

Action Plan and Budget Tracking

Academic Year: 2022/23	Total fund allocated: £18,830	Date Updated: July		
Key indicator 1: <i>The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school.</i>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
To increase the number of active children within school.	DFC after-school clubs Within each year group, each child is given the opportunity to attend an afterschool dance or sport club. These clubs will take place twice over the course of the year.	£4600	Following on from our physical activity focus after Covid, each year group was offered both dance and multi-sports clubs at different times of the year. This provided children with the opportunity to develop from PE lessons and increase physical activity. Cricket, football and tennis clubs are well attended in the local area so this provided a variety of opportunity. There was also the opportunity for the children to develop their confidence when performing for an audience at end of year events (like the Y6 leavers performance). Multi-sports	We will use the feedback from this year's sessions to decide on which clubs to offer next year to further target the least physically active children. We need to consider the impact of football club running concurrently on the numbers of those who took part in multi-sport. We anticipate the impact of dance performance on raising interest. We are also combining an upper school offer.

	<p>Playground resources</p>	<p>£6,380</p>	<p>also gives the children to try a variety of sporting activity and equipment to increase interest and skill as well as covering a range of activities (where one may appeal to a child to pursue further). Uptake of clubs was positive, number of child places: 131 child places were taken up from either dance or mutli-sport (70 dance and 61 multi-sport).</p> <p>Playground resources are something which we have used to develop physical activity. A range of resources provided for each playground (with specific colouring to ensure that a range of resources are available on rotation for each yard). Staff reported the playtime resources have encouraged physical activity and the increased range of resources available has enabled children to try a good</p>	<p>For sustainability and next steps we aim to develop the sports leaders (so that other year groups can have the opportunity to lead activities and to offer Equipment in advance of PE topics so that children are familiar with some equipment. We aim to build on the success of</p>
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			range of physical activity at playtimes.	whole school sports days (due to children's familiarity with using different equipment in different ways). We have also secured pupil voice to help in decision making about resource choice.
Key indicator 2: <i>The profile of PE and sport being raised across the school as a tool for whole school improvement.</i>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Increase the profile of PE with both staff and children. Children to be made aware of the different opportunities available to them.</p>	<p>Access to staff training and CPD opportunities to develop PE and physical activity through the School Sports Partnership (SSP).</p> <p>Schools after-school clubs</p>	<p>See Indicator 5.</p> <p>Mentioned in previous indicator</p>	<p>Access to the festivals provided by the SSP have led to an increased profile of PE within the school due to the success and participation of individuals within these events, especially with new festivals. There was an increased range of festivals to attend, giving children the opportunity in sports which they may wish to pursue further, for example Tri-golf with Y4.</p> <p>The after school clubs (mentioned in the previous indicator) will also help to raise the profile of PE throughout school.</p>	<p>We aim to attend an increased range of festivals next year, providing more children with the opportunity to try out different sports, to further encourage physical activity and to look at SEND specific competitions. We are also introducing a class based recording system of content and increasing pupil voice. We will also raise the profile of the full PE offer on the website via tweets.</p> <p>See previous sector.</p>
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	<p>Playground resources</p>	<p>See previous indicator</p>	<p>Raising the profile by giving children a range of equipment to use, to try a variety of sports and to help when encountering new or less familiar equipment in PE lessons. To also give the children opportunity to value and appreciate larger, more expensive pieces.</p>	<p>To develop playground leaders as well as lunchtime staff to develop organised 'games' during break times and to respond to the ideas of the children around the use of playgrounds.</p> <p>Whilst the daily mile was an effective tool to develop stamina following Covid, we now find that this needs a rethink. Staff have been trialing a range of daily activities, in addition to the PE lessons and playtimes that we will develop into 2023/24.</p>
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Key indicator 3: *Increased confidence, knowledge and skills of all staff in teaching PE and sport*

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Increase confidence and knowledge of staff to deliver PE in particular areas.</p>	<p>Use Dance to promote creative movement in Upper School leading to production of a performance.</p> <p>Dance sessions per year group. (Reception, Y2 and Y6)</p>	<p>£4,000</p>	<p>Focus on year groups at different key stages to help spread out staffing knowledge and children's development, giving teachers in other year groups the chance to develop in the non-specialist years.</p> <p>Continuation of upskilling of staff and a lead to performances for different end of year performances by Y4 and Y6. A focus this year was on contemporary dance (particualllrly7 for the end of year performances) which was a strength.</p>	<p>A look to create curricular links to story-telling. We will also broaden performance into the Christmas presentations. The designated year groups will make presentations to parents and peers.</p>

Key indicator 4: <i>Broader experience of a range of sports and activities offered to all pupils</i>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide the children with a broader experience by introducing them to a greater range of sports during playtimes, curriculum time and also during after-school clubs.	Playground resources	See previous indicators for allocated funding.	An increased range of playground resources were ordered to allow an increased range of exposure to equipment. This allows for the transfer of skills and also allowed playgrounds to rotate equipment so that equipment could be better monitored.	See previous section.
Key indicator 5: <i>Increased participation in competitive sport</i>				
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Increase the number of children involved in competitive sport.	Cluster package Increased participation in competitive sport in cluster and regional competitions. External tournaments to be attended where possible (outside of the SSP package).	SSP & Conyers Cluster £1,900	Children have had the opportunity to develop their skills in competitive environments during festivals organized by the local cluster and SSP. This year we aimed to attend a range of events, as mentioned in the previous indicator. Children who hadn't previously attended events were targeted.	To continue with the cluster package as it allows us to deliver competitive sport to our children. Target those children who didn't attend festivals, with lunchtime clubs and as sports leaders.

	Festivals, travel and staffing (including Yarm Fun Run)	£1,950 allocated (inc. Yarm Fun Run)	<p>Travel allowed us to attend festivals with a variety of success.</p> <p>The Yarm Fun Run allowed us to continue to develop our community links. Festivals which weren't arranged by cluster or SSP were also attended and intra-school competitions were set-up to promote participation in competitive events.</p>	<p>We would like to continue with Yarm Fun Run, but we would like to focus on the least physically active by promoting lunchtime running clubs with them, to increase our number of physical active children.</p> <p>The widening of the leadership team will support a more strategic approach to competition and tournament participation.</p>
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Meeting national curriculum requirements for swimming and water safety	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 meters?	72%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	71%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	49%
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.

Reporting on swimming in Y6