

Wath Central Primary School

PE and Sport Premium

2022 - 2023





The Primary PE and Sport Premium

Planning, reporting and evaluating website tool

Updated May 2023

Commissioned by



Department
for Education

Created by



Details with regard to funding

Please complete the table below.

Total amount carried over from 2021/22	£0
Total amount allocated for 2021/22	£
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£19 420
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£19 420

Swimming Data

Please report on your Swimming Data below.

<p>Meeting national curriculum requirements for swimming and water safety.</p> <p>N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts.</p> <p>Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue even if they do not fully meet the first two requirements of the NC programme of study</p>	<p>Unfortunately, due to Covid-19 the current Year 6 were not able to take swimming lessons. Therefore, official data is not available.</p>
<p>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p>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 2022.</p> <p>Please see note above</p>	<p>Due to this cohort missing lessons due to Covid, a questionnaire was sent to parents. Of the 59 responses, 51% say children can confidently and proficiently swim 25m.</p>
<p>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</p>	<p>Parents reported 51% can use a range of strokes effectively.</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>This cohort missed their swimming lessons due to Covid. All children in the year group practiced self-rescue techniques with South Yorkshire Fire Services - October 2022.</p>
<p>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?</p>	<p>No</p>

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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:		Date Updated: November 22 and July 23	
<p>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</p>					
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: £13 600	
Evidence of impact: what do pupils now know and what can they now do? What has changed?		Sustainability and suggested next steps:			
To provide opportunities for all children to participate in a range of different physical activity initiatives.		<p>Use a wider range of activities to increase daily activity: - Use of ICT programs such as Go Noodle and Cosmic Yoga to increase activity levels. Monitor during monthly learning walk.</p> <p>Extended Key Stage 2 Active 10 sessions to include Key Stage 1 to increase physical activity. Minimum of 3 per week.</p> <p>Gain pupil voice. Consider pupils who aren't active, What would make them active?</p> <p>Utilise expertise of Sports coordinators: NFL Flag Football Training and development.</p> <p>ROSIS and JMAT PE Lead Meetings. Applying for the School Games Mark Platinum Status, submitting study for 2022-2023.</p>		<p>£0</p> <p>£0</p> <p>£100</p>	
Increases concentration to engage pupils in their learning.		Adults are actively involved in games through modelling, play and officiating.		Continue to review and evaluate termly/yearly.	
Increase the profile of PESSPA across school.					

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<p>Continue to develop active playtimes through the:</p> <ul style="list-style-type: none"> • Development of the role of Playground Leader • 'Playground Zones' for break times. 	<p>Establish a clear set of actions to continue to develop playground zones. Order necessary equipment.</p> <p>Once PL's established, assess how their role can be further developed to motivate and get even more children involved and active.</p> <p>Playtime and lunchtime Play Leads to organize and lead opportunities for the children to be active reviewing practice in line with pupil voice and the availability of equipment and spaces.</p> <p>Launch of playground board to demonstrate to children the play / game choices at playtime and lunchtime.</p>	<p>£500</p> <p>£250</p> <p>£12850</p>	<p>Through meeting with the Playground Leaders to identify what's working well and actions for improving the zones moving forward.</p> <p>This year, the rota system has worked well allowing PL's to lead all the different zones. This has kept it fresh and interesting for leaders and numbers of leaders has stayed consistently high throughout the year.</p> <p>Correct use of equipment modelled by staff.</p> <p>Wide range of activities available with team work narrative and rules of the games</p> <p>Organisation board had good impact during Autumn and Spring – directed children to activities and to the choices available. Improved respectful behaviour and clarity of expectation.</p>	<p>Regular meetings (every half term) with PL's to address any issues.</p> <p>Replacement of popular games equipment which has broken with more durable equipment.</p> <p>Clearer set of rules for PL's and staff so PL's are better supported when faced with problems.</p> <p>Explore what other schools in the cluster have done with PL's to motivate and get more children active.</p> <p>Explore challenges/competitions the PL's can lead that encourage active play and rewards that motivate participation.</p> <p>PE Pupil Voice needed termly (link to above) to ascertain what is working well and what needs to be tweaked or changed. Discover what the children enjoy and what they would like to see at playtimes.</p> <p>Pupil voice results to be analysed and a meeting of professionals held to look at next steps.</p> <p>Organisation board to be reinstated – disappeared over the summer.</p>
<p>Create opportunities children can be active together – after school clubs.</p>	<p>Continue to use community providers to extend the current curricular offer.</p> <ul style="list-style-type: none"> • RUFC • All Stars and Dynamo - Cricket initiatives with J.Younis and D 	<p>Continue to take advantage of community schemes offered</p>	<p>Children have chance to develop skills in a wider range of sports. Equipment is correctly modelled by staff.</p> <p>Children have a better</p>	<p>Explore with other JMAT schools and through Dan Bennett providers that have been successful in providing after school clubs that encourage pupils</p>

	Kempton Further alternatives to be explored.	to schools for free or reduced fees.	understanding of teamwork and game play. This has a positive impact on engagement in sport.	and parents to be active. Maximise involvement in Rotherham United Community Scheme – extend to a fundraiser.
To nurture a lifelong commitment to achieving a healthy lifestyle through healthy eating and exercise.	<p>Continue Pastoral support role with health and wellbeing.</p> <p>Explore through pupil and staff voice, how to develop practice in mental health.</p> <p>Use Jigsaw to promote wellbeing through teaching in school and marking of key dates such as Mental Health Awareness Day and Anti- Bullying Week.</p> <p>Rotherham United to work with y5 Summer 2 – healthy lifestyles and life choices programme of work</p> <p>Make progress towards re accreditation of Healthy Schools award. Seek advice about healthy snacking, healthy diet etc. Healthy eating event – link with school dinners etc.</p> <p>Continue to promote active travel. Maintaining links with Modeshift STARS active travel, with a view to sustaining Platinum accreditation.</p> <p>Children to participate in cycling training and active travel to school weeks - regular bike and scooter counts are logged.</p>	Jigsaw funded through PP strategy.	<p>Children with social and emotional needs thrive from pastoral care. Timetabled specific children to work outside on physical activities such as deep pressure work within the garden area and wilderness area to increase activity levels that don't often engage with sport and mindfulness activities such as Yoga.</p> <p>Anti-Bullying week, Mental Health week and Children's Mental Health week – work carried out through school to increase awareness. Feedback shows children know who to turn to if in need of support or to talk.</p> <p>Greater understanding of healthier food choices, nutrition and life styles.</p> <p>Ongoing success with Active Travel. Number of bikes and scooters brought to school continue to increase and uptake on all initiatives is good.</p> <p>Platinum Accreditation awarded March 2022.</p>	<p>Healthy Schools initiative not progressed in school as yet. Needs to be explored 23 24 depending on Rosis subscription. Explore other ways of promoting this and possibly look to designating a particular curriculum focus for a fortnight to launch.</p> <p>All year groups to continue recording the active travel scores and walks within the community e.g sports activities, library, history walks etc.</p> <p>Look at strategies for how to manage the change in funding for Active Travel across Rotherham and how this will affect school.</p> <p>Explore new avenues for cycling training due to the current provider not working in Rotherham next year. Maintain offer for pupils.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement

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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: £1000	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Raise ambition for all with a focus on disadvantaged groups and vulnerable children who, on evidence, are not meeting their required milestones.	To actively encourage the participation of girls taking part in a range of sports including football.	£750 Equipment	Pupils are engaged in learning and encouraged to take part in new experiences while meeting milestones. All girls in KS1 and Year 3 participated in both 'This Girls Can' and 'Let Girls Play' football events organized by D.Bennett and E.Flowers.	Ensure analysis takes place to gauge impact of such objectives with data available for SLT. Consider building this into the curriculum explicitly as an equity in sport content. To continue to promote girls' participation in football through the Youth Sport Trust Pledge.
Continue to celebrate physical activity in and out of school through the website, media, PE noticeboard and in assemblies.	Continue to celebrate physical activity through regular updates on social media and Dojo. Reintroduce 'Sporty Special Mentions' during the weekly celebration assembly and a termly 'Sports Achievement Award' (one child from KS1, LKS2 and UKS2 to be selected by Sports Coordinators). Reintroduce a PE noticeboard in the Sports Hall (Hall 2).		Class Dojo and social media is an effective way of celebrating PE. Posts are viewed by pupils, parents and the wider community.	Ensure the continuity of 'Sporty Special Mentions' Find a better system for updating PE noticeboard – make this a member of the physical developments responsibility and update at least half termly.
Raise pupils' ambition, confidence and resilience through positive sports' role models – local, national and international. Raise the profile of sport amongst readers whilst further motivating those already engaged in sport.	Link with Reading Leads to ensure a breadth of text is available in school to promote a range of sport and targets equity of opportunity as mentioned above. Follow curriculum project map to increase the visibility of sport role	£250	Through reading about sports pupils understand that barriers can be broken and success can be achieved.	Greater rigour in partnership working to ensure that sport and equity of opportunity is threaded through the curriculum, including literature in school. Regular checks on the newest books available about sports and

Further embed school values and provide context for school values.	models.			personalities. Arrange meeting with reading leads to give input in the ordering of new texts in order to ensure that sport is included – both fiction and non fiction. Link with reading leads to do pupil voice specifically about reading and sport. What do the children want to read? Extend this to 23 24
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport

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: £450	Evidence of impact: what do pupils now know and what can they now do? What has changed?
Increase the confidence of staff to deliver high quality PE lessons. To further improve the quality of teaching in PE and assessment of PE in school to ensure the pitch and challenge are appropriate.	Following the Val Sabin PE Scheme for all year groups during extended timetabled PE lessons both indoor/outdoor. Staff to gain confidence when assessing at the beginning of a unit to ensure challenge and support for all. CPD carried out on request by PE Specialists.	£0	Through staff feedback we have decided to update the PE Scheme. In the academic year 2023-2024 we will introduce Complete PE. Staff meeting to train staff how to use Complete PE. CPD support for ECTs 23 24
Pupils to access 2 hours of high-quality curriculum PE each week.	Audit equipment needed to deliver curricular PE against the PE curriculum maps and make sure this is ordered and stored effectively.	Resources replenishment £450	All pupils accessing 2 hours of curricular PE a week with equipment needed. Ongoing issues with storage and retention of equipment. Continue to encourage collective responsibility of putting PE

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				<p>equipment back in the PE cupboard to ensure it doesn't go missing. Consider new system for 23 24.</p> <p>Put in place a system where staff can record equipment lost or broken in lessons.</p>
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils

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: £4100	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Review last year's extra-curricular provision. Increase the range and establish any new activities we could provide.	Work with D.Bennett and J.Whaley to identify any new activities/providers we can use to target children who haven't accessed extra-curricular clubs in school.		Identified that football, dodgeball, rounders and dance and gymnastics were the most popular events. All these put in place and well attended.	<p>Continue to use 'pupil-voice' in order to ensure all children have opportunity to attend extra-curricular clubs.</p> <p>Identify barriers that are stopping certain children attending and see if these can be overcome.</p>
<p>Ensure all pupils have the opportunity to participate in a variety of sports within the PE Curriculum.</p> <p>To increase involvement in a range of sport</p> <p>A sports club is offered to each year group from Y1 – 6.</p>	<p>All pupils will experience varied sports activities within PE lessons and playground activities.</p> <p>Targeted groups for PP children.</p> <p>Termly analysis by the PE lead of the PE areas taught in each year group.</p> <p>Use of National Sports Week as a</p>	<p>£4100</p> <p>Staffing and Resources</p>	<p>Full range of sports taught to each group from Y1 – Y6.</p> <p>Children are enthusiastic about the sports clubs offered.</p> <p>New sports offered</p>	<p>As above. Termly analysis of involvement broken into groups is needed in 23 24 to ensure impact and success of aim. Set quantifiable targets for participation in 23 24 to begin tighter measurement of involvement.</p>

Increase participation in Outdoor and Adventurous Activities through orienteering.	vehicle for this. School site has been mapped out and resourced for pupils to be able to participate in orienteering activities.			Use pupil voice to steer future decisions alongside professionals' viewpoints.
Continue links with external providers to open opportunities for pupils to engage in activities and sport outside of school.	Use knowledge of pupils and staff to extend links to local providers and compile a list of recommended sporting clubs in the community. Invite these providers into school to run taster sessions.	Boxing £360	Promotion of local providers are available on Dojo and social media. Through these links and competitions, children have joined local football teams and attended sporting holiday camps.	Continue to promote local providers through Class Dojo and social media. Continue working with local providers delivering taster sessions in school/coming in to assemblies to promote clubs.

Key indicator 5: Increased participation in competitive sport

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: £300	Evidence of impact: what do pupils now know and what can they now do? What has changed?	Sustainability and suggested next steps:
Increase participation in intra-competition between classes.	Work with year groups to run intra-class competitions.	£300	All children now taking part in intra class competitions at end of each half term and celebrated on Class Dojo.	Promote intra-class competitions in assemblies to generate more excitement. Continue to run these at the end of each half term.

Encourage as many children as possible across the school to take part and represent the school in inter-competition.	Through registers, and class surveys, monitor those children who have taken part in inter-competition. Target those children and encourage these to take part in inter-competition.	£0	Children in KS1 KS2 represented school in 1 or more inter school competitions this year. Overall, there has been 18 JMAT events well attended by our pupils.	Target children who haven't represented school and encourage them to take part. Analysis of participation for 23 24 to help assess situation and plan moving forward.
Developed an intra-competition between houses – pupils are allocated a house when starting in school.	During Sports Day all pupils compete for points to be awarded to their house.		Whole school participation which reinforces the School Games Values.	Look at the Intra-school offer to see if this can be enhanced.

Signed off by	
Head Teacher:	<i>Ms J A Gray</i>
Date:	20.07.23
Subject Leader:	Mr D Kempton, Mx R Howard, Ms D Peat
Date:	19.07.23
Governor:	Mr J Breedon
Date:	July 2023