

## Primary PE and Sports Premium Funding Report 2023-2024 – Withinfields Primary School

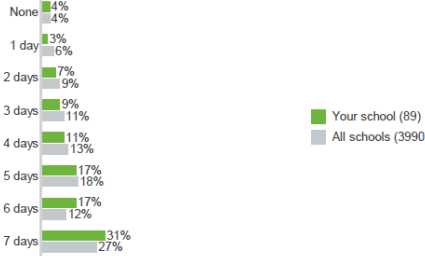
Schools must use this funding to make **additional and sustainable** improvements to the quality of Physical Education, Sport and Physical Activity (PESPA) they offer. Considering the 5 key indicators from DfE, Withinfields has identified what development needs are a priority for our setting and our students. At the beginning of the year, we identify how we intend to allocate our annual spend against the 5 key indicators. In this ongoing plan, we then collate evidence of impact and our next steps for future plans.

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<p>Introduction of REAL PE resources to improve the quality of teaching, learning and assessment during PE sessions and development of schemes of work to support consistent teaching</p> <p>Increased participation in local competitions through engagement with a number of secondary schools and other organisations</p> <p>Range of sports available through after school clubs and range of ages that these are offered to also extended</p> <p>1k a day introduced across school and maintained without further ongoing cost. Improved to be Withinfields Marathon to encourage more distance to be covered by those who wish to.</p> <p>Half termly intra-school sports competitions take place and are popular with the children</p> <p>Children engage well with sports and physical activities at lunchtime led by Y5 Sports leaders</p> <p>Staff training takes place regularly in terms of specialist courses for individuals and whole teaching staff training e.g. dance and gymnastics training.</p> <p>100 club an annual event over summer months raising activity at lunchtime for KS2</p> <p>Trailblazer for Active Schools' Framework</p> <p>PE time maximised by wearing PE kits for school all day</p>	<p>Maintain staffing levels and continue to develop Active Club.</p> <p>Football area to be utilised at lunchtime with alternative games and activities run by playleaders but with staff overseeing</p> <p>Continue to support and promote similar clubs and look to promote more</p> <p>Monitor the interest in clubs more carefully and repeat those clubs that are more sought after and promote those with space to maximise attendance.</p> <p>Plan first aid training for Y5 and Y6 every year (linked to PRHE also)</p> <p>Continue crediting classes with points from 1k. Celebrate results from clan positions more regularly</p> <p>Always ensure that every Year 6 child has participated in competitive inter-school sports and that in other year groups records are continued so that different children compete in different competitions leading to wide participation.</p> <p>Reintroduce gymnastics to our repertoire this year.</p>

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
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.	Y6 2023: 35/57 = 61% (affected by covid as amount of weeks reduced to allow all to access some swimming)
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	Y6 2023: 35/57 = 61% (affected by covid as amount of weeks reduced to allow all to access some swimming)
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	Y6 2023: 96%
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?	No

<b>Academic Year: 23-24</b>		<b>Total fund allocated as sports funding: £18721</b>		<b>Date Reviewed: June 2024</b>
<b>Key indicator 1:</b> The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation: 40%
School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Consolidate systems for activity of children during lunchtime period and develop similar activities at playtime	<p>Appoint additional MDS to ensure that TAs are available to lead sport and supervise Sports Leaders. Review timetable of activities available on different days led by different staff/leaders through consultation with the sports leaders and in line with covid systems and risk assessments.</p> <p>Determine games and activities that can be set up at playtime and remain set up for lunchtime</p> <p>Set up staff timetables to ensure that the identified TAs are outside at playtime/lunchtimes</p> <p>Change activities as they become unpopular. Focus on different year groups to ensure that appropriate activities are available at different parts of lunchtime.</p> <p>Train Y5 Sports leaders to lead activities and role model games.</p> <p>Encourage engagement of children who do not participate</p> <p>Establish Active club in quiet area with a member of staff available to lead games for those reluctant to</p>	£5250 – 3 staff available for 30 mins every day for lunchtime	<p>EHNA shows that 76% of Y5/6 stated that they are active 60 minutes a day for 4 or more days a week. Also, 81% described their general health as good or excellent with only 1 child describing it as poor.</p> <p>Y6 pupils stating that they are active for 5 days or more for 60 minutes a day rose by 18% compared to their answers in Y5.</p>	<p>Develop better training of Y5 sports leaders and introduce new games e.g. four square</p> <p>Visit other schools with children to look at zoning playground to facilitate different types of games and children's interests</p>

	join in other games.			
Positively promote physical activity at home when children are on holiday and at weekends to encourage children to engage in sporting clubs outside school	Actively promote local sports clubs in assemblies, through the newsletter etc (Beacon Rangers, Southowram Cricket Club, Halifax RLFC, Siddal RLFC, Dance groups, Roks Invictus sport, Healthy Holidays activities)  Set an active challenge every month for children and families to engage in and send photos to PE leaders	£500 contribution to salary of staff who work on these aspects	67% of children regularly come to school in an active way e.g. walking, cycling or scooting (eHNA source)  Evidence of photos on ClassDojo showing children taking part in the Active challenges.  eHNA shows that children access a wide variety of sports and activities outside school.	Introduce more competitions for children to take part in each term e.g. set challenge to practise skipping at home and then hold a competition for those that want to take part
Develop child-centred storage of PE and other equipment to promote physical development with EYFS and the main playground	Purchase storage benches and relevant resources to stock these EYFS children taught to self-access and tidy up equipment to ensure sustainability of resources. Sheds to be installed to enable children to access bikes, scooters and other physical resources Improve the surfacing of the area to allow for freedom of movement in all weathers.	£1800 for sheds and resources	EYFS children are able to access outdoor play equipment to support their physical development. Observed as part of teaching and learning walks.	Development of EYFS Pod outdoor area to facilitate physical development of these children
<b>Key indicator 2:</b> The profile of Physical Education, School Sports and Physical Activity being raised across the school as a tool for whole school improvement				Percentage of total allocation:  2%
School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Improve active aspects to all lessons</p>	<p>Training from PE leaders and sharing of ideas and resources e.g. voting on feet, moving to corner for answering, collecting resources, Let's Dance and GoNoodle activities..</p>	<p>£200 for resources</p>	<p>During lesson observations this has been seen. Visitors to school comment on the calm atmosphere as children have regular opportunities to move and be active meaning that they are less likely to become dysregulated.</p>	<p>Ensure new teaching staff are trained in this and remind other staff of strategies, sharing ideas.</p>																											
<p>Improve children's understanding of first aid particularly emergency first aid</p>	<p>Deliver First aid basic training to Y5 and Y6 children in Summer with different aspects of emergency and basic first aid</p>	<p>£200</p>	<p>Parents have voiced positive comments about this training. Children also enjoyed the sessions.</p>	<p>Continue</p>																											
<p>Increase more active participation in 100 club during summer months</p>	<p>Reorganise to enable Y3/4 to access separately to Y5/6 to improve engagement. Reduce time per group to 15 minutes to encourage faster lap times. Staff to cover on field with Y5 children tallying laps on a rota basis so that they can still take part.</p>	<p>Costing included in additional lunchtime staff from above  £30 vouchers for winners</p>	<p>Over the past 7 days, on how many days were you physically active for a total of 60 minutes per day?</p>  <table border="1"> <caption>Physical Activity Data</caption> <thead> <tr> <th>Days Active</th> <th>Your school (89)</th> <th>All schools (3990)</th> </tr> </thead> <tbody> <tr> <td>None</td> <td>4%</td> <td>4%</td> </tr> <tr> <td>1 day</td> <td>3%</td> <td>6%</td> </tr> <tr> <td>2 days</td> <td>7%</td> <td>9%</td> </tr> <tr> <td>3 days</td> <td>9%</td> <td>11%</td> </tr> <tr> <td>4 days</td> <td>11%</td> <td>13%</td> </tr> <tr> <td>5 days</td> <td>17%</td> <td>16%</td> </tr> <tr> <td>6 days</td> <td>17%</td> <td>12%</td> </tr> <tr> <td>7 days</td> <td>31%</td> <td>27%</td> </tr> </tbody> </table> <p>eHNA shows that our children are more physically active than Calderdale schools on average</p>	Days Active	Your school (89)	All schools (3990)	None	4%	4%	1 day	3%	6%	2 days	7%	9%	3 days	9%	11%	4 days	11%	13%	5 days	17%	16%	6 days	17%	12%	7 days	31%	27%	<p>Consider alternative activities for other times of the year in terms of activity. Children engage well with 100 club and so other activities could be developed for other terms for lunchtime engagement.</p>
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<p><b>Key indicator 3:</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation:  8%</p>																											

School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Work with other local primary and our feeder secondary school in Professional Learning Communities for PE leads	Head to provide framework for discussions., Staff meeting with PE teacher and PE leaders to review systems in place and to share good practice. PE teacher to attend subject leader training.	£500 – release of subject leaders, training costs and head’s time to prepare for session.	Subject leaders feel better informed and able to compare our provision with that in other schools.	Consider assessment of PE and means of doing this and tracking it along with other schools including participation of children in other sporting activities. Annual survey of children may be useful.
Development of PESSPA leaders’ skills and knowledge to further enhance provision for the whole school through networking opportunities	Termly meeting of PESSPA leaders and active schools framework leads and SLT to support strategic planning and review Training and networking with other schools to enhance provision through exposure to new ideas including conferences where available	£500 – release of subject leaders and PE lead to attend meetings and networking and training costs	Training attended where available. Provides opportunities to network and share good practice. Considered some ideas for future planning.	See above
Development of planning for PE to include clear progression of skills and application of these in games and other areas of PE	Subject leader time to prepare the short term planning for all year groups.	£500 – release of subject leaders to produce planning	Staff feel empowered knowing that they are delivering planning which builds on prior learning.	Develop planning to cater more for SEND pupils and to include key teaching points for staff especially non-specialists.
<b>Key indicator 4:</b> Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				44%
School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<p>Continue to introduce further new sports through intra-school sports competitions</p>	<p>Determine a sport for each half term for the competition. Classes to be taught the skills and rules of the game prior to the competition Consider clubs each half term to be either the intra-school sport for that half term to give opportunity for children to practice skills or a previous intra-school sport where children have enjoyed it and wish to continue to develop skills</p>	<p>£400 for additional resources when needed and release time for PE and Sports leaders to prepare resources each half term</p>	<p>Continues to be successful. Different classes win each half term showing a good range of skills being needed.</p>	<p>Review the clan system to encourage better organisation and to link more to a wider range of activities</p>
<p>Offer sports clubs after school for different age groups of children which are well attended</p>	<p>Utilise school council to provide feedback re the types of sports clubs that they would like to be available Ensure that all groups of children are offered different sports at some point throughout the year while ensuring that age appropriate children are playing together Introduce sports clubs in assembly and through Sports TAs talking to individuals to promote engagement Analyse data for club attendance i.e. % of Pupil Premium, Gender and SEND children attending</p>	<p>£300 – cost of paying staff for clubs</p>	<p>After school sports clubs offered to a wide range of children: Team games, Dodge ball, Scooter club, Football, Dance, Gymnastics  Just less than 50% of children have attended a club</p>	<p>Increase participation of clubs particularly for PP children</p>

Providing active sessions and games for children spending more time in school at OOSC both before and after school	Increase staffing before and after school in order to allow the children to use the hall before school for organised activities and outside (or the hall) after school. (1 member of staff for 40 mins before school and 1 member of staff for 2h20 mins after school each day)	£7500 salary costs of additional adult	Children in OOSC access the active sessions with enthusiasm. Before school sessions have supported SEND children who need to be active before entering class. After school, children have enjoyed a wide variety of games including mixed ages.	Consider equipment for the outdoor sessions and storage of this to prevent loss of equipment on to the roof etc.
<b>Key indicator 5:</b> Increased participation in competitive sport				Percentage of total allocation: 6%
School focus:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Further develop links with other organisations to ensure participation in competitive sport e.g Valley Learning Partnership, Brighouse High School, Brooksbank School and Lightcliffe Academy, Calderdale Gymnastics through school sports partnerships and School Games and links with other primary schools for football fixtures etc Develop wider participation in terms of the children chosen to represent the school while maintaining opportunities to allow those with talent to represent the school in their best sport Embrace opportunities for SEND children to participate in events appropriate to their needs.	Enter competitions to try to involve different year groups over the year Enter School Games competitions to aim to get through to regional and national finals Maintain system to identify those children with a talent for sport and their preferred sport to represent the school Establish a system to choose different children for different teams and sports to represent the school in competitive sport	£500 transport costs to get children to events £100 for subscriptions to some events £500 Staffing costs for accompanying	Children have taken part in a range of activities including football, cricket, ten-pin bowling, SEN sports, athletics to name a few. All Y6 children will have represented the school in a sports activity by the time that they leave.  SEND children have attended a sporting event at Calderdale College which ensured that they could take part e.g. a child in a wheelchair was able to participate. SEND children also took part in an inter-school ten-pin bowling competition.	Promote activities that we take part in through the website, ClassDojo and other media