



Evidencing the Impact of the Primary PE and Sport Premium

Alwoodley Primary School
Academic Year: 2022-23

Commissioned by
Department for Education

Created by



**YOUTH
SPORT
TRUST**

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?	52%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	100%
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 students today and for the future.

Academic Year: 2022-23		Total fund allocated: £16,500		
Key indicator 1: 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: 19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Ensure physical exercise and education is child led by providing opportunities for school council to suggest games and equipment to use during lessons and during lunch time play	1. Ensure larger quantity of pupil voice to inform purchasing of new equipment and playground resources	1. £1,000	1. We hired an external football provider based on pupil voice to offer football training to yr3-6. Football played in line with our school values. Fewer football behavioral incidents.	1. Next year, we intend to use OPAL which will offer more structure to our playtimes and to continue uptake in team games and activities
2. Ensure our vulnerable children are accessing physical activity beyond the 'curriculum'	2. Fund sports access places for children with low exposure to cultural capital	2. £500	2. 25% minimum expectation for PP children when attending EC clubs. SEND children attending bespoke events.	2. Sign up again to Well School programme for our SEND children to access events targeted at them.
3. Increase our offer of extra-curricular clubs after school through the use of external companies and staff on role	3. Number of after school clubs to increase as the year progresses, across the phases	3. £1,500 (additional hours)	3. Extra-Curricular clubs increased from previous academic year though still a target moving forwards	3. Target children within the school day rather than after school
4. Active learning across the wider curriculum e.g. Maths of the Day to aid in learning and retention	4. Staff embed active learning strategies as a regular part of their lesson planning		4. This is seen in planning and on learning walks. Increase engagement in class.	4. Add this to lesson observations and subject leader monitoring schedules.
5. Mile a Day – all children active for a sustained period 3 times a week	5. Timetabling, staffing and route. Risk assess.		5. To be rolled on to the next academic year	5. Discuss with OPAL how/if this can be linked in with their provision offer.

Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				4%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Upcoming sports events to be discussed in school assemblies to generate excitement around future sporting competitions	1. Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements. Use website, Twitter and Newsletter to celebrate any sporting event	1. No cost	1. Achievements celebrated in assemblies and linked to learning behaviours seen rather than outcomes.	1. Continue this and link to Habits on Mind. Use of Twitter to raise the profile of sport at APS within the community.
2. Continue to promote the profile of PE, School Sport and Physical Activity by incorporating intra-school competitions and personal challenges for children to complete	2. PE lead to ensure we are attending as many external competitions/festivals as possible	2. No cost	2. Successful Sports Day with external providers to offer new sports to children	2. Timetable an intra-school timetable linked to the offer/PE curriculum already in place. Possible link to team points rewards.
3. Playground Leaders reintroduced across the phases with structured activities for all children to take part in	3. PE Lead to train Year 5/6 children to be competent play leads in the Y3/4 and Y1/2 playgrounds at lunchtimes. Sports coach to have lunchtime responsibility as a play lead in Y5/6 playground	3. £500	3. To be rolled on to the next academic year	3. Discuss with OPAL how/if this can be linked in with their provision offer.
4. School council to timetable in regular sessions for pupil voice around PE/Sport	4. Children to share ideas how PE/Sport can be developed	4. No cost	4. Pupil survey showed that children felt they were listened to	4. Liaise with Personal Development team to schedule this in to the School Council/Mindful Monday timetable
5. Schedule in Forest School in spring/summer months and as part of our behaviour/enrichment reward	5. Create a skills/progressions document and CPD for staff		5. Turnover of staff meant this was not possible this academic year.	5. Refresher training for staff. Use of Adel woods as part of the OAA curriculum offer

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				9%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>1. Build relationships with external companies e.g. Leeds Beckett to deliver staff CPD</p> <p>2. PE Lead to observe all teachers delivering PE lessons to identify CPD needs</p> <p>3. PE lead and sport specialist HTLa to attend training where possible and where necessary</p> <p>4. Improve storage and access to PE equipment so staff can widen their activities within PE lessons.</p>	<p>1. Teachers are confident and are active participants in PE lessons</p> <p>2. Consistency in the teaching of PE across school to a high standard</p> <p>3. Develop subject knowledge to be shared and gain an insight on the areas within school that can be improved</p> <p>4. Liaise with caretakers to see if purpose built storage can be arranged. Purchase boxes, racks, bags, etc where appropriate</p>	<p>1. £1,300</p> <p>2. Cost of cover</p> <p>3. Cost of courses</p> <p>4. Materials only</p>	<p>1. Extra-curricular clubs led and whole year group sporting events at Leeds Beckett took place. Children's interested in Beckett Uni increased alongside participation in multi-sports.</p> <p>2. Shallow Dive taken place involving SLT, AHT from Meanwood and PE lead. Action plan for next academic year created.</p> <p>3. PE lead attended course. Subject knowledge increased and disseminated to staff</p> <p>4. PE storage cupboard remodeled to improve access to equipment which has a direct impact on the ability of staff to teach the curriculum effectively.</p>	<p>1. Tap into this resource to help with staff CPD linked to areas addressed in shallow dive e.g. Gymnastics and Dance</p> <p>2. See separate action plan.</p> <p>3. Continue to explore relevant training to enhance PE implementation further.</p> <p>4. Equipment audit necessary to ensure that all areas are adequately resourced</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				53%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Lunchtime clubs to run all academic year, with the aim to remove barriers of gender and SEND. To include dance, multisports and football	1. Children physically active during lunchtime and signposted to out of school events. End of term events recorded to celebrate with parents.	1. £6,300	1. Intended clubs took place with real success in dance where increased number of girls and DSV children attended	1. Gain pupil voice to ascertain what clubs they are interested in and liaise with OPAL to see how this can be implemented
2. Track and monitor participation in sports clubs and events and review actions for the upcoming term	2. Ensure all children are physically active and motivated to do so. Use excel database to record and analyse student participation.	2. No cost	2. Attendance tracked and used to inform attendees when clubs were oversubscribed	2. Use the new system on GetSet4PE to track participation.
3. Update sports equipment outdoor storage so children have greater access to a wider range of activities	3. Research storage options and purchase	3. £2,300	3. New storage container purchased so all playgrounds have easier access to equipment therefore increasing uptake	3. This many need readdressing after the upcoming work with OPAL
4. Provide opportunity for those children who are not yet competent swimmers to attend additional sessions	4. Contact Leeds Well School Partnership to see what they can offer	4. To feed in to 23/24	4. Additional swimming sessions at Scott Hall offered: progress of swimmers in Y4 improved	4. Continue to explore targeted intervention within school in the summer months to catch up less competent swimmers
5. Add on a 'Sports Day' in additional to the traditional sports day races where a wide range of activities are on offer for ALL children to participate in e.g. Climbing wall, American football	5. Contact Herd Farm, Leeds Beckett, etc to outsource specific coaches and equipment	5. To feed in to 23/24	5. Links with local university and secondary school allowed us to provide carousel of activities different to our curriculum and offered links to external clubs	5. Maintain contact with these links and use for extra-curricular clubs and/or intra and inter competitions
6. Taster Sport Days at Leeds Beckett to develop cultural capital	6. Liaise with Ian from Leeds Beckett	6. To feed in to 23/24	6. Year 5 attended taster day and pupil feedback showed increase interest in the university	6. Repeat this academic year. Do they have the capacity for more year groups?

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				15%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
1. Expand range of activities available as extra-curricular clubs to encourage pupils to more involved and signpost families to opportunities outside of school to engage in further activities	1. Enter local competitions and events and develop a close partnership with local sports clubs to ensure pupils have access to competitive activities outside of school hours	1. Part of £1,300	1. Lunchtime and after school provision provided. Opportunities for groups of children to attend competitive out of school events to develop interest of specific sport.	1. Continue to build on the success of this by widening the offer of events to include sports outside of the curriculum and greater links to local clubs.
2. Target disadvantaged children for extra-curricular activity, including both competitive and non-competitive events	2. The number of disadvantaged children regularly active increases over the academic year and in future years.	2. No cost	2. Increase in children active this year	2. Use new tracking system to identify dsv children who are not attending events. Continue work with LWSP
3. Target specific year groups for additional events e.g. Year 4 – Skipping School	3. Staff and children trained and participate in events	3. £1,700	3. Year 4 and Year 2 both participated successfully in Skipping School. This has been added to our Pupil Passport to happen each year. Year 1 received balance bike training; Year 5 targeted for events at Beckett Uni to increase aspirations; Year 6 targeted for events at AHS to aid transition	3. Provide additional whole year group events for every year group
4. Arrange cover for staff to attend competitive events	4. Liaise with SLT to think strategically how this can be possible within school time	4. £600	4. This continues to be a target moving forward into the next academic year	4. Meeting with the Personal Development team to create a strategy for this so it is not on the plan next year.