



PE at Calverley Parkside – 2022-23

Total amount allocated for 2022/23

£ 16000 + 1720 = 17,720

Swimming data:

Meeting national curriculum requirements for swimming and water safety.	Leavers 2022	Leavers 2023
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 2022. Please see note above	88%	77%
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%	77%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	88%	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	No

Sport Premium – Planned Expenditure

Academic Year: 2020/21	Total fund allocated:	Date Updated:		
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:	
			19.75%	
Intent	Implementation	Funding allocated:	Impact	Sustainability and suggested next steps:
<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>Evidence of impact: what do pupils now know and what can they now do? What has changed?:</p>	
<p>All pupils to enjoy being active and want to increase their own physical activity and fitness levels.</p> <p>Develop provision for physical activity at break and lunchtime to enable children to participate in physical activity at these times.</p>	<p>Development of playground zones to ensure children are engaged in physical activity and a range of games are on offer to suit different interests and talents.</p> <p>Invest in equipment and areas of outdoor provision to offer this.</p> <p>CPD for staff to develop implementation of games and support the inclusion of all pupils in a range of games and activities. This includes the implementation of Commando Joes.</p> <p>Develop the role of ‘Sports’ Leaders’ where pupils lead activities for younger children – will be overseen by teaching staff and children will receive training and support.</p> <p>Create an activity schedule to ensure fair access to areas where team games may take place.</p>	<p>£3500</p>	<p>More children are accessing playground equipment and playing sports, the change to lunchtimes, including increased lunchtime staffing hours has supported the development of sporting opportunities for more pupils. All of Y2 and Y4 have engaged with skipping as a result of the skipping festival. More girls are playing sports at lunchtimes. This is captured in both pupil and staff voice.</p> <p>Sports leaders are taking responsibility for both equipment and games. This has been partially successful, with the commitment of sports leaders fading throughout the year.</p> <p>The rota system worked for some team games and all children, regardless of their gender, had a fair and equal access to all sporting games.</p>	<p>Further adaptations to the playground, including the removal of the football zone and implementing imaginative play. There are less opportunities for collaborate activities across year groups - but open-ended imaginative play will increase the opportunity for collaboration whilst maintaining the physical elements of play.</p> <p>Retrain the next Y6 to develop their roles, using a structured ‘playground pals’ programme to have regular training and meeting opportunities.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				6.88%
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:
<p>Raise profile of PE and sporting achievements/participation in school</p> <p>Owlcotes elements: Healthy Mind and Body, Sense of Adventure and Sporting Spirit</p> <p>Develop assessment in PE – so all pupils attainment is closely monitored and pupils with lower level of attainment can be supported to develop more proficiency and confidence in their sporting/physical abilities.</p>	<p>PE lead to ensure children who take part in sporting festivals and events are recognised in assembly.</p> <p>The school newsletter and Twitter feed are utilised to celebrate children’s participation in events.</p> <p>Every year group to have dedicated ‘Owlcotes Elements’ that link to PE, School Sport and Physical activity so that ALL pupils are given opportunities to take part in PESSPA (see posters in individual classrooms).</p> <p>CPD and release time to develop the assessment of PE and monitor assessment, recognising children who need further support to develop interest in physical activity and motivation.</p>	£1220	<p>Inclusion events are attended by school, assembly recognition has encouraged more pupils to engage with sporting activities and more achievements are being shared to promote sporting activity to all children. Pupil voice captures the enjoyment of the sporting inclusion events, as does parent voice.</p> <p>Owlcotes elements continues to develop, with increasing numbers of activities added throughout this year - including skipping festivals which school will fund through the premium next year.</p> <p>Pupil and staff voice still suggest that Real PE is not motivating pupils to engage in activity - the investment in PE planning and games-based sessions will be a priority for PE next year - including implementation and CPD.</p>	<p>Continue to attend inclusion events.</p> <p>Continue to develop the Owlcotes elements and review the engagement of pupils.</p> <p>Implement a new long term plan for PE and train staff in using the new games-based approach to sessions.</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				19.75%

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:
<p>The quality of teaching and learning in PE sessions will continue to be developed and staff apply the range of modelled activities from CPD.</p> <p>Ensure a broad and balanced curriculum for pupils – well matched to their levels of development.</p>	<p>Leeds Rhinos SLA to provide a sports coach to teach PE sessions to different classes throughout the year – for staff to access high quality sessions, observing sessions and implementing the strategies/activities displayed.</p> <p>Implementation and monitoring of the PE Planning scheme for games sessions.</p>	£3500	<p>The SLA allows teacher confidence to develop in particular areas of PE. Staff voice captures their confidence in breaking down games and skills and improves modelling.</p> <p>As above in relation to the full implementation required for PE planning.</p>	Continue to use the SLA, and change which sports/sessions the rhinos model to staff to allow for a wider range of opportunities for staff to observe.
Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 33.86%
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:
<p>Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved and engaged.</p> <p>Focus particularly on those pupils who do not take up additional PE and Sport opportunities.</p>	<p>Provide the running club to support the development of fitness.</p> <p>Staff to target pupils who do not always engage with sports festivals/competitions.</p> <p>Links within the ‘Pudsey Cluster’ with local clubs ensures that ALL pupils in KS2 will take part in OAA activities during the school year, from Year 3 up</p>	£6000	<p>Over 65 children signed up and attended the running clubs, pupils have suggested they continue to enjoy it.</p> <p>Events like the skipping festivals have allowed for all pupils in Y2 and Y4 to engage in physical activity. The balance bike ability for Y1 has additionally done the same, bikeability and Junior Warrior in Y6, triathlon in Y5. More and more wider</p>	<p>Continue to run the club next year.</p> <p>Sustain the whole-class events offered to pupils.</p> <p>Sustain attendance of inclusion events.</p>

	<p>to Year 6.</p> <p>West Leeds Sports Partnership utilised to ensure pupils access inter-school competitions across the cluster and city.</p>		<p>opportunities target whole classes to ensure those who do not engage in competitions are able to access a wide range of sporting opportunities.</p> <p>Sports leader has records of all pupils attending the sports events offered to KS2 - more and more pupils are offered the opportunity to attend taster sessions, which are non-competitive, encouraging children who do not take up additional PE to attend, including a wide range of pupils with SEND.</p> <p>Inclusion events continue to support children with additional needs to access sporting activities.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19.75%
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:
Ensure competition is accessible to all pupils in all Key stages.	PE lead to ensure all pupils are given the opportunity to take part in sport festivals/competitions throughout the year by tracking participation on a whole school sports tracking document (as per last year).	£3500	The provision of transport has prevented this being a barrier to pupils in accessing a wide range of opportunities - the use of school minibuses and trained staff to drive has supported accessing this.	School need to fund more staff for the MIDAS qualification.
Ensure that competition is included in PE sessions so that all pupils access competition situations within lessons.	Transport provided for arranged events. The 'PE Planning' subscription and portal provides opportunities for competition within each series of lessons within a unit and teaches children how to play a wide range of competitive team sports.		Full and wider implementation of PE planning will increase opportunities for competitive sport.	Full implementation of the PE planning.