, ensuring that they are fulfilling their roles effectively. LTS training (16-09-22) and wider support staff training. <p>Next year, we will continue to offer a range</p>
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			<p>which will ensure a more consistent commitment to accessing wider opportunities.</p> <p>Total spend on attending interschool festivals/competitions: £817 -see KI:2</p> <p>Impact: School strive to attend as many external events as possible to provide wider opportunities for pupils to participate in completion and to enhance their experiences.</p>	
Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				<p>Percentage of total allocation:</p> <p>Proposed Spend: £7084.78 (31%)</p> <p>ACTUAL SPEND: £4300.64 (19%)</p>
Intent	Implementation		Impact	
<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>Pupils respond to incentives promoting the physical aspects of school life, mental health and well-being.</p> <p>Parents engage in activities relating to the PE and PSHCE curriculum are have a greater awareness</p>	<ul style="list-style-type: none"> With the easing of COVID restrictions during 2021-22, emphasis will be placed on providing opportunities for visits out and family events in school to further enhance opportunities to develop physical activity and wellbeing. Proud Pupils' access an external indoor or outdoor physical activity as an incentive/reward for being good role models (relating to behaviour, attendance, conduct, teaching and learning) at least once over the year. As COVID restrictions ease, emphasis will be placed on activities that promote, encourage 	<p>£7084.78 (approx.)</p> <p>To include transport costs</p>	<p>End of Year Review 25-07-22</p> <p>Some attendance at external events, although this has been reduced due to impact of staffing. School have continued to strive to attend as many externally organised events as possible; however, staffing and transport has continued to be an issue.</p> <p>Next year, a member of staff will be allocated to the role of Club and Competitions co-ordinator which will ensure a more consistent commitment to accessing wider opportunities.</p> <p>Total Spend: Costs incurred in KI 1</p> <p>Impact: School strive to attend as many external</p>	<p>Next year, we will continue to provide opportunities for visits out and family events in school to further enhance opportunities to develop physical activity and wellbeing.</p> <p>All pupils, including 'Proud Pupils' access an external indoor or outdoor physical activity as an incentive/reward for being good role models (relating to behaviour, attendance, conduct, teaching and learning) at least once over the year.</p>

<p>of how PE and school sport supports their children's development, health and wellbeing.</p>	<p>and engage pupils and encourage parental participation:</p> <ul style="list-style-type: none"> • Invite parents to support their children at inter-school competitions. • Invite parents in to watch performances linked to physical activity and school Sports Day. • Provide opportunity for parents to engage with pupils in extra-curricular activities that promote wellbeing and healthy lifestyles. 	<p>No costs incurred</p>	<p><u>events as possible to provide wider opportunities for pupils to participate in completion and to enhance their experiences.</u></p> <p>End of Year Review 25-07-22 The easing of COVID restrictions this year allowed us to make the most of opportunities for our pupils to experience activities out of school that will enhance their physical development and wellbeing. It gives our pupils an insight into the opportunities that are available to them in wider society should they wish to pursue them. This year, every class from Y1-6 visited ROKT (climbing centre) for half a day. In addition to this, the Year 5 and 6 pupils were able to visit CAPA college (part of Enhance Academy Trust) to participate in Dance workshops. Our Year 5 and 6 pupils were able to participate in cycling- 'Learn to Ride' sessions and 'Bikeability'. We were also able to loan some bikes (free of charge) to run a series of clubs to support pupils to learn to ride and gain confidence in cycling. Our youngest children in nursery and EY also took part in a 'Little Bikers' workshop. <u>IMPACT: Provides opportunities for pupils to enhance their skills and opportunities beyond the school environment. Pupil has opportunities to develop skills for life or future aspirations.</u> Total Spend: £4300.64</p> <p>End of Year Review 25-07-22 Family gardening club successfully implemented with plans to develop further activities to appeal to more parents. Limited opportunities to encourage parental participation in sports events. Annual Sports Day cancelled due to adverse weather conditions. Continue to develop these opportunities next year.</p>	<p>Next year, emphasis will be placed on activities that promote, encourage and engage pupils and encourage parental participation:</p> <ul style="list-style-type: none"> • Invite parents to support their children at inter-school competitions. • Invite parents in to watch performances linked to physical activity and school Sports Day. • Provide opportunity for parents to engage with pupils in extra-curricular activities that promote wellbeing and healthy lifestyles. <p>A family room has been identified in school and will be developed throughout the year. This will encourage more parental engagement in activities in school.</p> <p>Proposed SP spend: COST of visits out to external settings that provide opportunity for wider physical activity and skill development.</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:
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Intent	Implementation		Impact	Proposed Spend: £1500 (7%) ACTUAL SPEND: £1265 (6%)
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>Pennine Sports Partnership (PSP) staff employed from to train, mentor, support and share good practice with teaching staff.</p> <p>Collaborative work with experienced coaches raises attainment and accelerates progress.</p> <p>Staff to develop confidence in tracking and assessing the progress and attainment of pupils in PE and school sport.</p> <p>Ideas and the latest research/ initiatives are implemented in school to share good practice and develop skills.</p> <p>Staff participate in physically active team-building activities that support their wellbeing and positive mental health.</p>	<ul style="list-style-type: none"> Classes have 1 PE session a week, with PSP staff. The class teacher uses techniques observed to teach their own lessons and activities. Coaches and teachers work together to plan and assess pupils. Teachers to use the new assessment system (part of ACE curriculum) to track attainment and progress of pupils. Robust assessment procedures will be implemented from September 2021 with baseline assessments conducted by PSP taking place for Years 2, 4 and 6 on 21-10-21. Teachers will also be able to access 'catch up' resources to identify gaps in skill development due to lost learning brought about by school closures during the last 2 academic years. 	<p>PSP membership-annual fee: £1500</p> <p>(Costs incurred included in KI: 1)</p>	<p>End of year Review- 25.7.22</p> <p>As identified in KI1, all pupils received 45 minutes high quality PE delivered by a qualified coach from the Pennine Sports Partnership (PSP) and supported by the class teacher. Class teachers were then able to deliver some of the activities at a separate time to enhance skill development.</p> <p>ACTUAL SPEND: Costs incurred in KI 1 alongside £1265 PSP membership</p> <p>Impact: Class teachers were able to work alongside qualified coaches to plan, deliver and assess pupil progress in PE. This increased the confidence of teaching staff.</p> <p>Teachers are working alongside coaches to assess pupils.</p> <p>Impact: Measure of progress and provide understanding of gaps in skill acquisition and support future planning.</p> <p>Progress in PE (achievement against NC objectives):</p> <p>EY: 45% (ELG physical development)</p> <p>Year 1:</p> <p>Year 2: 89%</p> <p>Year 3: 76%</p> <p>Year 4: 58%</p> <p>Year 5: 76%</p> <p>Year 6: 71%</p>	<p>Robust assessment procedures will be followed by teaching staff (both formative and summative) with baseline assessments conducted by PSP (TBC)</p> <p>Staff meetings will be delivered by the link SSCO focusing on creating opportunities for physical activity throughout the school day, with regularly teambuilding activities and inter-school staff competitions throughout the year. Link SSCO to deliver Lunchtime Supervisor training on 16-9-22.</p> <p>Further opportunities for training around Active playtimes and Active Classroom activities to be provided throughout the year.</p> <p>PE lead to attend PSP partnership day and network meetings, alongside member of staff allocated to the role of Club and Competitions co-ordinator will also attend updates and receive communication and support from Link SSCO.</p> <p>Proposed Sports Premium Spending: membership of PSP</p>

	<ul style="list-style-type: none"> PE Lead in school to support staff in delivering, monitoring and assessing the PE curriculum. PE Lead to deliver staff meetings as necessary. Staff (PE Lead) attend Pennine Sports Partnership network meetings to develop knowledge and keep abreast of recent developments in PE. The link SSCO for school to deliver training to members of staff, including lunchtime supervisors, to support them to engage pupils in being active. The link SSCO to deliver active team building activities to all staff through allocated staff meeting time. This will commence in line with COVID regulations. 		<p>Baseline assessments completed by Link SSCO for years 2 and 6. 21-10-22 <u>Impact: Identification of strengths and areas of development in pupils.</u></p> <p>Catch up materials given out to staff. <u>Impact: Staff can use these to support their own planning and lesson delivery.</u></p> <p>Link SSCO led a staff meeting on confidence in teaching PE- Autumn Term <u>Impact: Staff have more confidence in teaching PE. Following successful CPD, teaching staff to deliver some PE sessions independently using Get Set 4 PE scheme purchased as part of KI 1.</u></p> <p>PE lead attended Pennine Sports Partnership Day in 21st September 2021 <u>Impact: Updates regarding PE post-pandemic.</u></p> <p>Link SSCO delivered staff wellbeing activities- eg: Boccia <u>Impact: created staff team building and wellbeing opportunities to improve staff wellbeing. Continue to develop this moving in to next academic year.</u></p>	
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

Percentage of total allocation:

Proposed Spend:
£1260 **6%**
ACTUAL SPEND:
£1260 **6%**

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>Pupils experience a broad range of sports and physical activities that promote positive social interaction, healthy lifestyles and wellbeing that may not be available to them.</p> <p>Ensure opportunities for physical activities and sporting events outside of school so that pupils experience facilities available outside of the primary setting.</p> <p>Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors.</p>	<ul style="list-style-type: none"> implement wellbeing ambassadors to promote the use of mindfulness strategies throughout school. appoint pupil Befrienders to support pupil wellbeing at lunchtime. Little Seeds Yoga and Mindfulness Intervention to be delivered to all EY and Y1 pupils during the spring term with an after-school club for Years 2 and 3 continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places. introduce a range of clubs that will promote fitness and stamina but will also enhance skill development. increase participation in inter-school festivals and competitions. Pupils from Y1-6 to attend various inter-school activities and competitions at external venues. These will begin in line with COVID regulations. Forest School to access different Forest Locations to enhance the pupils' learning experiences in the outdoors. 	<p>Costs incurred included in KI1 (lanyards etc)</p> <p>Little Seeds £1260 (full term)</p> <p>Costs incurred included in KI1 (to include club coaches, staff and transport)</p> <p>Costs incurred included in KI1 (transport to locations)</p>	<p>Senior mental health lead attended wellbeing ambassador training with Northorpe Hall- use of MHST to establish these roles- 24-3-22</p> <p>Pupils in Years EY, 1 and 2 accessed children's yoga sessions delivered by Little seeds during the Spring term. Pupils in Year 3 and 4 were also able to access a yoga after-school club.</p> <p>ACTUAL SPEND: £1260</p> <p><u>Impact: Pupils developed strategies that they could use to enhance mindfulness strategies and support mental health and wellbeing.</u></p> <p><u>Pupils in Years 4 and 5 were observed using the strategies independently and commented on times they were able to apply the strategies at home.</u></p> <p>Clubs are well established and well managed. See KI 1.</p> <p><u>Impact: This allows all pupils to access extra-curricular provision and enhance their skills development.</u></p> <p>Some participation but this is currently limited due to staffing capacity- see KI 1</p> <p><u>Impact: School strive to attend as many external events as possible to provide wider opportunities for pupils to participate in completion and to enhance their experiences.</u></p>	<p>Pupil wellbeing continues to remain a priority and we aim to implement wellbeing ambassadors to promote the use of mindfulness strategies throughout school.</p> <p>Role of wellbeing ambassadors (2 per class) to be established for 2022-23 as part of our commitment to supporting pupil mental health and wellbeing.</p> <p>Proposed SP spending: COST of lanyards/caps to identify role.</p> <p>As outlined in KI 1, we aim to continue to run a range of clubs and use additional staff to open these up to a higher number of pupils, which will increase reduce the number of clubs being over-subscribed and avoiding the 'first-come, first served' method of allocating places.</p> <p>We aim to introduce a range of clubs that will promote fitness and stamina but will also enhance skill development.</p> <p>We aim to increase participation in inter-school festivals and competitions.</p> <p>Proposed SP spending:</p> <ul style="list-style-type: none"> Club Coaches Staff to oversee club provision Transport to competitions.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				Cost incurred included in KI1
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>Pupils have access to a range of competitions as part of after-school sporting activities.</p> <p>The children learn to deal with the competitive environment in order to learn to deal with winning and losing to develop humility and resilience.</p>	<ul style="list-style-type: none"> Attendance at after school competition for boys and girls across a range of sports. Pupils are coached at lunchtime/after school clubs to prepare for competition and inter house competitions are planned at the end of each of half term. Inter house competition in lessons with the end of year Sports Day as a culmination of this. This is planned for the summer term in line with COVID regulations. Pupils attend PSP events during the school day, competing against other partnership schools. 	Costs incurred included in KI: 1 (to include coaching and transport)	<p>End of Year Review 25-07-22</p> <p>Some attendance at external events, although this has been reduced due to impact of staffing.</p> <p>School have continued to strive to attend as many externally organised events as possible; however, staffing and transport has continued to be an issue.</p> <p>Next year, a member of staff will be allocated to the role of Club and Competitions co-ordinator which will ensure a more consistent commitment to accessing wider opportunities.</p> <p>Total Spend: Costs incurred in KI 1</p> <p>Impact: School strive to attend as many external events as possible to provide wider opportunities for pupils to participate in completion and to enhance their experiences. Where this has been able to happen this year, pupils give positive feedback and these experiences not only enhance their opportunities but also promote wellbeing.</p>	<p>We aim to increase attendance at competitions as well as hosting sporting activities interschool and interhouse within school.</p> <p>Next year, a member of staff will be allocated to the role of Club and Competitions co-ordinator which will ensure a more consistent commitment to accessing wider opportunities.</p> <p>Proposed SP spending: See KI 1 and 2</p>

Signed off by	
Head Teacher:	
Date:	
Subject Leader:	K L Morgan

Date:	September 2021
Governor:	
Date:	