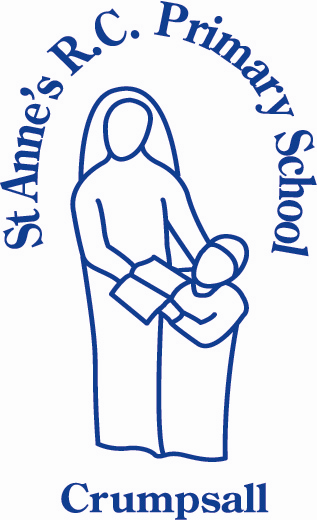
Evidencing the Impact

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 about  what they need to learn and to  consolidate 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 |  |
| **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 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: |
| 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 |  |
| 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 |  |  |  |
| **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: |  |