

It is important that your grant is used effectively and based on school need. The <u>Education Inspection Framework</u> makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the <u>Quality of Education</u> Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit
 pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Pleasevisitgov.ukfortherevisedDfEguidanceincludingthe5keyindicatorsacrosswhichschoolsshoulddemonstrate animprovement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and Sport Premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to <u>publish details</u> of how they spend this funding, including any under-spend from 2021/2022, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2023.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2023. To see an example of how to complete the table please click HERE.

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Details with regard to funding Please complete the table below.

| Total amount carried over from 2021/22 | £3 921 |
|---|---------|
| Total amount allocated for 2021/22 | £17 923 |
| How much (if any) do you intend to carry over from this total fund into 2022/23? | £499 |
| Total amount allocated for 2022/23 | £18 200 |
| Total amount of funding for 2023/23. To be spent and reported on by 31st July 2023. | £18 699 |

Swimming Data

Please report on your Swimming Data below.

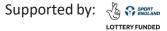
| Meeting national curriculum requirements for swimming and water safety. | |
|---|--|
| N.B. Complete this section to your best ability. For example you might have practised safe self-rescue techniques on dry land which you can then transfer to the pool when school swimming restarts. Due to exceptional 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 | |
| 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 | 94 % 1 pupil EHCP who medically unable to. |
| 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 | 91 % |
| What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations? | 91 % |
| 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

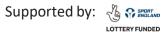
Capture your intended annual spend against the 5 key indicators. Clarify the success criteria and evidence of impact that you intend to measure to evaluate for pupils today and for the future.

| Academic Year: 2022/23 | Total fund allocated: £18 699 £18 687 (spent) | Date Updated: July 2023 | | |
|--|--|--------------------------------|--|--|
| | all pupils in regular physical activity – Coast 30 minutes of physical activity a coast 30 minutes of physical activity activit | | ficers guidelines recommend that | Percentage of total allocation: 13% |
| 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: £2450 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| engaged in physical activity for at least 30 minutes during the school day. Children engaged in high quality play/regular activity throughout playtimes / lunchtime break to increase: mental wellbeing, pupil aerobic activity, team building and communication; balance, co-ordination and core strength; skill, tactic and to encourage pupils to independently design and | activities/ leadership roles to engage them. (Equipment/ Caps or bibs) Increase number of families walking/ scooting to and from school: 10 minute walk zone / set up | £100 | Riding scooters to school June 2023 19% June 2022 13% Number of pupils who walk compare to car/ compare to last time. June 2023 68% June 2022 67% (work/ distance: reasons for not) Parents who reported that their child does over 30 minutes of exercise out of school: June 2023: 98% (weekdays) 99% (weekends) June 2022: 95% (weekdays) 100% (weekends) | Look into bike park (parent suggestion on questionnaire) PE lead to attend Active 60 CPD to gather new ideas/ staff meet time to pass on. Sustain 30 mintues activity per day: Continue to develop active playtimes / lunchtimes: Work with school council to gather ideas. Evaluate impact of KANGA: Active Maths sessions. Use KANGA again or buy into an |
| build. | scooter park Tracking system to ensure all pupils | £250 | Parents who reported that they would describe their child as | Active Maths program and deliver ourselves? Replace/ update play equipment |













| | replaced. | £500 £1600 | inactive: June 2023: 0% (99% described as VERY active) June 2022: 2% All pupils achieving 30 minutes activity per day within schoolPlaytimes active (playground leaders organising activities/ challenges) -Whole Class daily physical activity (daily mile/ daily skip) -Increase in active lessons (Supermovers/ Go Noodle/ active lessons planned for: being regularly used) -Y4 Active Maths Lessons (KANGA Sports) During playtimes and lunchtimes, 100% of our children are actively taking part in additional structure sport opportunities. | Identify inactive pupils / SEND / Pupil Premium/ BAME and track to ensure they are all as fully engaged as possible. |
|---|--|-------------------|---|--|
| Key indicator 2: The profile of PESSP Intent | A being raised across the school as a to | ool for whole sch | ool improvement Impact | Percentage of total allocation: 26% |











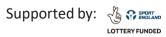


| Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice: | Make sure your actions to achieve are linked to your intentions: | Funding allocated: £4955 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
|---|---|--------------------------------|--|---|
| To use PE and sport as a tool to support children's physical and mental well-being, improved levels of concentration as well as physical fitness. | Wide range of after-school clubs to engage range of pupils. Use Kanga Sports to introduce Active Maths/ Active English/ Mental Health and behaviour mentor sessions. | | Pupils all come dressed appropriately and ready for PE. We do not have any pupils trying to avoid taking part. Staff share their sporting habits/interests/ achievements with pupils to set a good example. | Invite athlete visitors in to inspire pupils Continue sharing and celebrating good practice/ achievements (assembly/ class news/ news letters/ sports board/ Facebook) |
| that pupils can identify with (including staff) | | £250 | Visit from Olympic Gold Medal Cyclist: Joanna Roswell Pupil sporting achievements shared and celebrated in assembly / newsletters/ Sports Notice Board/ | Evaluate impact of KANGA: 1:1 mentor and small group sessions. Use KANGA again or buy into a program and deliver ourselves? |
| on leadership roles that support sport and physical activity within the school To embed physical activity | Results and photos to be celebrated/displayed/promoted via sports board, newsletters and via Facebook. School participation at external | £480 | Facebook 2 pupils awarded Get Set Values Champions Awards (National Award) for inspiring others. | Continue to deliver wide range of sports opportunities (coaches/ festivals/ after-school clubs/ virtual challenges) |
| school, active break times and active lessons and teaching. Pupils, staff and parents are aware of | sporting competitions. Annual questionnaire for parents/ | £160 | Behaviour within school is good. Staff use physical activity/ movement breaks throughout the day/ all subjects to maintain this (whole class and individuals as necessary) | Continue to advertise local sports clubs/ holiday clubs (Facebook and emails to all parents) |
| across the school. | | | Kanga Sport used for 1:1 and small group intervention sessions to help with SEMH (positive behaviour impact from a good sporting role model) | Continue to deliver after-school clubs (introduce KS1 club) Organise a trip to a sporting event |
| | | | Range of sports activities in a hope | |











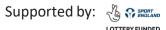


to find something for everyone: Yoga Street Dance Skipping Athletics Swimming (water polo/ aerobics/water fitness) Gymnastics Cycling OAA (canoeing/ abseiling/ climbing/ gorge walking/ walking/scrambling/orienteering/ team building, problem solving games) Football Hockey Handball Dodgeball Cricket Rounders Table-Tennis Rugby Tennis Parental Questionnaire showed that many of these are followed up out of school. 81% of families reported that they regularly exercise together. 80% of children attend an organised sports club out of school. 67% of children usually attend a sporting holiday club. After-school clubs well attended: % of pupils attending an after school sports club Y6: 82%













| | Y5:64% Y4:73% Y3:53% 50% KS2 SEND pupils 69% KS2 Pupil Premium pupils | |
|--|---|--|
| | | |

| Key indicator 3: Increased confidence | , knowledge and skills of all staff in t | eaching PE and sp | port | Percentage of total allocation: |
|---|--|--------------------------------|--|---|
| | | | | 9% |
| 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: £1650 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| where necessary.Staff to have a wider range of | Teachers/ TAs/ Mid-day supervisors to attend CPD and opportunities to work alongside qualified coaches/ team-teaching (playground activities/ active lesson focus) Sports Lead to continue working alongside other local teachers/ coaches (Sports Partnership) to continue sharing good practise. NQT: team teach alongside PE lead | £300 | Progression documents appropriate/ yearly rota to ensure range of sporting focus. (though skills the same). Staff INSET to recap on it / ensure all staff secure Coaches/ instructors from: Fire House Dance Studio/ Skipton Tennis Centre/ Skipton Cricket Club/ Upper Wharfedale Rugby Club/ specialist PE teacher used to help teach PE alongside staff. Each class receives 2 High quality PE lessons with good | PE lead to continue working alongside other local leads to share good practice. PE lead to continue to support NOT |
| | and coaches to ensure confident PE delivery and to provide ideas for active learning. Qualified sports coaches and PE lead to work with teachers and mid-day supervisors to enhance or | £550 | progression for all. Staff able to adapt lessons/ support pupils so fully inclusive. PE co-ordinator regularly monitors lessons to ensure high quality and relevant to our scheme of work/ our progression documents. | Make use of all CPD sessions offered as part of the partnership. |













| | extend current opportunities. | | Sports Lead continued to work alongside other local teachers/coaches (Sports Partnership) to continue sharing good practise. NQT: team teach alongside PE lead and coaches to ensure confident PE delivery and to provide ideas for active learning. | |
|--|--|--------------------------------|---|---|
| Key indicator 4: Broader experience of | f a range of sports and activities offe | ered to all pupils | | Percentage of total allocation: 31% |
| 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: £5800 | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| :Additional achievements: To increase the range of sports and extra-curricular physical activities which are available. Identify which activities pupils | Whole class/ school activity days (| £1500 | Booster swimmers 15 pupils y5/6 (extra small group sessions: 93% able to confidently swim 25m by the end) 1:1 swimming instructor / extra school staff ensured ALL pupils (including those with ECHPs could | Booster swimmers to continue Y6 Water Safety reminder to continue PE lead to assess how best to use swimming lesson time Continue with annual parent / |
| engage the most pupils including the least active. | Wide range of after-school clubs using range of coaches/ links to local clubs. Pedal and Scoot for the new EYFS pupils. | £1765 £540 | THE DOOL HOLIUSE SWITHING TESSONS. | pupil questionnaires Continue with Pedal and Scoot/ Y6 cycling sessions Assess residentials (cost?), can we do inhouse / day trips with paid providers? |













| pupils to access community sport in order to develop social skills and resilience. Ensure all sporting activities are inclusive so SEND can attend | Bikeability for Year 6 pupils. Provide an increased outdoor education program that provides a wide range of opportunities that go beyond the curriculum. Focus: children's health and wellbeing / resilience/ self-esteem/ teamwork | £360 £1250 | June 2021 parental questionnaire highlighted a common concern about pupils missing swimming during lockdown. June 2023 compared to (June 2021) Parents reported that: 77% (58%) of LKS2 96% (77%) UKS2 can confidently swim 25m |
|---|--|---------------|---|
| | Swimming Booster group. | £225 | Weekly after-school sports clubs all ran at full-capacity. % of pupils attending an after school sports club Y6: 82% 33% girls 67% boys Y5:64% 43% girls 57% boys Y4:73% 54% girls 46% boys Y3:53% 50% girls 50% boys 50% KS2 SEND pupils 69% KS2 Pupil Premium pupils 100% of EYFS received 3 days of Pedal and Scoot training. Outstanding feedback from parents. Year 6 pupils received 2 days bikeabilty sessions. June 2023 compared to (June 2022) Parents reported that: 83% (78%) KS1 92% (87%) LKS2 96%(100%) UKS2 can confidently ride a bike |













Year 4 attended an OAA 3 day residential at Nell Bank, Ilkley. Extra staff sent and activities adapted so SEND pupils fully included. (Orienteering and team building / problem solving) Year 6 attended 5 day residential at Bewerly Park. Extra staff sent/ activities adapted so SEND pupils fully included (canoeing/ abseiling/ climbing/ gorge walking/walking/scrambling/orientee ring/ team building, problem solving games) Questionnaire sent to all parents/ Pupil voice/ pupil questionnaires used: data analysed to inform PE/ Sports planning for now/ future. Close links made with local clubs: Coaches come into school/ fliers sent out/ events ad clubs advertised regularly. A directory of all the local sports clubs emailed to all parents. 80% of parents questioned reported that their child attends a local sports club.













| Key indicator 5: Increased participation | on in competitive sport | | | Percentage of total allocation: |
|---|--|--------------------|--|--|
| | | | | 20% |
| Intent | Implementation | l | 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: |
| To take part in Skipton Schools cluster competitive sporting events and strive to ensure all pupils receive the opportunity to represent school Continue to develop links with local sports clubs. Organise Intra-School competitions between houses Attend Craven events/ North Yorkshire events Take part in virtual competitions | Schools' Partnership. Continue to be a member of the Craven School's Partnership Timetable intra-school house competitions | £ 2332 | Member of the Skipton School Partnership: Gold Level Membership: *Whole Class Festival / competition Events *Virtual Challenges/ competitions *CPD *Equipment Share scheme *PE Lead links across schools Members of the Craven Partnership *Team competitions at Skipton/ Craven/ North Yorkshire level. 100% of UKS2 pupils (including SEND) have competed in at least 2 interschool sports events (Skipton Schools) 100% of Y2-Y4 pupils (including SEND) have competed in at least 1 interschool sports events (Skipton Schools) 100% of KS2 pupils (including SEND) have competed in at least 2 virtual sports competition | |











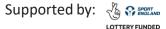


Cross-Country: 74% of KS2 pupils competed including SEND Inclusion race (Skipton Schools) Cross-Country: 16% of KS2 pupils qualified to compete at County Level including SEND Inclusion race (Craven) Cross-Country: 4% of KS2 pupils qualified to compete at the North Yorkshire Games including SEND inclusion race. 1 event competed in at North Yorkshire Level representing Craven (cross-country: all age groups and inclusion race) Intra-school house competitions. 100% of pupils entered including SEND. Weekly Skipton Schools football matches attended: Mixed team and a girls teams. Competitions entered at local level Skipton Schools: basketball/ football/ tennis/ crosscountry/ rugby/ athletics/ boccia/ trigolf/ handball/ dodgeball/ miniolympics/rugby/gymnastics 38% of parents report that their child competes at a high level in a sporting activity outside of school.













| Signed off by | |
|-----------------|---------------------------------|
| Head Teacher: | S Anslow |
| Date: | 4 th July 2023 |
| Subject Leader: | N Smith |
| Date: | 1 st July 2023 |
| Governor: | Ratified by Full Governing Body |
| Date: | 13 th July 2023 |











