

PE and Sport Premium



Details with regard to funding

Total amount carried over from 2021/22	£0
Total amount allocated for 2022/23	£10,710
How much (if any) do you intend to carry over from this total fund into 2023/24?	£0
Total amount allocated for 2022/23	£10,710
Total amount of funding for 2022/23 to be reported on by 31st July 2023	£ 10,710

Swimming Data

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section as best you can. 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.</p> <p>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</p>	60%
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2023.</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>	60%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	83%
<p>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?</p>	No

Academic Year: 2022/23		Total fund allocated:	Date Updated:	
Key indicator 1: Increase 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 on what you want the pupils to know and be able to do. What do 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:
Subject lead (EM) completing Level 5 1 year AFPE course.	To improve subject knowledge and understanding in order to implement high quality PE lessons. Subject lead (EM) to team teach with staff, observe lessons and provide feedback.	PAID a previous year and carried over (mat leave)	All pupils participating in 2 hours of curriculum PE per week. Improve staff confidence and knowledge in teaching PE, which in turn ensures high quality lessons are taught. Develop pedagogy for teaching PE. Have clear lesson structures, learning objective, skill, use of ICT, effective differentiation and ensure all children are making progress whilst having fun.	SL to continue to share knowledge and skills with staff. Continue to offer CPD to support the teaching and learning in PE. Observe at least once a term and offer team teach where necessary. PE is now assessed and taught by teachers. Staff have been upskilled through CPD and are more confident when teaching curriculum PE.
Staff to feel confident in delivering the Lancashire Scheme of Work	Subject lead (EM) has created a whole school curriculum map for staff to follow to ensure all skills are progressive through the year groups and all areas are taught. Staff meetings linked to curriculum map.		Children are showing clear progression with skills from week to week and understand the skill/focus of their lessons.	Monitor through assessment and check the skills progression is fluent from year group to year group. SL to carry out a teacher voice in Autumn 1 to identify any gaps of knowledge or need for

Improve the standard teaching structured games on the playground.	One welfare staff attended a welfare CPD course.	Paid for within school games cost £1,813	Using skills and knowledge from the course to implement games and active activities during dinner playtime.	CPD SL to hold termly PE after school surgeries for staff to come and meet with any queries. Welfare meeting Autumn term to discuss activities at dinner time and create a plan.
Use PE Passport to develop assessment within PE and use ICT resources within lessons	To continue to use the PE Passport app for evidence and assessment purposes. SL attend training on zoom. Continue to train and support staff using the app through staff meetings. Purchase iPad for staff to use.	App training through school games. iPad £164	SL understands how the app works and can offer support to other staff. Staff meeting for teachers and teaching assistants and regular SL surgeries offered to support on how to use the app and what it is for. Staff are now assessing PE with the app showing progression, ARE, GD and children who need further support in certain areas.	Termly PE staff meetings to update and termly PE after school surgeries with SL to support staff when needed. SL to monitor use of app, assessment and evidence.
Ensure children's skills and lessons are taught effectively through a range of strategies and activities	BFC in the community to team teach with different year groups and staff.	£1200 per term = £3600	Staff have been able to team teach with BFC giving them new ideas for games and activities when teaching particular skills. The children have thoroughly enjoyed their sessions with BFC. They have developed their skills in areas such as striking and fielding and invasion games. The children have said how much they enjoy the sessions and have lots of fun.	SL and teaching staff to teak the ideas and games and implement them during their lessons where they see fit. SL observations.
Key indicator 2: 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 on what you want the pupils to know and be able to do. What do 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:
Each child to receive 2 hours of high quality curriculum PE a week as well as encourage children to walk to school, run, skip or walk at least a mile a day, take part in active movement inbetween lessons and ensure games and resources are out at playtime so children are encouraged to be active.	Teachers to seek advice from PE subject leader where necessary. Encourage families in walking to school. Encourage children that have done their Bike Ability to ride to school on their bikes. At least 1 lesson per week to be taught by teachers Links to sites staff can use for quick movement/dance inbetween lessons will be sent out termly to remind staff of the different ones available. Sport/PE based after school club every week, every half term.		All children receive 2 hours a week of curriculum PE with at least 1 lesson a week taught by their class teacher. Children are playing more active games at playtime and playing ball games and running games on the MUGA. More families are walking to school. Children have an active 5/10 minutes during the day in between lessons to keep them active as well as playtimes and dinner playtimes.	Curriculum PE is timetabled to ensure all year groups are teaching 2 hours of PE a day and have their timetabled session in the MUGA or hall depending on the lesson. Many of our families live locally so are able to walk into school. Links to sites staff can use for quick movement/dance inbetween lessons will be sent out termly to remind staff of the different ones available.
Equipment set up at playtimes and lunchtimes to take part in sporting activities. Our Young Leaders and staff members will help to ensure this is run smoothly.	Timetable for lunchtime with expected ball games and running games to be played on the MUGA. Playtime bags with equipment in for the children to use to be more active at playtimes. Playtime leaders to help run games and activities at lunchtime with the children. Equipment boxes on the yards for children to access.		Playtime bags in each classroom and equipment boxes set up on the playgrounds. Timetable for staff with specific games for their days outside at lunch. Year 5 children to work with the school games coordinator/subject leader to put together a bank of games to play with the younger children at playtime.	Equipment for playtime and lunchtime set up meaning this can continue to impact the children's physical activity in the school day. Timetable set so staff will know what they are doing and the games they are playing. When the Year 5 children are in Year 6 they can then train up the Year 5 children to become playground leaders, sharing their games and ideas with them.
New playground equipment – trim trail	Trim trail and obstacle course to be		Encourages children to become	Children can access the trim trail

and obstacle course.	built on playground for children to access at playtimes and lunchtimes.	£3305	more active at playtime and practice fundamental movement skills.	from all year groups and this will be used for future year groups too.
Marathon Kids – a programme intended to target the children using the Daily Mile.	All year groups to run/skip/walk laps around the muga/playground at a time suitable for the year group.		In previous years, children have said how they enjoy Marathon Kids because they can run outside and enjoy trying to get as many laps as they can.	We now have the recording sheets, wristbands and certificates to be able to continue to use Marathon Kids with future year groups.

Key indicator 3: The profile of PE and sport is raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:
Sports Boy and Sports Girl of the week to encourage and give them confidence to take up and try sports.	Certificates for Sports Boy and Sports Girl each week in assemblies. Rota system to ensure this will be fair across all year groups. Parents invited into assembly to celebrate the award and names on school website and newsletter. Picture also displayed in the school hall.	Certificates created and printed termly.	Previously parents reported that less academic pupils are trying harder in sport as their successes are now recognised as we are focusing on character values as well as skills. Motivates pupils to join after school sports clubs through raised confidence in PE/sport.	Continue to select children with links to character values from curriculum PE lessons for Sports Girl and Sports Boy.
Specialist equipment purchased for each curriculum lessons.	Some new equipment needed such as smaller soft balls, bean bags, hoops, balls that bounce, basket balls, tennis balls and target throws.	£1275	New equipment for each curriculum PE lessons has really helped to improve the teaching of PE, practicing fundamental skills and support the different ability groups.	Regular checks of the PE cupboard to keep resources sustainable for the foreseeable future, stock list in the cupboard for staff to record any equipment

				<p>needed for their lesson that we may not have enough of/broken equipment.</p> <p>Also, look to add to current equipment to continue to improve the school throughout PE and Sport.</p>
Key indicator 4: Broader experience of a range of sports and physical activities offered to all pupils				Percentage of total allocation:
Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do 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:

<p>Additional achievements: To have access to a range of participation and competitive events through being members of the Pendle School Games Partnership. This will enable children to be proud of representing their school and it will allow them to try out new sports.</p> <p>School to take part in more SEND inclusion events where possible including kurling, boccia, orienteering and boxfit.</p> <p>A range of After School clubs on offer each term to be held by a range of coaches. This will encourage both boys and girls to be active in a fun way, to try new sports and socialise with their friends.</p> <p>Use our Sports Funding to offer extra booster swimming lessons for our less able/less confident children.</p>	<p>All children to have the opportunity to represent the school when selected through a range of sporting events whether that be at intra or inter level.</p> <p>PE Leader to keep track of who has and hasn't represented the school in Sport using the PE Passport App.</p> <p>Identify less able children who may not usually represent school in competitions to have the opportunity to represent school in a Sporting event. This is so that they still get the buzz of taking part in a Sport.</p> <p>Organise a wide range of Sports clubs such as football, gymnastics, dance, athletics, badminton, netball and cricket.</p>	<p>BFC in the community £1200 per term</p>	<p>Yr5/6 Platinum League SEND Kurling Yr3 UV Dodgeball Yr3/4 Athletics Yr5/6 Indoor Athletics Yr6 Mixed Football Pokemon Tournament</p> <p>BFC in the community provided termly multiskills after school – Autumn Yr3/4, Spring Yr2 and Summer Y5/6. The after school club has also enabled many children to take part in physical activity after school including boys, girls, PPG, SEN and GD children. Local coach and SL held a football training session every Monday after school.</p>	<p>Next year we will continue to take part in competitions and events. Staff meeting to look at the timetable for school games and make a plan for the events that would be the most beneficial for us to attend.</p> <p>Next year we will continue to take part in SEND inclusion events outside of school and during the school day. Two adults from our nurture team took the children to the events this year so they will be able to implement these strategies and activities in to nurture time where needed.</p> <p>As SL I will also use my observations and time with BFC during after school club to have my own after school club for the children where they can continue to take part in physical activity after school.</p> <p>To use booster swimming lessons to help the Year 6 children to reach National Curriculum and swim</p>
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Organise experiences of different sport in school	Lancashire Cricket Foundation to work with children and staff in striking and fielding lessons.	£553	Striking and fielding skills and teaching upskilled.	confidently. To continue to introduce different sports and activities.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
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Intent	Implementation		Impact	
Your school focus should be clear on what you want the pupils to know and be able to do. What do they	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	Sustainability and suggested next steps:

need to learn and to consolidate through practice:			changed?	
<p>Include both boys and girls in different sports/skills so that there is a wider opportunity for children to represent the school and valuing all children.</p> <p>More events on timetable/calendar for all age groups to take part.</p> <p>Minibus used to help with transporting children to events further afield more easily.</p> <p>More Sports Clubs on offer to give children more opportunity to make progress in certain sports – ready to compete to a higher standard at competitions.</p>	<p>Monitor who has represented the school across Key Stage 1 and 2 using the PE Passport App.</p> <p>Timetable events to ensure events for most age groups.</p> <p>Ensure staff can transport children to and from events/competitions.</p> <p>Each term, decide what clubs to put on offer for the children. These clubs will target each year group in the school and will be a wide range of different sports catering to their needs and level.</p>	Through the Pendle School Sport Partnership	<p>We have a mixed Yr5/6 football team in school. The football team is open to both boys and girls. We also open our sports afterschool clubs to both boys and girls.</p> <p>We have timetabled SEND events for children to attend.</p> <p>We have used the minibus to attend swimming lessons and SEND events. We currently have a multiskills and football after schools club. During summer term we have an American football club starting for YR 5/6 and have booked in some cricket sessions for May.</p>	<p>We will continue to offer sports teams and clubs to both boys and girls and children of all ages.</p> <p>We will continue to attend SEND events or hold our own SEND events for children in school. We will continue to use the school minibus for transport.</p>

Signed off by	
Head Teacher:	L Toor
Date:	31 st July 2023
Subject Leader:	E Martin
Date:	18 th July 2023
Governor:	
Date:	