Evidencing the Impact

of the

Sport and PE Premium 2022-23





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| Total amount carried over from 2019/20 | £ |
| Total amount allocated for 2020/21 | £ |
| How much (if any) do you intend to carry over from this total fund into 2021/22? | £ |
| Total amount allocated for 2021/22 |  £ 19, 500 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £ 19, 500 |



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| 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** |  |
| 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 2020.Please see note above | Currently 63% |
| 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 | Currently 37% |
| **What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?** | Currently 70% |
| 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 |



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| **Academic Year:** 2022/23 | **Total fund allocated:£19,500** | **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: |
| % |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated:£2000 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| * After-school clubs
* Increased opportunities for children to be physically active and increase willingness to increase fitness levels – active breaks, daily mile challenges, 60 second challenges
* Building a lifelong knowledge of importance of PA through PSHE curriculum, parent workshops and assembly
 | * Buy resources for break and lunch times
* Timetable areas at lunchtime
* Arrange family fitness sessions
* Arrange physical activity after-school club coverage across the year
* Arrange class charts with sports leads/ school council to promote PA and fitness
* Staff reminders/retraining to ensure 30 active minutes for ALL children - include Go Noodle, Daily Mile, 60 second challenges, activity tracking
* Timetable opportunities for sports leaders to lead breaktime/lunchtime fitness sessions
 | £ | * More ways to keep active
* A wider range of healthy lifestyle choices
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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Develop the celebration of improvement and sporting success making links to sporting achievements in global events.  | * Design certificates celebrating sporting achievements half termly
* Timetable in assemblies and events like Family Fitness, join parkrun – can you beat the staff challenges
* Develop sporting displays to include curriculum lessons, after-school clubs, competitions, sports leaders
 | £ | * Increased sense of pride
* More motivation
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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated:11,000 | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Team Teach opportunities in games, dance and gymnastics.  | * Timetable in opportunities to team teach and monitor sessions and outcomes.
* Booked in Edstart to upskill teachers

Man City to continue to work with Early years | £200 per day £8,000 | * Range of dance, games and gymnastic skills in order to encourage and inspire healthy choices.
* Development of skills
* Attitudes and enthusiasm towards PE
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| Develop OOA and Orienteering skills  | * Book in training sessions
* Buy resources to support
 | £2712 | TBC |  |
| PE Lead to support ECT with FMS/ gymnastics and other staff members with other activity areas to ensure PE activities are taught at a high standard and are engaging to children.  | * Team teach opportunities
* Training
* Observations
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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** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: | £2000 | can they now do? What has |  |
| what they need to learn and to |  |  | changed?: |  |
| consolidate through practice: |  |  |  |  |
| To provide more OAA and outdoor learning opportunities. To utilise local sports centres to introduce tasters in badminton and squash.To look for local coaches/gyms to provide taster days fitness days/karate/taekwondo/Kidditch, curling | * Reach out to Abraham Moss
* Book in opportunities at Cheetham Hill squash centre
* Book in taster sessions for Squash open Y5/6
* Debdale Y6
* Form links with local gyms in the area (J7, Abraham Moss)
 | Coach travel£700 + coaches  |  |  |

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| **Key indicator 5:** Increased participation in competitive sport | Percentage of total allocation: |
| % |
| **Intent** | **Implementation** | **Impact** |  |
| Your school focus should be clear | Make sure your actions to | Funding | Evidence of impact: what do | Sustainability and suggested |
| what you want the pupils to know | achieve are linked to your | allocated: | pupils now know and what | next steps: |
| and be able to do and about | intentions: |  | can they now do? What has |  |
| what they need to learn and to |  | £4000 | changed?: |  |
| consolidate through practice: |  |  |  |  |
| Sports Day (Key Stage 2) Sports Day (Key Stage 1 and 2) (summer)Membership to Manchester Schools PE  | * Book venue and coaches
* Meet with sports leaders to lead and provide challenges for each sports day
* Plan in celebration assemblies led by sports leaders for achievements in PE
* Provide opportunities for sports leaders/ children in each year group to write in newsletter to update parents about competitions, sports days and clubs
* Use resources and book competition opportunities
 | £2074.38£900 plus coaches £200 | * Children have the opportunities to compete against other school and develop team work and sporting values.
* Experience professional arenas
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| Signed off by |
| Head Teacher: |  |
| Date: |  |
| Subject Leader: |  |
| Date: |  |
| Governor: |  |
| Date: |  |