**Harbertonford CofE Primary School**

*Evidencing the Impact of PE and Sport Premium*

***2023-24 Academic Year***

***Projected Spending***

**Swimming and Water Safety**

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| Meeting national curriculum requirements for swimming and water safety.  N.B Complete this section to your best ability. For example, you might have practised safe self-rescue techniques on dry land. |  |
| 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 2021. | 88% |
| What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]? | 88% |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 69% |
| 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. |

**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.

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| **Academic Year:** 2023-24 | **Total fund allocated:** £16,780 | **Date Updated:** 13/07/2023 | |  |
| **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 | | | | Percentage of total allocation: |
| 1% |
| **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: |
| Engage all students in daily active playtimes. | New playtime activity programme: Purchase resources so students of all ages have access to a range of different physical activities during these times. | £50 | Children can use equipment for active lunchtimes. Activities are organised by the Sports Leaders. | Equipment owned by the school so can be used next year and beyond. Lunchtime programme is planned to give greater opportunity for students to be active. Sports Leaders and Play leaders run lunchtime clubs and activities. |

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| **Key indicator 2:** The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | Percentage of total allocation: |
| 4% |
| **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: |
| Specialist PE staff to raise profile of PE and school sport to drive forward improvement in the subject and whole school community.  Increase engagement in lessons.  Use dance to blend PE with other curriculum areas. Use PE for a driver across wider school life.  Regular competitions to raise profile of the subject | The school has employed a specialist PE teacher.  Purchase of specific PE equipment for each activity included in the PE curriculum to bring excitement to lessons.  Dance teacher used for international days. Every class were given dance lessons.  Every class will represent their school in a festival/competition | See KI3  KS1 + 2 = £248.12  £360  See funding allocated in KI5 | Having a PE specialist teacher continues to raise the profile of sport and PE across the school. Incredibly positive feedback from parents about PE as a whole and the impact it is having on school-life.  New PE curriculum has proved to be a huge success, with greater student progress. Students are now better equipped to access a range of sports following successful implementation of new curriculum.  Lessons are engaging, exciting and students have access to brilliant resources to improve their PE lessons.  ***ALL*** students have represented their school in a sporting event this year. This has raised the profile of PE and the excitement around students representing their school. | PE teacher employed on a permanent contract to continue developing staff competence.          PE lead will work with trust-wide PE team to drive school standards.      Equipment stored effectively in school and will be used in future years.  Staff trained on how to use these effectively to improve subject delivery.  Positive feedback from students and parents. |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | Percentage of total allocation: |
| 61% |
| **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: |
| Regular professional development for all teaching staff, promoting higher quality teaching of PE.  Afterschool CPD support to develop confidence for teaching staff | Employed school PE teacher to deliver regular training for staff.  Class teachers work with PE specialist to assess students and have regular feedback about their own delivery of PE.  Trust PE Lead delivered inset to staff on curriculum developments and differentiation focus in practical PE. | £10,322  No cost (part of above £10,322) | All staff have received regular (Weekly) CPD from PE specialist. Teaching staff are now more confident delivering the wide variety of activities included within the PE curriculum.    Staff confidence increased in a range of activities and will be shown in lessons next year when working with Trust PE Lead. | PE teacher employed on a permanent contract to continue developing staff competence.  Evidence made by PE teacher and day is planned again with alternative activities next year |

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| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | | Percentage of total allocation: |
| 20% |
| **Intent** | **Implementation** | | **Impact** |  |
| 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: |  |  |  |  |
| All students to take part in outdoor/adventurous activities.      Use specialist providers to offer students exciting activities.  Offer of new activities delivered by expert staff from outside the trust.  Swimming | All students will take part in outdoor and adventurous activity.   * KS1 + EYFS River Dart * KS2 coasteering   Whole-school community day took place in the summer term. This included a range of different activities from fencing to martial arts and tennis.  Martial Arts lessons for all students. Also used to support students with emotional needs and ASD pathway. Disadvantaged students also given the opportunity to access a new activity.  Pick up of students to ensure they can swim at the required level before leaving primary school. | KS1 & EYFS - £1315  KS2 - £1435 £2750 Total    £200    £450    £72 | Gives all students the opportunity to try new things, be active and explore activities for skill improvement, enjoyment and personal development.  Dance and Taekwondo – rest of the activities were run by staff due to previous training.  Taekwondo sessions for all students – 6-week block.  Important life skill and part of the curriculum. | Continuation of funding will allow trips in the future.  Engage students in the Olympics and possible sports and pathways to competing themselves.    Funding allows pick up of students not exposed to swimming experiences. |

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| **Key indicator 5:** Increased participation in competitive sport | | | | Percentage of total allocation: |
| 13% |
| **Intent** | **Implementation** | | **Impact** |  |
| 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: |  |  |  |  |
| Offer students trust-wide competitions to ***every student in the school*** from EYFS-year 6. | Trust PE lead has arranged festivals which allowed ***every student*** to represent their school.   * KS2 basketball * KS2 cross country * EYFS & KS1 multi-skills * KS1 gymnastics day * Year 5 & 6 hockey * KS2 Football * Year 3 & 4 invasion games * Olympics day | Transport = £2230 | All students have proudly represented their school at an event this year with many ks2 students taking part in lots. | Events planned next year to increase opportunities. Run by the trust PE team. |

**Total projected spend: £16,684**

**Total spend £16,682.12**

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| Signed off by | |
| Head Teacher: | Anne Burns |
| Date: | 9/11/23 |
| Subject Leader: | Matt Tanner & Tayler Pierce (10/7/24) |
| Date: | 13/10/23 |
| Governor: | Cat Radford |
| Date: | 9/11/23 |