

Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your students now and why? Use the space below to reflect on previous spend, identify current need and priorities for the future.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> <li>● Increased involvement and success in competitive sport (inter-school and intra-school),</li> <li>● Increased amount and more varied sports sessions available for all pupils,</li> <li>● Improvement in the emphasis on the importance of physical activity throughout school,</li> <li>● Improvement in planning and assessment of PE.</li> <li>● Multi Sensory provision that supports all pupil needs and ILP targets,</li> <li>● Staff CPD to support the hydrotherapy needs of pupils (although our pupils will not swim 25m unaided, time spent in the water alongside their hydrotherapy programs is vital for physical development and individual success),</li> <li>● Increased the range of adaptive equipment available to pupils in school,</li> <li>● Safeguarded access to specialist equipment for years to come with the acquisition of appropriately secure storage.</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to increase awareness of the hidden obstacles to physical activity within day to day lessons,</li> <li>● Continue to develop assessment and use of intervention where children need it most,</li> <li>● Continued CPD to renew and develop training as appropriate.</li> </ul>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?  <b>N.B.</b> Even though your children may swim in another year please report on their attainment on leaving primary school.</p>	0%
<p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p>	0%

What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	0%
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity <b>over and above</b> the national curriculum requirements. Have you used it in this way?	Yes.

## Action Plan and Budget Tracking

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 students today and for the future.

<b>Academic Year:</b> 2022/23	<b>Total fund allocated:</b> £16,390 (DfE) + £1,000 (Yorkshire Inclusive Alliance Grant)	<b>Date Updated:</b> June 2023		
<b>Key indicator 1:</b> 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				
School focus with clarity on intended <b>impact on pupils:</b>	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>● Active lessons</li> <li>● Development of well-planned and resourced PE lessons</li> <li>● Development of activities and a broader range of equipment to actively engage more children for longer</li> <li>● Provide opportunities for physical and sensory development, using specialist equipment where appropriate</li> <li>● Increase focus on physical intervention where appropriate to facilitate development.</li> </ul>	<ul style="list-style-type: none"> <li>● Teachers planning to include active and accessible lessons where possible</li> <li>● Increased confidence, knowledge and skills of all staff leading sport and physical activity interventions/lessons.</li> <li>● Use of teachers, outside agencies and support staff to engage all learners and maximise their potential and more</li> <li>● New equipment is ordered and regularly replaced/improved to keep children busy and active with different equipment available for them to use.</li> <li>● Specialist equipment such as adapted trikes to promote independence in movement</li> </ul>	<p>Adapted Trike (x2): £3,085.00</p> <p>Storage for said trikes and other outdoor P.E. equipment to safeguard future use and thus ensure continued engagement: Police approved storage (Asgard)- £2,145.00 Required concrete base for police approved</p>	<ul style="list-style-type: none"> <li>● Children more active generally-taking part without needing a rest</li> <li>● Children are visibly more active at break times and lunch times with new and varied equipment; this also reduces any potential problems arising which can be caused through boredom outside</li> <li>● Children independently engaging with outdoor equipment without prompt, developing physically through serendipitous learning.</li> <li>● Teachers and support staff are more confident in planning and delivering well structured lessons; they are confident in the</li> </ul>	<ul style="list-style-type: none"> <li>- CPD for PE lead and teachers to further promote clear and impactful learning</li> <li>- Continued relationship with sport clubs and coaches for added variety and subsequent pupil engagement.</li> </ul>

	<p>at play times, within lessons and during PSHE time.</p> <ul style="list-style-type: none"> <li>● Purchase zig zag beams to promote and aid the fundamental movements of locomotion, stability and manipulation.</li> <li>● Appropriate CPD for teachers and support staff to support the understanding of and implementation of therapies such as rebound and hydro.</li> <li>● Safeguard future use of specialist equipment with appropriate storage.</li> <li>● Develop links with sporting foundations such as LUFC to enthuse pupils and increase engagement in physical activity.</li> <li>● Provide access to fun and exciting opportunities outside of school that promote activity and a love for movement.</li> </ul>	<p>storage (GrassRootSolutions) -£2,800.00</p> <p>Zig Zag beam: £450.00</p> <p>Tickets to experience Ice Skating in Millenium Square: £78.90</p> <p>Contribution to ongoing costings of hydrotherapy use to ensure use in line with health and safety measures and EHCP outcomes: £3,473.22</p>	<p>availability of resources and comfortable in asking for support in using them effectively.</p> <ul style="list-style-type: none"> <li>● Access to hydrotherapy continues to promote and develop an increased range of movement for those that need to promote and maintain flexibility. It also dramatically improves the wellbeing of pupils accessing said therapy sessions, allowing for a calm environment whereby they experience appropriate stretches and exercises outlined by the physiotherapist team.</li> <li>● Children see physical activity as something fun and exciting.</li> </ul>	
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**Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement

School focus with clarity on intended <b>impact on pupils</b> :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>● Inspire our children to be their best self through the use of role models</li> <li>● Show the children that school regards sport as extremely important as a stand-alone subject/activity but also how it impacts individuals as a whole and threads throughout the school day</li> <li>● Use PE lessons and active lessons to make cross-curricular links (e.g. muscles/heart rate)</li> <li>● Increase the activity levels of children and demonstrate to them a broader range of what it means to live a healthy lifestyle across school</li> </ul>	<ul style="list-style-type: none"> <li>● Local sporting heroes and personalities are regularly invited into school so pupils can identify with success and aspire to be competitive and successful themselves.</li> <li>● Celebrate Physical activity, PE and sport across school in assemblies.</li> <li>● Congratulate the children on being chosen to represent the school and explain what it means to do so. Point out that it is great that they have been chosen and are going to take part. Encourage competitiveness by telling the children that they may be able to show their trophy/certificate in assembly and have their photo on the wall etc.</li> <li>● PE leader attending PE conference- feedback to sports coach and teachers</li> <li>● Ensure school is providing a platform for the children to be physically active where possible. Ensure active break times so children have plenty to do.</li> <li>● Inform staff of the importance of at least 30 minutes of physical activity</li> </ul>	<p>Active Schools SLA: £1,200.00</p> <p>Leeds United Foundation: £1,480.00</p> <p>Aforementioned resources such as trikes and zig zag beams.</p>	<ul style="list-style-type: none"> <li>● Children see what it takes to ‘make it’ as a successful sports person- children become more motivated themselves</li> <li>● School website and/or social media outlet is updated with PE and sports success</li> <li>● Children recognise that all staff value an active, healthy lifestyle and respond by doing so themselves</li> <li>● Children understand the importance of exercise and the effect that it can have on their body</li> <li>● Children have lots of activities to play and choose from; therefore, they do not become bored</li> <li>● Where progress and development has been identified as being negatively impacted by Covid-19, bubble closures and lockdown, measures are in place to thread physical interventions throughout the school day and working week in order to improve engagement and support</li> </ul>	<ul style="list-style-type: none"> <li>● Develop PE display boards further to encourage activity out of school, not just in school</li> <li>● Continue to invite athletes/sports people in, trying to choose a different sport each time</li> <li>● Create more links with local clubs</li> <li>● Children have the active lifestyle embedded within them and take it home to educate their parents about the importance of exercise</li> <li>● Relay to parents the importance of an active lifestyle so that they can support their children at home</li> <li>● <u>Send home the WHO infographic</u> <a href="https://www.gov.uk/government/publications/physical-activity-guidelines-infographics">https://www.gov.uk/government/publications/physical-activity-guidelines-infographics</a></li> <li>● School to continue to raise the profile of sport, physical activity and healthy eating by continuously celebrating sporting and physical success during</li> </ul>

	per day.		<p>physical development.</p> <ul style="list-style-type: none"> <li>● Access to events and opportunities through the SLA has been good. In addition, communications including P.E. Activity cards and ideas have been implemented and shared with classroom teachers.</li> <li>● Extremely positive feedback from pupils and parents when engaging with LUFC foundation and experiencing stadium tours and sporting visits; pupils have increased passion for sport and personal goals.</li> </ul>	assemblies and other communal events.
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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:
<ul style="list-style-type: none"> <li>Improving progress and attainment by up-skilling current staff through CPD from the PE Leader and external training bodies.</li> <li>Subject leader monitors PE to measure its effectiveness throughout school.</li> </ul>	<ul style="list-style-type: none"> <li>PE leader attending annual PE Conference to look at new initiatives</li> <li>Teachers and other staff have opportunities to call upon and work alongside PE coach when planning, assessing and teaching</li> <li>PE subject leader to provide updates throughout the school year in staff meetings</li> <li>PE subject leader to undertake lesson observations throughout the year to look at teaching, learning and assessment in physical education</li> <li>Teachers and staff to observe good lessons of other practitioners/sports coach/PE leader</li> <li>Professional development in subject leadership for PE subject leader</li> <li>Planning scrutiny and lesson observations to check that PE is a continuous journey</li> </ul>	<p>Staff CPD Hydrotherapy training by Jasper Harrison £1,842.88</p> <p>Lifeguard training by RSSL UK Training £835.00</p>	<ul style="list-style-type: none"> <li>All staff are becoming more aware of the need for physical activity and the importance of it throughout school, not just in PE. This means the staff and school ethos of children being physically active is embedded and both children and adults are now making more decisions to be active.</li> <li>Better subject knowledge for both TAs and teachers, who are now more confident to take a more active role in lessons/ lunchtimes activities etc.</li> <li>Lesson observations and learning walks have proved useful in identifying strengths and areas for development. Feedback given to all staff.</li> <li>Increased confidence and better subject leadership skills enabling the subject leader to lead with professional learning for all</li> </ul>	<ul style="list-style-type: none"> <li>This will be sustainable as all staff will have received the training etc and will therefore be up-skilled and more confident. This training will continue through regular CPD and then the teachers being up-skilled can continue to train the next generation of teachers. Their good practice can be observed by others.</li> <li>PE subject leader to support new staff in school with planning and delivery of lessons</li> <li>PE subject leader to identify any staff in need of further CPD/support- this could also happen via outside training too if needed</li> <li>If needed, pair staff up to teach/plan lessons and give each other feedback for a half term</li> <li>PE subject leader to</li> </ul>

	throughout school		staff.	monitor and provide support as appropriate in order to ensure progress and achievement are maintained by all pupils
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**Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> <li>• Ensure high quality equipment available that is interesting and enjoyable to use in lesson times, play times and after school activities</li> <li>• Opportunities to develop physical opportunities outside of school</li> </ul>	<ul style="list-style-type: none"> <li>• Sports coach/ teachers/ PE leader to work together when planning to ensure variety of skills being taught</li> <li>• Continue to purchase high quality, varied equipment and give sports leader chance to plan activities- these to be regularly reviewed</li> <li>• Consult with the children what activities/equipment they would like to see</li> <li>• Emphasise the importance of looking after equipment to children</li> <li>• Arrange a pupil survey via school council to discover what pupils would like on top of current equipment</li> </ul>	<p>Aforementioned Active Schools SLA and Leeds United Foundation.</p> <p>Aforementioned visit to Millenium Square’s Ice Cube.</p>	<ul style="list-style-type: none"> <li>• Children taking part but at the same time becoming more competitive after being involved in competitive matches, experiencing LUFC sport events (in house) and experiencing visits from the Leeds United Foundation and first team star, Tyler Adams. Pupil confidence in themselves has dramatically improved and their eagerness to engage in physical activity has also increased greatly.</li> <li>• Increased pupil engagement at play times, exploring new and interesting areas with increased independence and purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to work with local sport foundations to improve skills of children and make them more active and excited to engage.</li> <li>• Continue to give the children the opportunity to take part in competitive games against one another and children from other schools.</li> <li>• Give children the chance to be competitive within PE so they know what it’s like to both win, and to lose, therefore continuing to increase their motivation to be more and more successful and as a result, becoming more active children, going</li> </ul>



				on to be more active adults
<b>Key indicator 5: Increased participation in competitive sport</b>				
<b>School focus with clarity on intended impact on pupils:</b>	<b>Actions to achieve:</b>	<b>Funding allocated:</b>	<b>Evidence and impact:</b>	<b>Sustainability and suggested next steps:</b>
<ul style="list-style-type: none"> <li>Continue to work in partnership with local schools when organising competitive games.</li> <li>Continue to organise intra-school competitions where possible and appropriate</li> <li>Develop relations with local clubs and foundations appropriate to pupil interests</li> </ul>	<ul style="list-style-type: none"> <li>Ensure all children have the chance to represent their school in a competition/event when appropriate physically/virtually.</li> <li>All children compete in sporting events on top of their PE lessons, such as MATP showcasing and sports day..</li> <li>Provide unique sporting opportunities with local clubs and foundations</li> </ul>	Aforementioned Active School SLA and Leeds United Foundation.	<ul style="list-style-type: none"> <li>Children take part in competitive sport within school throughout the year. This is delivered during fun and engaging lessons, during PSHE times and at special events such as sports day. The use of competitive games alongside opportunities to simply enjoy sport and physical activity also instil values of winning/losing, fair play and most of all, fun!</li> </ul> <p><b>WIDER IMPACT AS A RESULT OF ABOVE:</b></p> <ul style="list-style-type: none"> <li>Better teamwork in PE and throughout the curriculum</li> <li>Some children taking ‘lead roles’ in other areas as a result of being part of a team in PE and through sport</li> <li>Better behaviour in PE as children have events and activities to strive for</li> </ul>	<ul style="list-style-type: none"> <li>Develop idea of beating personal bests when completing</li> <li>Give the children the chance to be competitive, even when completing things that are generally non-competitive</li> <li>Give children goals to aim for, both short and long term</li> </ul>

			<ul style="list-style-type: none"> <li>• Sportsmanship and gamesmanship have improved especially within the WTI pathway.</li> </ul>	
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Signed off by	
Head Teacher:	Hannah Duffey
Signed:	H. Duffey
Subject Leader:	Ryan Burke
Signed:	R. Burke
Date approved by LGB:	20/06/23