

PE and School Sports Premium

2022 - 2023



**Details with regard to funding**

|  |  |
| --- | --- |
| Total amount allocated for April 2022 – April 2023 | £25,948 |
| Total amount of funding for April 2022 – April 2023. To be reported by July 2023. | £19,467 |

**Swimming Data**

Please report on your Swimming Data below.

|  |  |
| --- | --- |
| 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** | 20% |
| 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 2022.  Please see note above | 20% |
| 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 | 42% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | 42% |
| 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~~/No – Salford swimming pools fully booked. |

**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:** £17, 750 | **Date Updated:** | |  |
| **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: |
| 60.19% |
| **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 know now and what can they now do? What has changed?* | *Sustainability and suggested next steps:* |
| To encourage higher levels of engagement in physical activity and raise the attainment of all pupils.   * To improve children’s stamina and fitness by ensuring the Daily Mile is embedded in the school day.   To offer 4 after school clubs to pupils in years 1-6. 2x JB 2x PS | * JB employed to deliver curriculum PE session across the school in partnership with teachers and TA’s. * JB to ensure full coverage and delivery of the national curriculum for PE. * Initiatives such as lolly pop sticks brought in to track and record amount of laps pupils are doing. * Every pupil has the opportunity to attend a minimum of 2 after school clubs each week. Clubs are offered on an equal opportunity basis not just first come first served. | £8500– Sport coach employed by school  £0  £3218 – Premier Sports | * Assessment of PE skills shows that a broader range of skills have been acquired and a higher level of skills demonstrated. * PE skills are being taught across a broader range of activities. * Y1-Y6 all complete the daily mile during the school day.   .   * Records of registers show an increased attendance of after school clubs compared to last year. | Continue to use JB to deliver PE lessons.  Ensure that long term planning for PE covers a broad range of sports and PE skills.   * Maintain partnership with Salford city to continue use of their stadium for our daily mile. * Continue to make sure a wide range of clubs are on offer to interest as many pupils as possible. We have took all of our booking system online now so everything is in one place for parents. This also reduces the amount of paper being wasted. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 2% plus premier money allocated in factor 1 |
| **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:* |
| **School Sport:**  Increase the number and/or type of after school clubs offered to children across KS1 and KS2 to increase participation.  To invite an athlete into school to inspire pupils  To provide a track on the field for pupils to practice their athletics and compete in inter and intra sports days. | Sports clubs are advertised to pupil and parents via school spider platform.  Sports Coach to develop links with local sports clubs and providers to create links and establish opportunities for engagement in sport within the local community such as football, rugby league, gymnastics.  Pupils from target groups encouraged to attend after school sports clubs and activities. (Pupil premium pupils)  2 Salford City players were brought into school via links with Foundation 92 to hold an assembly and a Q and A with pupils. The idea was to inspire pupils for them to believe in themselves and that they can do anything they want in life  Lane markings painted in summer term for use by any year group during or after school (supervised). | See Key Indicator 1  £562.50  £150 | Links were made with Foundation 92 and Salford red devils with pupils being invited to games and the chance to be mascots through Salford’s BE A RED program.  **Autumn Term 2022**  32 KS2 attended after school sports clubs.  22 KS1 children attended after school sports clubs.  These children change every 4 weeks.  **Spring Term 2023**  ASCs offered: Cricket, Yoga, Multi-skills and Dodgeball.  41 KS2 attended after school sports clubs.  18 KS1 children attended after school sports clubs.  **Summer Term 2023**  ASCs offered:, Multi-skills, Football, Athletics and Rounders.  38 KS2 attended after school sports clubs.  23 KS1 children attended after school sports clubs.  After speaking with pupils after the day a large percentage said they enjoyed the assembly and felt inspired to do something positive.  Increased awareness around major athletics events ie the commonwealth and the Olympic games. | More children are attending after school sports clubs. Next steps are to encourage a wider group of children to attend these clubs. Find out from the pupils what types of sports clubs they would attend.  Celebrate the sports achievements of pupils outside school in assemblies by encouraging them to bring in trophies medals etc.  Next year I would like to invite someone from a less well known sport to give pupils some more ideas of what they can do.  Pupils to take part in athletic competitions next year and host one for our cluster. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 10% |
| **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:* |
| For all staff within school to understand the importance of physical education within a school environment and feel confident enough to be able to teach PE when required. | School to renew Salford School Sports partnership annual subscription which allows PE lead to have links to SGO’s who provide CPD events, level 2 competitions amongst other things | £475 | PE lead to put ideas from conferences and CPD into practice and into the curriculum map.  PE lead to upskill teaching staff and TA’s by having at least one in the PE lessons at all times.  Planning to be shared with teachers where appropriate and where needed. | Maintain subscription of SSP bronze.  PE lead to make sure attending CPD courses each term and the annual conference.  Teaching staff to join JB on CPD events. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| **Intent** | **Implementation** | | **Impact** | 19% |
| *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:* |
| **Additional achievements:**  .  For pupils to take part in enrichment activties  Children to experience outdoor and adventurous activities/sports in order to develop a broader range of sporting experiences and their personal skills.  Children to experience a variety of dance genres delivered by a specialist dance teacher. | .  Pupils split into groups by year groups to experience a wider range of activities. These are provided by JB and premier sports. Sports such as Danish Longball and Archery.  All Year 6 children to participate in an outdoor and adventurous activities residential trip to broaden their experiences. Trip to LLedr hall where all pupils took part in a wide variety of sports that otherwise they would not be able to.  Diwalli African dance workshop worked with years 1-6. | See Premier Cost  £1340.10  £1905.77 | Pupils learning new skills and new games. All sports that we offer have skills that crossover into our mainstream curriculum. The hope is that pupils who don’t necessarily take to ‘mainstream’ sports have the opportunity to take part in sports that they may never usually get a chance to do.  Through a questionnaire pupils said the following.  “I feel a lot more confident in doing things outside my comfort zone”  “I didn’t think I would be able to do the challenges in the dark and up high but I overcame my fear”  Pupils gained invaluable experience from the trip  Dance Days delivered a dance workshop for all KS1 and KS2 classes. Feedback from the company, staff and children was positive. Children were able to learn and perform a dance within their hour long session. | Maintain use of premier sports to deliver a wide range of sports to pupils across KS1 and KS2. Keep ideas fresh and in trend with current sports.  Maintain link with Lledr to use them in the future. Pupils to put skills learnt into practice into outdoor adventurous activities.  Create a performance evening/assembly for children to demonstrate their dance skills.  Provide Dance after school club as there are many children who enjoy dancing. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 9% |
| **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:* |
| Provide a range of competitive sport opportunities so that pupils develop the skills of team work, sportsmanship, resilience and perseverance.  To provide brand new sports kits for any events that we go to. | To participate in the EIP competitions and fixtures – subscription to Salford School Sports Partnership and EIP.  48 brand new sports kits with logos, numbers etc bought and delivered. | £500  £70 travel  £1167 | Competitions attended:  Basketball – 16th Feb 2023 (finished 2nd)  Hockey – 6 children (finished 1st)  Dodgeball – 6 children (finished 2nd)  Cross-Country – 12 children (finished 4th)  Handball – 5 children (finished 3rd)  With the new kits children said they feel far more part of a team when they go to these competitions and said it gives them increased confidence when playing. | Try to ensure that a larger group of children attend the EIP competitions rather than selecting the same children.  Organise a calendar of inter-school competitions throughout the year to expose more children to competitive sport and the resilience and sportsmanship needed to take part in competitive sports.  JB to try to arrange ‘friendly’ fixtures with local schools in the cluster.  JB to keep track of kits and make sure they are washed and returned after every competition. |

|  |  |  |
| --- | --- | --- |
| Signed off by | | |
| Head Teacher: | J.Belston  cid:image001.jpg@01D7171C.37A6F250 | Date: July 2022  Reviewed: July 2023 |
| Subject Leader: |
| Governor: |  | Date: July 2022  Reviewed: July 2023 |