Evidencing the Impact

of the Primary

PE and Sport Premium

2023-24



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| **Details of Funding** |  |
| Total amount carried over from 2022/2023 | £0 |
| Total amount allocated for 2023 / 2024 | £21360 Nov 2023: £12,460 May 2024:£8,900  |
| Total amount carried over into 2023/2024 | £0 |
| Total amount allocated for 2023/ 2024 | £21360 |
| Total amount of funding for 2023/2024. To be spent and reported on by 2024 | £21360 |

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| **Key achievements to date:** | **Areas for further improvement and baseline evidence of need:** |
| * Built on success of whole school ‘Wibsey Half Marathon’ - more pupils were engaged and completed the half marathon.
* New Reception playground area has increased the physical activity of EYFS pupils. This has been well used at lunchtime by both Reception and Nursery children. The inclusion of a ‘fitness trail’ with balance beams has increased the co-ordination of pupils.
* Full complement of extra-curricular sports activities is taking place for pupils across school (years 1-6) and across the week. There is range of new sports for different year groups: Ballet in Year 3, Multi-Sports in KS1 and Judo in Year 1.
 | * Further targeting of least active pupils or those unable to join after school clubs- offer wider range of lunchtime sports/active learning clubs.
* Further targeting of SEND pupils - offer wider range of lunchtime sports/active learning clubs.
* Showcase activities that are on offer to entice less motivated pupils to participate.
* Continue development of outdoor activities sessions for all pupils, but particularly important for those children who do not respond well to classroom learning.
* Further CPD training for all staff involved with teaching PE, particularly gymnastics and OAA.
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| **Meeting national curriculum requirements for swimming and water safety** |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 74% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 74% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 62% |
| 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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| **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 |
| **Key Issues*** Many pupils do not participate in regular exercise or physical activity.
* Some pupils are outside healthy weight ranges and do not benefit from a healthy lifestyle.
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| **Intent** | **Implementation** | **Impact** | **Sustainability and next steps** |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| Continue to encourage greater Physical Activity in our children, to empower children to make positive lifestyle choices. | PE coach/ cover supervisor to offer structured lunchtime physical activities in MUGA. Aimed at a different year group / group for 1 hour each dayRange of sports on offer to rotate termly Additional equipment bought to enhance playground resources already in place.BLP play mentors chosen from UKS2 classes to support younger children with using equipment safely and correctly.Organise equipment monitors (BLP play mentors) to ensure sports equipment is ready to use and accessible at all times (including use of trim trail etc). Additional lunchtime sports clubs in place to increase physical activity of all KS1 and KS2 pupils.Member of lunchtime staff allocated to facilitate more physical activity provision at lunchtime | £4000£500 | Increased access to and involvement in physical activities at lunchtime – train MDS to perform some of this role.Children have been introduced and are developing new skills in sports that will broaden their experiences of sports and PE.Pupils have access to additional equipment during lunchtime sessions. Increase in children using playground equipment during lunchtime period. Monitoring of usage of MUGA demonstrates that levels of activity amongst children have increased during the school day.Pupil fitness and fundamental movement skills developed and improved through extended provisionPupils develop positive attitudes towards health and fitness, and develop social and emotional well-being through physical activityIncreased readiness to learn following physical activity  |  |
| Ensure additional PE for all pupils across KS1 / KS2 through PPA which covers additional sports from providers. These enable staff to shadow and feel more confident in their own future delivery of different activities, including dance, tri-golf, tag rugby | All children receive a full morning / afternoon of PE every three weeks from PE coach or cover supervisor (except Year 5 due to weekly swimming).Seeking further opportunities for curricular enhancement that will increase opportunities for PE. |  | Staff have shadowed sports coaches and feel more confident in delivering a wider range of sports.Children have access to a wider range of sports |  |
| Encourage greater physical activity in pupils across school through launching the ‘Wibsey Half Marathon’ for Year 1 – 6 at start of Autumn term. This will enable pupils to see that ‘little and often’ exercise over time is the best way of increasing fitness over time and improving physical and mental health.Mini challenges set for pupils in EYFS, leading up to the fun day. | Children are reminded of how running track can be used to measure their own fitness.BLP play mentors chosen from Year 5 to help lead lunchtime sessions.Posters in class as reminder of ‘Wibsey Half Marathon’ fun day.APP messages to parents informing them of Wibsey Half Marathon Fun Day.Display in bottom hall to track progress and motivate pupils |  | Older pupils have learnt from previous year and through continued practise how best to pace themselves in order to successfully complete this year’s half marathon.Teachers who have taken their classes out for short daily runs between lessons have noticed a positive impact on pupils’ concentration and mood during the following lesson.Evidence of distance run by individuals and classes on website and notice board. |  |
| Further develop fine and gross motor skills in Nursery / Reception by enhancing EYFS outdoor provision | Staff use assessed data to target the development of fine and gross motor skills.Staff are trained in using new lunch time equipment to enhance gross motor skills |  | Attainment at the end of EYFS in Fine and Gross Motor Skills is rising |  |
| Motivate children to increase their physical activity by providing an inflatables fun day for all children who complete a half marathon over the school year. Children with specific physical difficulties to be set own personal targets. Additional medals for high achievers. | Activities booked with Bradford Community Play Equipment (04.07.24 & 05.07.24)Initial site assessment has taken place. Risk assessments in place.Timetable ready and explained to all staff to ensure smooth running of the day’s events.Addition of progressive outdoor adventure in PE document | £3500 | Each class to plan short bursts of running and daily activity in order for each pupil to achieve their 30 minutes of physical activity within school.KS2 pupils to take greater responsibility for own daily activity, both in and out of school.All children across school take part in the fun day after completing 300 laps (or their target). |  |
| Increase physical activity within planned fieldwork (Geography links) | At least 1 activity per year group with significant physical activity |  | Year group significant physical activity e.g. Year 5 Rivers – Ogden Water & Ingleborough Hall and Year 6 – Mountains  |  |
| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement |
| **Key Issues*** Children have been negatively impacted by lockdowns and being more sedentary.
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| **Intent** | **Implementation** | **Impact** | **Sustainability and next steps** |
| Your school focus should be clear what you want the pupils to know and be able to do and aboutwhat they need to learn and toconsolidate 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: |
| To improve social skills, behavioural development and academic achievement through access to broadened and improved physical education and activity provision, leading to increased health and well-being of all children | Full year’s programme of extra-curricular sports & PE activities using in school and outside providers. Wide range of activities to appeal to children’s differing interests.**KS1:** Multi Sports, Ballet, Judo, Tri-Golf**KS2:** Ballet, Modern Dance, Multi Sports, Badminton, Tag Rugby, Archery, Skateboarding, NetballGirls’ club to target least confident or motivated girls.Additional staffing to support external coach, particularly during KS1 clubs – Judo and BalletPlan taster sessions/ demonstrations of different sports and activities to entice other pupils to ‘have a go’.Plan additional extra-curricular clubs for KS1 pupils. Consider range of activities best suited to their interests.Carry out survey of children’s interests. What would pupils be most interested in trying? | £7100£2,000(Additional staffing) | Pupils will be more confident to participate in sport & physical activities, in a smaller group environment.Less motivated pupils developing increased levels of interest in sport, particularly due to interest in Fun Day and also variety of clubs, which appealed to different interests.Increased standards of pupil attainmentImprovements in behaviour following physical activity and engaging lessonsDevelopment of social skills through holistic developmentChildren demonstrate increased ability to accurately self-assess and set personal targetsPupils develop positive attitudes to health and fitness |  |
| To increase attainment in the prime areas for EYFS pupils by provision of Music Movers & Shakers – Nursery & Reception | Christmas performance for parents & carers.End of Nursery performance to showcase work that has happened throughout the year. | £2500 | EYFS children’s listening and attention has increased along with their movement and co-ordination during musical activities. |  |
| To develop positive attitudes to health and fitness by providing and teaching a range of new sports and activities for Year 6 pupils | Additional sports organised for Year 6 during summer transition, teaching a range of new sports and activities | £750 | Year 6 children are introduced to a variety of different sports. |  |
| To motivate pupils to take up new sports  | Celebrate personal sporting achievements, inside and outside of school |  | Pupils take up new sports |  |
| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport |
| **Key Issues*** Subject knowledge is weaker in some areas of PE and sport, particularly in teaching dance and gymnastics.
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| **Intent** | **Implementation** | **Impact** | **Sustainability and next steps** |
|  Your school focus should be clearwhat you want the pupils to knowand be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions toachieve are linked to yourintentions: | Fundingallocated: | Evidence of impact: what dopupils now know and whatcan they now do? What haschanged? | Sustainability and suggestednext steps: |
| Increase the quality of teaching in PE by developing the confidence, knowledge and skills of all staff in teaching PE and sport by:  | Full time PE coach delivering KS2 PE lessons and supporting less confident members of staff in increasing skills.Purchase school membership of Association for Physical Education to keep up to date with PESSPA changes and initiatives. Resource used by PE coach to enhance understanding of PE and sport within school.Further training to be planned for KS2 staff on teaching of outdoor & adventurous curriculum. | £150 £360 | Staff are more confident to deliver PE lessons (sports and games) and understand who to speak to for support.Children have access to exciting learning and a range of sports through PE lessons and activities.Staff have access to a bank of ideas for lesson plans. They feel more confident in teaching PE which results in enhanced quality teaching and learning opportunities leading to better outcomes for pupilsMonitoring of pupils’ progress within PE through assessment procedures – increased standards of attainmentIncreased enjoyment and positive attitudes through more creative lesson structures |  |
| Cumulative curriculum produced for PE in line with school intent. Clear implementation development and end points to provide assessment. | Release time for PE lead to work on cumulative curriculumYear group PE skills books are used to record evidence of skills progression across school.From 2024, staff to use Target Tracker to plot data of PE – PITA assessment model |  | Staff follow implementation in PE |   |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils |
| **Key Issues**Some pupils are still not engaging in extra-curricular sports activities. |

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| **Intent** | **Implementation** | **Impact** | **Sustainability and next steps** |
| 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 |  |  | changed? |  |
| consolidate through practice: |  |  |  |  |
| Enhance and extend the range of physical activities and sports offered both within and outside the curriculum in order to engage a greater number of pupils, across different groups, in physical activity.  | Sports club long term plan in place.All children to be offered opportunity to participate in lunchtime and after school clubs.Focus particularly on those pupils who do not take up additional PE and Sport opportunities. KS1: Multi Sports, BalletKS2: Tchoukball, Ballet, Modern Dance, Multi Sports, Badminton, Tag Rugby, Archery, Skateboarding, NetballIncrease the range and sports offered to the children through taster sessions and external providers.Monitor Pupil Premium uptake of different sports and present to Governors Plan additional extra-curricular clubs for KS1 pupils. Consider range of activities best suited to their interests.Carry out survey of children’s interests. What would pupils be most interested in trying?Consider timings of clubs. Would additional morning and lunchtime clubs increase number of participants? | See key indicator 2 | High participation in after school sports clubs, including by pupils who have not previously been involved.Several SEND pupils have participated in extra-curricular activities for the first time.Children have been introduced and are developing new skills in sports that will broaden their experiences of sports and PE.Opportunity to practice and enhance skills in different contextsPresenting pupil Premium data to Governors (01/02/24) |  |
| **Key indicator 5:** Increased participation in competitive sport |
| **Key Issues**Lack of opportunity to engage in inter-school competitions |
| **Intent** | **Implementation** |  | **Impact** | **Sustainability and next steps** |
| Your school focus should be clearwhat you want the pupils to knowand be able to do and aboutwhat they need to learn and toconsolidate through practice: | Make sure your actions toachieve are linked to yourintentions: | Fundingallocated: | Evidence of impact: what dopupils now know and whatcan they now do? What haschanged? | Sustainability and suggestednext steps: |
| Increase participation in a wider variety of inter-school competitive sports, including those for SEND pupils.Increase participation in intra-school competitions, including whole school sports day.Seek out and participate in sports competitions with other schools within partnerships. | Staffing to support participation at inter-school competitive festivals with other local primary schools.Resources and additional equipment for sports day across school with different age groups and abilities working together in a competitive situation. Sports day will be inclusive for all children across school. Continue to build on competition success and building of close working relationship with other local schools.Continue participation and development of the school festivals and competitions along with other schools. | See Key Indicator 2 | All ages and abilities are involved in competitions and activities. Children have participated in new or adventurous activities to broaden their knowledge and experience. Wibsey Primary School has been successful in these competitions, and achieved first position in the inter-school pentathlon competition. Achievements celebrated with other pupils and parents. |  |

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| Signed off by |
| Head Teacher: |  N.M. Cooper |
| Date: |  November 22 |
| Subject Leader: |  |
| Date: |  November 22 |
| Governor: |  |
| Date: |  November 22 |