

Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£20,200
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£20,200
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£20,200

Swimming Data

Please report on your Swimming Data below.

<p>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</p>	
<p>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 2023. Please see note above</p>	<p>Due to this cohort missing lessons due to Covid, a questionnaire was sent to parents. Of the 51 responses, 57% 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 53% 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 practised self-rescue techniques at their 'Crucial Crew' visit in September 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>Yes/<u>No</u></p>

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: £20,200		Date Updated: 28.6.23	
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:
					16%
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:		Evidence of impact: what do pupils now know and what can they now do? What has changed?	
<ul style="list-style-type: none"> Pupils to access 2 hours of high-quality curriculum PE each week. 		<ul style="list-style-type: none"> Audit equipment needed to deliver curricular PE against the PE curriculum maps and make sure this is ordered and stored effectively. 		£650 (remark the tennis court) £820 (gymnastic mats) £800 KS2 PE equipment £550 KS1 PE equipment	
<ul style="list-style-type: none"> Review 'Playground Zones' in terms of what is working well and moving forward. 		<ul style="list-style-type: none"> Audit current practise using a range of stakeholders to establish current picture. Establish a clear set of actions to continue to develop playground zones. Order necessary equipment. 		£300 Playground Zones equipment	
				All pupils accessing 2 hours of curricular PE a week with equipment needed.	
				Through meeting with the Playground Leaders in Summer 2, identified what's working well and actions for improving the zones moving forward.	
				<ul style="list-style-type: none"> Sustainability and suggested next steps: Continue to encourage collective responsibility of putting PE equipment back in the PE cupboard to ensure it doesn't go missing. Put in place a system where staff can record equipment lost or broken in lessons. More regular meetings (every half term) with PLs to address any issues. Replacement of popular games equipment which has broken with more durable, harder wearing. Clearer set of rules for PLs and staff so PL are better supported when face problems. Rota for basketball court as numbers often aren't manageable. 	

<ul style="list-style-type: none"> Further develop the role of the Playground Leader. 	<ul style="list-style-type: none"> Once PLs established, audit how their role can be further developed to motivate and get even more children involved and active. 	£0	<p>This year, the rota system has worked well allowing PLs 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>	<ul style="list-style-type: none"> Explore what other schools in the cluster have done with PLs to motivate and get more children active. Explore challenges / competitions the PLs can lead that encourage active play and rewards that motivate participation.
<ul style="list-style-type: none"> Create opportunities where parents and children can be active together – after school clubs. 	<ul style="list-style-type: none"> Explore possible community providers to extend the current curricular offer that includes parents. 	£0		<ul style="list-style-type: none"> Explore with other JMAT schools and through Dan Bennett providers that have been successful in providing after school clubs that encourage pupils and parents to be active.
<ul style="list-style-type: none"> Explore staff / pupil running club to feed in to a ‘fun run.’ 	<ul style="list-style-type: none"> Offer fitness / running club to support wellbeing and physical health of staff. 	£100	<p>Parent, pupil and staff after school running club was well attended (5 regular staff, 35 regular children and 3 regular parents). 4 staff, 2 children and 3 parents completed the Race For Life at Locke Park in Barnsley on 2nd July 2023. £765 raised. 2 children have now become regular runners and taken part in Park Runs.</p>	<ul style="list-style-type: none"> Look to run a similar running club next year – possibly in Spring 1 when weather a bit milder. Explore running competitions / park runs that this could work towards.

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

Percentage of total allocation:
£450 = 2 %

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:
<ul style="list-style-type: none"> Continue to celebrate physical activity in and out of school through the website, media, PE noticeboard and in assemblies. 	<ul style="list-style-type: none"> Continue to celebrate physical activity through ‘Sporty Special Mentions’ in collective worship. Regularly update website and PE noticeboard with latest 	<p>£350 – cover for updating website / Class Dojo £50 certificates</p>	<p>PE and physical activity is high profile in that it is celebrated every week in sharing assembly through sporty special mentions. Class Dojos is also a more</p>	<ul style="list-style-type: none"> Continue to use ‘Sporty Special Mentions’, website and Class Dojo to celebrate PE and physical activity. Find a better system for

	<ul style="list-style-type: none"> competitions etc. Explore how we can use the new Class Dojos pages to celebrate physical activity. 	£50 display materials / printing	effective way of celebrating PE as parents are notified of any posts made so is viewed by far more pupils and parents.	updating PE noticeboard – make this a member of the physical developments responsibility and update at least half termly.
<ul style="list-style-type: none"> Introduce role models - Explore and develop links with Rotherham Titans rugby club. 	<ul style="list-style-type: none"> Liaise with the Inclusion Team and SMT to establish how best to use Rotherham Titans Rugby Club for the benefit of our children. 	£0	I did look in to packages Rotherham Titans Rugby Club and Rotherham United FC to deliver for schools but these weren't totally appropriate for our children.	<ul style="list-style-type: none"> Liaise with SMT to see if the new packages Rotherham United FC have introduced for 2023 / 2024 are appropriate and cost effective for our pupils.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£2500 = 12 %
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:
<ul style="list-style-type: none"> Establish how confident staff are at teaching all areas of PE. 	<ul style="list-style-type: none"> Staff questionnaire From this, provide CPD focused on the areas staff really need support in. 	£0	All staff completed the 'Forms' questionnaire. Identified that the areas staff are least confident in delivering are gymnastics, dance and using the PE Milestones to assess PE.	<ul style="list-style-type: none"> Work with Dan Bennett (JMAT PE specialist) to deliver staff training to support in these 3 areas in the Spring Term.
<ul style="list-style-type: none"> Support NQTs and ECTs in planning, assessment and delivery of high-quality PE lessons 	PE specialist (Dan Bennett) to work with NQTs and ECTs to support them in planning, assessment and delivery of high-quality PE lessons.	£2500	2 ECTs supported this year (Miss Quinn and Miss Burton) who both have expressed how they feel far more confident in planning, assessing and delivering PE. Mr Whaley also supported teaching of PE at KS1.	<ul style="list-style-type: none"> Continue to support NQTs and ECTs next year in this way.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: £5460 = 27 %
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:
<ul style="list-style-type: none"> Review last year's extra-curricular provision. Keep elements successful. Establish any new activities we could provide. 	<ul style="list-style-type: none"> Conduct a pupil survey Work with Ant Allen and Dan Bennett to identify any new activities / providers we can use to target children who haven't accessed extra-curricular clubs in school. 	£5,460 (Antony Allen)	<p>Pupil survey completed. Identified that football, dodgeball, rounders and dance and gymnastics were the most popular events. All these put in place and well attended.</p> <p>Boccia, benchball and multisport clubs were also run to target children who previously haven't attended extra-curricular clubs.</p>	<ul style="list-style-type: none"> Continue to use 'pupil-voice' in order to ensure all children have opportunity to attend extra-curricular clubs. Identify barriers that are stopping certain children attending and see if these can be overcome.
<ul style="list-style-type: none"> Explore more local opportunities and providers – creating links with local providers will make pupils more likely to engage in activities and sport outside of school. 	<ul style="list-style-type: none"> Work with Ant Allen and Dan Bennett to use their knowledge of local providers to compile a list of recommended local providers of sporting clubs in the community. Invite these providers into school to run taster sessions. 	£0	<p>There is now an extensive list of local providers on the school website that we have put together of local providers pupils can access in the local community. We have also shared on Class Dojo links to clubs outside school.</p> <p>Through these links and competitions, children have joined local football teams and attended sporting holiday camps.</p>	<ul style="list-style-type: none"> Continue to promote local providers through Class Dojo and the website. Explore possibility of local providers delivering taster sessions in school / coming in to assemblies to promote clubs.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: £8570 = 42 %
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:
<ul style="list-style-type: none"> Increase competition through lunchtime Playground Leader Activities. 	<ul style="list-style-type: none"> Work with Mr Allen to identify possible “Physical Activity Challenges” Playground Leaders can run at lunchtimes. Identify incentives / ways in which we can motivate children to take part in these competitions. Identify an effective and manageable way of celebrating these with the whole school and parents. 	£0	In the end, the focus for PLs was getting a system in place for children to support running of the different zones so no formal setting up of “Physical Activity Challenges”. PLs did put in own challenges on activities and awarded children with Dojos.	<ul style="list-style-type: none"> Look at ways of making one of the zones the “Physical Activity Challenge” zone. Identify the different challenges we could timetable for each week and ways we can celebrate these in sharing assembly. Build in to the training of PLs “Physical Activity Challenges”.
<ul style="list-style-type: none"> Increase participation in intra-competition between classes. 	<ul style="list-style-type: none"> Work with year groups and Antony Allen to run intra-class competitions. Purchase trophies to celebrate winning teams in each year group and share with parents on Class Dojos. 	£5460 (Antony Allen) Lunchtime provision £80 intra class cups	All children now taking part in intra-class competitions at end of each half term and photos of winning team with the trophy celebrated in assembly and on Class Dojo.	<ul style="list-style-type: none"> Promote intra-class competitions more on Class Dojo and assemblies to generate more excitement. Continue to run these at the end of each half term.
<ul style="list-style-type: none"> Encourage as many children as possible across the school to take part and represent the school in inter-competition. 	<ul style="list-style-type: none"> 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. 	£2500 (Dan Bennett – JMAT competitions organiser) £530 - minibuses to transport teams to competitions	102 children in KS2 represented school in 1 or more inter school competitions this year (35% of whole of KS2)	<ul style="list-style-type: none"> Look to enter more A and B teams next year to target those children from the list of names of those children who haven’t represented school and would like to.

Signed off by	
Head Teacher:	Mrs Alison Benbow
Date:	4.7.23
Subject Leader:	Mr Andrew McLeavy
Date:	4.7.23
Governor:	Mrs Julie Williams
Date:	4.7.23