

Shilbottle
Primary

PE and Sports
Premium

Evidence of Impact
2022/2023

Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£16,990
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£16,890
Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023.	£16,890

Swimming Data

Please report on your Swimming Data below.

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 metres? 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. Please see note above	85%
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	85%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	85% at level 1
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

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 pupils today and for the future.

Academic Year: 2022/23		Total fund allocated: £16,890		Date Updated: June 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					Percentage of total allocation: 32%
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • Increase fitness levels of children. • Increase engagement in PE lessons. • Active playtime/ playground leaders trained. • Physical literacy developed. • Sports leaders targeting all classes. • Engagement in (virtual) school games activities. 	<ul style="list-style-type: none"> • Minimum 2 hours PE timetabled for each class per week. • Sports leaders offering active games at lunchtimes. • Range of afterschool 'active' clubs offered. • Virtual school games signed up for through active Northumberland. • New equipment purchased to allow sufficient resource for all children to have access. 		£5500	<ul style="list-style-type: none"> • Pupils choosing to participate in activities taught in PE lessons. • Pupils actively seeking sports equipment for use at play times. • Children have positive attitudes towards being sports leaders. • Positive attitudes to health and wellbeing. • All children taking part in lessons with high amounts of equipment/ resources. 	<ul style="list-style-type: none"> • New sports leaders trained yearly. • Develop partnership work and CPD opportunities for staff. • Continue to participate in opportunities for active/ sporting sessions via virtual school games.

Key indicator 2: The profile of PESSPA (physical education, school sport and physical activity resources) being raised across the school as a tool for whole school improvement				Percentage of total allocation: 6%
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> For children to access and take part in sports festivals and competitions. Sharing of successes in sport. Opportunities to develop teamwork skills. Children to develop their own self-esteem. Children to develop their confidence in active and sporting activities. For children to know that active/sporting opportunities are available for them to seek out in school. 	<ul style="list-style-type: none"> Team Captains (Y6) for competitions during and after school. Expectations of behavior and taking pride in representing school in sporting events/ festivals/ competition. Successes celebrated in assembly and social media platforms. Children choosing which sporting equipment they would like access to at playtimes. (equipment purchased and stored for each year group to access.) MUGA used for PE lessons and lunchtime clubs. 	£1100	<ul style="list-style-type: none"> Pupils sharing out of school successes in assembly as well as successes of in school sporting achievements. Pupils volunteering to represent school in sporting festivals/ competitions. Pupils take pride in their performance and want to set a good example to represent themselves and the school. Children sharing equipment and showing others how to use/ teamwork and working together skills being developed. 	<ul style="list-style-type: none"> More school games participation. Increase opportunities for inter school competitions and festivals. Link to sports day team/ competition. Continue to celebrate successes in sport in assembly. More opportunities for PE/ sporting activities out of PE lesson time.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				54%
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> To increase sports skills of staff for better opportunities for pupils. To provide opportunities for staff to try new sports and physical activities. Schemes of work purchased (when required) to develop progression of skills and knowledge throughout school. Staff to seek CPD for areas of need for development in sporting activities. 	<ul style="list-style-type: none"> External coaches (cricket, football, tennis) to work alongside class teacher to develop skills. Newcastle United foundation (Football, multi-skills) working in partnership with the class teacher. Workshops throughout the year expose staff to new ideas/ activities. E.g. dance workshops through highlights. Staff offering sporting afterschool clubs (rugby, football) across year groups. CPD offered to staff from FA and LTA throughout the year. 	<p>£2500</p> <p>£5750</p> <p>£850</p>	<ul style="list-style-type: none"> Staff showing different activities and skills in PE lessons. Progression of skills developed across the year groups. Staff feel more confident in teaching sporting activities following teaching from coaches. Higher numbers of pupils taking part in sports clubs with staff members. 	<ul style="list-style-type: none"> Consider further staff training to increase offers of sporting activities in school. Which sports do staff need more training? Consider CPD After school club offer from staff – how can we increase access for year groups/ variation in sporting activities. Consider more lunch clubs?

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils to encourage physical wellbeing in and out of the school setting. Percentage of total allocation:
1%

Intent	Implementation		Impact	
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	<p>Sustainability and suggested next steps:</p>
<ul style="list-style-type: none"> • Create opportunities for new sports and physical activities to be tried for a set amount of time. • Offer after school clubs based around active/ sporting activities. • Opportunities to represent school in sporting competitions/ festivals. <p>Additional achievements:</p> <ul style="list-style-type: none"> • Workshops from highlights have exposed children to a range of active sessions to try out. • Dance City taster sessions held in Autumn term. 	<ul style="list-style-type: none"> • Purchase of new equipment to ensure offer of many sports is available in school. • Reading raffle prizes involve sporting equipment e.g. hula hoops, skipping ropes and footballs. • Variation in clubs offered each term (football, rugby, multi skills). • Newcastle United sessions additional to the football/ multi skills offered to some year groups for 6 week blocks (dance and gymnastics). • Leaflets for holiday clubs and taster sessions of sporting activities in the local area. (e.g. Judo Morpeth, Golf Alnmouth, Dance City). • Robinwood residential trip offering outdoor adventurous activities and water sports. 	<p>£250</p>	<ul style="list-style-type: none"> • Children developing skills in using various sporting equipment. • Children taking up offer of afterschool clubs regularly. • Children volunteer to take part in sporting activities and festivals offered in school time. • Children taken part in external workshops, taster sessions and holiday clubs where detail have been provided. • Children engaged and look forward to NUFC sessions in school. • Children choosing sporting equipment over sweets in reading raffle. 	<ul style="list-style-type: none"> • Collaborate with more external sporting providers to increase taster sessions for new activities/ sports not offered in school. • Review sporting club offers for variety and year grip offers each term. • Look into booking highlights workshops for next year linked to active/ sporting experiences.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				11%
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?:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> • For children to have opportunities to compete in competitive sports through festivals and competitions. • For increased competitive sports opportunities within school. • To provide opportunities for intra/inter school competitions for all pupils. • Opportunities to represent the school and individually in sports teams. • Whole school sports day to have competitive element. 	<ul style="list-style-type: none"> • Intra class competitions held within PE time. • Participation in school games qualifiers (Multi-sports, athletics). • Skipping festival for LKS2. • NUFC coaches instill competitive sports matches within class PE lessons. • NUFC Y3/4 football tournament at training ground. • Sports day races for whole school 	£1800	<ul style="list-style-type: none"> • Children engaged in class competitions. • Children representing school in tournaments and competitions with pride. • Number of pupils volunteering for competitive events is g=high. • All pupils engaged and have a positive have-a-go attitude. • Children sharing achievements of what they have succeeded in outside of school in sporting clubs. (e.g. football tournaments). 	<ul style="list-style-type: none"> • Find opportunities for onsite competitions with other schools for competitive sports. • Continue to provide access to learn about and watch competitive sporting events. • Consider how small class numbers can be used for entering competitions. • Set up more opportunities for cross-year group competitions/ individual competitions to maintain competitive sporting participation.

Signed off by	
Head Teacher:	G Parnaby
Date:	27/6/2023
Subject Leader:	A. Hunt
Date:	20/06/2023
Governor:	E Bryceland
Date:	27/6/2023