

Details with regard to funding
Please complete the table below.



Total amount allocated for 2022/23	£17,772
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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	
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	80%
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	80%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	45%
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

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: £17,820	Date Updated: July 2023	
Key indicator 1: The engagement of <u>all</u> 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			
Area of planned spend	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?:
Children are active for 15 minutes at break and at least 30 minutes at dinner. Children’s stamina for prolonged exercise and core strength is improved. Children engage in swimming lessons to ensure they can swim a length by Y6	EYFS, KS1, KS2 Playground equipment purchased.	£3413	Children are now fully active for 15 minutes at break and dinner. The activities are meaningful and purposeful and further enhance children’s fundamental skills.
	Zoning off the playground at dinner time to focus on specific sports and skills.		Zoning off the playground to allow for different activities gives children an opportunity to focus on different skills and also for a good amount of time spent on each activity.
	Regular audit of provision and resources to ensure high quality equipment is available during break times and PE lessons.		Children enjoy skipping and the use of the skipping ropes has allowed them to develop their fundamental skills – hand eye coordinating, jumping, hopping.
	Focus on skipping across the school to encourage children to practise fundamental skills and coordination practise.		Swimming lessons are planned out so children have the opportunity at a block of lessons which run from Y5 to Y6.
	Swimming lessons planned for Y5 (spring/summer) to Y6 (autumn/Spring) to	£5190	

	ensure a guaranteed block of lessons to develop their swimming skills.		The % of children who can swim a length by the end of Y6 is high. Next steps: at 50% can perform safe self-rescue by the end of 23/24.
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Key indicator 2: The profile of PESSPA ((Physical Education, School Sport and Physical Activity) being raised across the school as a tool for whole school improvement

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?
Children are offered a wide range of activities both within and outside the curriculum. After school clubs focus on key skills, giving children the opportunity to practise fundamental skills further. Audit of resources is done termly. Staff inform the PE lead of any resources which are needed in order to deliver lessons successfully. Children have the opportunity for self-expression and self-confidence.	2 after school clubs per week with Bee Active. Teaching staff have the opportunity to run a club each term – extra sport clubs available. Ensure a wide range of sports are available to children to increase their cultural capital. All year groups from R-Y6 have a dance unit in their curriculum and gymnastics or yoga is explored in each year group.	£3,910.28 £543.84	Clubs have been very popular this year. Children from Reception to Year 6 have been given the opportunity to take part in an extra-curricular club and these have included multi sports, circus skills, dodgeball, hockey and gymnastics Pupil premium and SEND pupils have been primarily targeted but clubs have been offered to ALL pupils in KS1 and KS2 and selected pupils in EYFS. Extra equipment for PE lessons has been purchased which allow for successful lessons to take place. Children enjoy the dance and yoga or gymnastics topics. Next steps: look into purchasing yoga mats and blocks

			and more gymnastics equipment.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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?:
All staff understand how to develop the knowledge of skills of children of all abilities through effective CPD. All staff plan and deliver lessons, which show a clear progression of skills and tactics. All staff are confident to use and implement a clear progression of vocabulary through	Get set for PE scheme which is comprehensive and progressive.	£687.50	Get Set 4 PE has helped to increase staff confidence in delivering PE lessons. High quality, inclusive planning has been hugely beneficial and has helped to effectively support teacher workload.

each sport taught.			
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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?:
Increase pupil involvement in competitions outside of school by offering a wide range of sports and targeting children of all abilities.	- Engaged in competitions across the city - Part of the Hanley Association	£100	NE SGO support regarding Playground Leadership training and strengthening the subject across the school has been valuable. We plan to continue our work with NE into 2023-24 to help meet further targets that we hold for school PE.
Increase the fine motor skills of EYFS children through activities – focus on trikes.		£909	Trikes have been purchased for EYFS and two TAs have participated in training with Bikeability in order to develop the childrens fundamental skills.
Bee Active run afternoon sessions from EYFS to Y6 across each term. The sessions focus on improving the confidence of children in PE and target children who need to continue developing their fundamental skills.		£867.46	Bee Active deliver enrichment sessions across the school from R-Y6 a half term or term at a time. Bee Active liaise with the class teacher and discuss what skills/areas of development are needed to focus on. Team building, resilience, throwing

Active Maths for Nursery pupils fulfils both a maths intervention as well as combining this with active minutes.			and catching are some of the skills which have been focused on. Bee Active coach liaises with the class teacher – they have worked on numbers to 5 through a range of active games.
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Key indicator 5: Increased participation in competitive sport

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?:
Ensure children have the opportunity to compete in teams and individually through a range of events.	Annual sports day. Intra-school competitions Take part in SGO sports tournaments Photos of team and success are recorded on the school newsletter and on the website. Ensure Bee Active clubs match to the curriculum/upcoming topics so that children have time to practise and embed skills or to practise skills ahead of time.	£0	Intra-school archery competition. Archery trophy has been purchased which is awarded to the class who has achieved the most points whilst playing archery at break times. The head boy and girl keep the score. Photos are shared on the newsletter and website of competitions and festivals attended. The intent of the competition is shared on the newsletter to inform parents and ensure they are engaged with sports within the school. Teachers liaise with Bee Active to ensure after school clubs are meaningful. The school council members from Y5 asked children from each year group which after school clubs they would like giving the children a sense of ownership.
Total spend: £15954.01			

Signed off by	
Head Teacher:	L. Brookes
Date:	
Subject Leader:	H. Robinson
Date:	
Governor:	
Date:	