

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool



Academic year 2023/ 24

Commissioned by



Department  
for Education

Created by



## Details with regard to funding

|  |         |
|--|---------|
| Total amount carried over from 2022/23   | £0      |
| Total amount allocated for 2023/24   | £19,570 |
| Total amount of funding for 2023/24 to be spent and reported on by 31st July 2024. | £19,570 |

## Swimming Data

|  |  |
|--|--|
| <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><b>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</b></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><b>N.B.</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.</p> <p>Please see note above</p>   | <p>Breast stroke 91%</p> <p>Front and back crawl 95%</p> |
| <p>What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?</p> <p>Please see note above</p>  | 65%  |
| <p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>  | 78%  |
| <p>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?</p>   | No   |

| Academic Year: 2023/24  |  | Total fund committed: £19,490 |   | Date Updated: 12.09.2023   |   |
|---|--|-------------------------------|---|--|---|
| Key indicator 1: Increased confidence, knowledge and skills of all staff in teaching PE and sport   |  |                               |   |  | Percentage of total allocation:   |
|   |  |                               |   |  | 12%   |
| Intent  | Implementation   |                               | Impact  | Sustainability   |   |
| 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?:   |   |
| <b>Increased confidence, knowledge and skills of all staff in teaching PE and sport by employing a qualified sports coach to work alongside teachers to enhance or extend current opportunities offered to pupils</b> | <p>We have employed a sports coach to train teachers in KS1 to deliver a range of different sports within their PE lessons. We have prioritised training for teachers, who signalled low confidence in teaching PE and who requested CPD.</p> <p>We will also be employing a specialist dance teacher through an SLA to deliver dance lessons to all children in Key Stage 2. This will meet the Key Indicators 1, 2 and 4 as teachers in KS2 will access CPD, children in KS2 will be accessing more physical activity sessions and we will be offering a broader range of sports activities within the school day.</p> <p>Intended impact – teachers are more confident/ competent in delivering high-quality PE lessons in a range of sports.</p> |                               | <p>£3325 made up of:</p> <p>Sports coach: £2375</p> <p>2.5 hours per week x 38 weeks</p> <p>Dance coach: £950</p> <p>1 hour per week x 38 weeks</p> | <p>Overview of teacher CPD</p> <p>Autumn term:</p> <p>2 x Year 1 teachers accessed 6 weeks of CPD in <b>Multi Skills</b> Jumping &amp; Travelling</p> <p>2 x Y3 teachers accessed 6 weeks of CPD in <b>Dance</b></p> <p>2 x Reception teachers accessed 6 weeks of CPD in <b>Multi Skills: Agility, balance &amp; co-ordination</b></p> <p>2 x Y4 teachers accessed 6 weeks of CPD in <b>Dance</b></p> <p>Spring Term:</p> <p>2 x Reception teachers accessed 6 weeks of CPD in <b>Gymnastics</b></p> <p>2 x Y6 teachers accessed 6 weeks of CPD in <b>Dance</b></p> <p>2 x Year 1 teachers accessed 6 weeks of CPD in <b>Multi Skills</b> bat &amp; ball</p> <p>2 x Y5 teachers accessed 6 weeks of CPD in <b>Dance</b></p> <p>Summer term:</p> <p>2 x Year 2 teachers accessed 6 weeks of CPD in <b>Multi Skills</b> striking &amp; fielding</p> <p>2 x Year 2 teachers accessed 6 weeks of CPD in <b>Multi Skills</b> athletics</p> <p>All teachers are more competent and confident in delivering high-quality PE lessons in the areas where they have accessed CPD.</p> |   |
|   |  |                               |   |  | CPD feedback forms have been shared with our PE subject leader, who can share them more widely with staff as needed. The PE subject leader has also collated units of work, shared by the sports coach and the dance teacher for each of the CPD units. |

| Key indicator 2: Engagement of all pupils in regular physical activity  |   |  |   | Percentage of total allocation:   |
|---|---|--|---|---|
|   |   |  |   | 42%   |
| Intent  | Implementation  |  | Impact  | Sustainability  |
| 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><b>All children have opportunities to take part in regular physical activity by engaging with extra-curricular sports clubs, including lunch time clubs and after school clubs. By attending clubs, children will develop their physical skills and will apply these skills when playing active games in the playground.</b></p> <p><b>See also Key Indicator 3 – resources from the Active Schools + programme will support active play at lunch times and break times.</b></p> | <p>We have set up sports coach led lunch time sports clubs for all KS2 children to access over the year. These include Tag rugby, football, basketball, striking/fielding and netball. All children in Y4, 5 and 6 can sign up for lunch time clubs. In addition to this, we offer after school sports clubs every day for children from EYFS to Y6. A broad range of sports are on offer in these clubs over the year, including football, tag rugby, rounders and striking &amp; fielding.</p> <p>In the summer term 2024, we will re-launch Skip into Summer for the whole school.</p> | <p>£7931 made up of:</p> <p>£7125<br/>7.5 hours per week<br/>x 38 weeks of sports coach time bought in through an SLA</p> <p>£356<br/>(administration costs for organising clubs)</p> <p>£450 to top-up Skip into Summer skipping ropes (costing £150 per class box)</p> | <p>Lunch time clubs have been accessed by approximately 100 children from Years 4, 5 and 6. These clubs have included tag rugby (Autumn), Football (Spring) and Striking /fielding (Summer)</p> <p>Well over 200 children in total have accessed after school sports clubs. Clubs have been offered to children in all year groups and have been well-attended by children from Reception to Year 6. Sports in these clubs include football, multi-sports, tag rugby, football, basketball and striking/ fielding.</p> <p>Classes from Y1 to Y4 have taken part in ‘skip into summer’ activities again this summer term. Y5 and Y6 classes have focussed on running on the running track instead of skipping.</p> | <p>Continue free (SPG funded) after-school and lunch time clubs in the academic year 2023/24. Double the number of lunch time clubs so that a greater number of children can access these clubs.</p> <p>Offer 2 x 25-minute lunchtime clubs every day on a rota so that children from Y2 to Y6 can access clubs.</p> <p>Continue to offer after-school clubs on four days per week (the fifth day being allocated to the IGS Sports League competitions). Employ a sports coach through an SLA to deliver these clubs to children in all year groups.</p> |



| Key indicator 3: The profile of PESSPA being raised across the school as a tool for whole school improvement  |   |  |   | Percentage of total allocation:  |
|---|---|--|---|--|
|   |   |  |   | 9%   |
| Intent  | Implementation  |  | Impact  | Sustainability   |
| 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:  | Sustainability and suggested next steps:   |
| <b>Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school such as 'sport leader' or peer-mentoring schemes</b> | Purchase an SLA to Active Schools + through Leeds for Learning. This will enable us to access a range of resources, advice and support as well as access to the Mini Sports Leaders programme for our Y5 and 6 children | £3660 made up of:<br>£1260 for the annual SLA plus<br>£2400 (£200 per class) to purchase equipment to support this programme and the Positive Playtime Practice programme. | Active Schools Sports Leader training was delivered to 10 children in Y5 on 22 March 2024. On 19 March, Active Schools Midday Supervisor training was delivered to Teaching Assistants. Two of these TAs subsequently disseminated training to other TAs. Budget was allocated to purchase playground equipment which would enable active playtime activities to take place. £2400 was spent on playground equipment, which included balls, bean bags, hoops, skipping ropes and balance equipment. | TAs trained in the active playtimes programme will continue to facilitate active playground games, working with the trained sports leaders to facilitate active playground games. Training will be disseminated to SHINE playground buddies so that they can also facilitate active games in the KS1 playground. Mini Sports Leader resources can be used in school to train children in UKS2 in the next academic year. |

| Key indicator 4: Broader experience of a range of sports and activities offered to all pupils  |  |                     |  | Percentage of total allocation:  |
|--|--|---------------------|--|--|
|  |  |                     |  | 14%  |
| Intent   | Implementation   |                     | Impact   | Sustainability   |
| 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:   |
| <b>Opportunity for all children in KS2 to access dance lessons – this has not routinely been part of our PE curriculum in KS2 due to low staff confidence in teaching dance.</b> | We have employed a specialist dance teacher to deliver weekly dance sessions to children across Key Stage 2. | See Key Indicator 1 | Dance lessons took place between 20 September 2023 and the end of summer term 1 2024. These lessons were delivered by a specialist dance teacher and formed part of our CPD offer for teachers.<br>Extra-curricular dance clubs were offered throughout the whole period that the dance lessons took place, but low take-up from our children led to these being discontinued after summer term 1. | All teachers in Y3, 4, 5 and 6 accessed at least 6 sessions of dance CPD. These teachers are now more confident and competent in delivering their own dance lessons as part of our wider PE curriculum. Next steps: consider dance CPD for teachers in Reception, Y1 and Y2 in the next academic year. |

| Key indicator 5: Increased participation in competitive sport   |  |                    |  | Percentage of total allocation:          |
|---|--|--------------------|--|--|
|   |  |                    |  | 23%                                      |
| Intent  | Implementation   |                    | Impact   | Sustainability                           |
| 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><b>Increased participation in competitive sport, by organising, coordinating and entering sport competitions and tournaments across the local area, including those run by sporting organisations.</b></p>  | <p>We have teams training with and competing against other local schools in a wide variety of sports including hockey, football, rugby, cricket, rounders and cross-country running through the Ilkley Grammar Sports League and the Ilkley Harriers Cross Country League.</p> <p>Children not selected for IGS league teams have access to school-funded after-school sports clubs in school.</p> | <p>£4500 total made up of:<br/>         £2,000 to participate in the IGS sports league.<br/>         £1900<br/>         2 hours per week x 38 weeks to employ our sports coach through an SLA to attend after-school coaching sessions &amp; matches<br/>         £600<br/>         4 hours x 6 Saturday mornings to employ our sports coach to attend Ilkley Harriers cross country events</p> | <p>IGS Sports League programme summary:<br/> <b>Autumn Term 1</b><br/>         Quick sticks' Hockey<br/>         Year 4/5 mixed<br/>         5 weeks<br/> <b>Autumn Term 2/ Spring Term 1 + 2</b><br/>         Year 5/6 Football Boys + Girls<br/>         16 weeks<br/> <b>Summer Term 1</b><br/>         Tag Rugby<br/>         Year 3/4 Mixed<br/>         5 weeks<br/> <b>Summer Term 2</b><br/>         Rounders competition<br/>         Year 5/6 Mixed<br/>         7 weeks<br/>         Each programme (apart from rounders) consisted of a number of coaching sessions, followed by competitive tournaments/ matches.<br/>         We had full attendance at all events.<br/>         Cross country events were very well attended and our children won several individual and team awards.</p> | <p>We will continue to engage with the IGS sports league programme and the Ilkley Harriers junior cross country events next year. We will continue to allocate Sports Premium Grant to employ our sports coach to attend all events so that he is present to coach children, co-ordinate teams and implement training for competitive events through extra-curricular provision in school.</p> |
| <p>£154 remaining grant will be used to raise attainment in primary school swimming and water safety by funding top-up swimming sessions for those pupils that do not meet national curriculum requirements after they've completed core swimming lessons.</p> |  |   |  |  |

|                 |                  |
|-----------------|------------------|
| Signed off by   |                  |
| Head Teacher:   | <i>M. Wilson</i> |
| Date:           | 14.09.2023       |
| Subject Leader: | Sarah Blaby      |
| Date:           | 14.09.2023       |
| Governor:       | <i>A. White</i>  |
| Date:           | 14.09.2023       |

|                             |                  |
|-----------------------------|------------------|
| <b>REVIEW</b> Signed off by |                  |
| Head Teacher:               | <i>M. Wilson</i> |
| Date:                       | 26.06.2024       |
| Subject Leader:             | Sarah Blaby      |
| Date:                       | 03.07.2024       |
| Governor:                   | <i>A. White</i>  |
| Date:                       | 11.07.2024       |