

## Details with regard to funding

Please complete the table below.

Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,700

## Swimming Data

Please report on your Swimming Data below.

<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>Our children swim in Y5 giving opportunities for further intervention/catch up in y6 if not achieved or safe</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>Year 5</p> <p>96.7%</p> <p>1 child not achieved will attend again in y6</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>	<p>83.3%</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>40%</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 <b>over and above</b> the national curriculum requirements. Have you used it in this way?</p>	<p>No</p>

Created by:



Supported by:



## 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:		Date Updated: September 2022	
<p><b>Key indicator 1:</b> 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</p>					Percentage of total allocation:
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:		Sustainability and suggested next steps:
Development of active playtimes and playleaders	<ul style="list-style-type: none"> <li>Purchase of new playtime equipment</li> <li>Training of playleaders supported by Pennine sports partnership</li> <li>AM to support playleaders</li> </ul>			ETA (SL) allocated as playleader/playtime coordinator.  Y5/6 playleaders trained and managed by SL. Playleaders wear bibs.  Equipment and activities available every playtime- rain or shine  Playtimes are calm and organised thanks to lots of opportunities and activities being available	To continue next year  Next steps to develop a timetable and plan for playtime activities using the woodland areas . CH to lead on this.
Wide range of extracurricular sport/clubs available to KS1 and KS2	<ul style="list-style-type: none"> <li>Develop a wide range of sporting opportunities including some in response to child questionnaires.</li> <li>Pupil Premium, disengaged and children with a particular talent are specifically targeted to attend these clubs.</li> </ul>		Self funded  PP children funded	Uptake of clubs has increased with 68% of children now attending at least one club across the school year.	All clubs to continue  Set up more clubs- less common sports/activities. Eg Woodland/outdoor activities/adventure club  Continue to encourage PP to

	<ul style="list-style-type: none"> <li>Pupil premium/disengaged children attending clubs run by outside coaches with a fee are paid for from pupil premium allocation</li> </ul>			attend
<b>Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement</b>				Percentage of total allocation:
				0%
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"> <li>Sporting display boards to celebrate sporting participating</li> </ul>	<ul style="list-style-type: none"> <li>Develop a sporting display area - with photographs and child led comments of sporting events -both inside and outside of school</li> </ul>	none	Children feel proud of their sporting successes and these are shared with the community/visitors/families etc.	To keep updated across next year
<ul style="list-style-type: none"> <li>Develop systems of assessment in PE</li> </ul>	<ul style="list-style-type: none"> <li>Sporting age programme</li> <li>Pennine sports partnership baseline in year 2, 4 and 6</li> <li>Target children/groups created from these assessments and appropriate provision of intervention developed (eg target for intervention, groups, events, provision in quality PE lessons)</li> <li>Engage activities targeted to these children</li> </ul>	Included in sporting age as costed separately	<p>Sporting age profile used to identify bottom 20% and all these children received extra intervention sports/PE sessions focus on fundamental skill, confidence, teamwork and self esteem.</p> <p>Tracking spreadsheet used to track children attending clubs, events, try it sessions, competitions etc. Aim for all children in ks2 to be given an opportunity to represent school.</p>	<p>To make sure children identified as top and bottom 20% are targeted for intervention next year (along with other identified target children)</p> <p>To further develop assessment in PE to highlight specific areas for specific children eg coordination, hand eye coordination, balance.</p> <p>Increase number of children representing school before leaving to be above 83%</p>

			For Y6 leavers last year 83% had done represented school on one or more occasions	
--	--	--	---	--

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				92%
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"> <li>Development of a thorough, rigorous and engaging PE curriculum across school</li> </ul>	<ul style="list-style-type: none"> <li>New long term PE plan developed for the whole school</li> <li>New curriculum intent statement created</li> <li>Progression in skills map created</li> <li>Purchase of Getset4PE scheme to support planning and delivery of quality PE lessons</li> <li>Purchase of all necessary PE equipment to fully deliver these sessions</li> <li>Monitor lessons to ensure use of resources to support teaching high quality lessons</li> </ul>	<ul style="list-style-type: none"> <li>£1978</li> </ul> (£440 scheme/rest on equipment)	Quality of PE lessons has improved due to use of getset4pe scheme by class teachers.  Observations show greater level of challenge and support, use of STTEP to do so.  SEN children involved and included at correct level in all PE sessions  Staff voice shows staff feel more equipped and skilled in delivering high quality PE lessons using this scheme.	To continue with consolidation of new planning and monitor on a termly basis .  Aim to see increased confidence and quality PE lessons being delivered- especially in the newly introduced strands such as yoga.

<ul style="list-style-type: none"> <li>Specialist curriculum time dance and gymnastics teaching across school.</li> </ul>	<ul style="list-style-type: none"> <li>Specialist dance/gym teacher to be employed to ensure a quality dance/gym provision taught to every child from Y1 –Y6</li> <li>Teachers to be engaged in supporting these sessions and planning provided and discussed for follow up and future teaching</li> <li>S A to attend PSP gym training</li> </ul>	<p>£4805</p>	<p>All children from y1- y6 receive dance and gym sessions from a qualified specialist coach with support from class teacher also.</p> <p>Children given opportunities to perform these dances and share with families- face to face or via video. Children enjoy the focus and aim of a performance at the end of their teaching unit. Excellent level of enthusiasm, including from boys, who are engaged and enjoying these sessions</p>	<p>To continue next year as per LTP</p> <p>Ensure all classes have their dances with families face to face or via video</p>
<ul style="list-style-type: none"> <li>Delivery of Sporting age programme to all year groups</li> </ul>	<ul style="list-style-type: none"> <li>Specialist sports coach employed to run the 'sporting age' programme across school including assessing and monitoring progress.</li> <li>Identify sporting age and track progress in line with NC criteria</li> <li>Teachers to be engaged in supporting these sessions and planning provided and discussed for follow up and future teaching</li> </ul>	<p>£9780</p>	<p>High quality PE sessions based around the fundamental concepts of:</p> <ul style="list-style-type: none"> <li>Agility</li> <li>Power</li> <li>Speed</li> <li>Balance</li> <li>Coordination</li> <li>Reaction</li> <li>Awareness</li> </ul> <p>Pupil voice shows the children are becoming increasingly familiar with these concepts and how these are being developed in PE lessons. Not just " I am learning to play hockey", but rather " I am developing my coordination and agility through hockey"</p>	<p>To increase support from legacy sport to be 2 days a week</p> <p>1 day curriculum teaching</p> <p>½ day intervention with GD, bottom 20% and less engaged</p> <p>Plus inclusion of a weekly session for Reception</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				0%
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"> <li>Development of a thorough, rigorous and engaging PE curriculum across school</li> </ul>	<ul style="list-style-type: none"> <li>Long term PE plan maintained for the whole school which includes a wide range of opportunities and sports</li> <li>Curriculum intent statement maintained and updated</li> <li>Progression in skills map created</li> <li>Purchase of Getset4PE scheme to support planning and delivery of quality PE lessons</li> <li>Purchase of all necessary PE equipment to fully deliver these sessions</li> <li>Monitor lessons to ensure use of resources to support teaching high quality lessons</li> <li></li> </ul>	Costed in previous section	<p>Increased bank of PE resources enable us to teach high quality lessons and for all children to be involved</p> <p>LTP updated in liaison with teachers to suit needs of classes and our school</p> <p>All classes have 2 sessions per week- lesson observations are high quality.</p>	<p>To continue with consolidation of planning and monitor on a termly basis . Add new units to LTP to increase variety and exposure to new areas of PE- such as yoga.</p> <p>Monitoring next year to focus on provision for challenging the more able and supporting SEN or those who struggle in PE</p>

<ul style="list-style-type: none"> <li>Develop opportunities for all with particular focus on girls and inclusion for SEN</li> </ul>	<ul style="list-style-type: none"> <li>Try it sessions engaged with, and these children targeted to attend these.</li> <li>SEN intervention groups run in school</li> <li>Girls sports club developed</li> <li>Legacy sports to deliver SEMH/building confidence through sport intervention groups.</li> </ul>	<p>Costed above</p>	<p>Meltham Wilcats girls football group run every Wednesday by Kirk Jacobs has been hugely popular- more than ever expected. 70% of girls in Y4/5/6 have chosen to attend and are thriving</p> <p>Bottom 20% in PE all included in intervention groups to develop their skills and all show an age appropriate, or greater, increase in their sporting age.</p>	<p>Meltham Wildcats girls football to continue and to arrange a few small friendly games against local schools next academic year</p>
--	--	---------------------	---	---

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				8%
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"> <li>Membership of Pennine School Sports Partnership</li> </ul>	<ul style="list-style-type: none"> <li>Access to a wide range on inter school festivals and competitions</li> <li>Support in sports/PE where required in school</li> <li>Leadership training provided for identified Y5 children</li> <li>Assessment/baseline undertaken years 2,4 and 6</li> <li>Inclusion worker available for any inclusion/disability support.</li> <li>Play leader training</li> <li>Bikeability training</li> <li>Try it sessions developed</li> <li>End of year celebration evening to recognise leadership, participation and excellence in sport</li> </ul>	£1137	<p>70% of year 6 leaver have represented school competitively (A or B teams, competitive/friendly)</p> <p>80% have attended a try it session</p> <p>Successes:</p> <p>Y3 boys and year 6 girls qualified for Kirklees Cross country. Year 6 girls qualified for West Yorkshire school games</p> <p>Kirklees tennis champions</p> <p>3<sup>RD</sup> place in Tag rugby</p> <p>2<sup>nd</sup> Place in netball</p> <p>Y3/4 futsal winners</p> <p>Y5/6 futsal winners</p> <p>End of year celebration attended with 3 children receiving awards</p>	To maintain



<ul style="list-style-type: none"> <li>Prepare children for competitive sporting events</li> </ul>	<ul style="list-style-type: none"> <li>Timetable of sporting events for the year planned</li> <li>Able children challenged and developed through roles in competitive sport.</li> <li>Weekly sessions linked to upcoming events to prepare children to access these to the best of their ability</li> </ul>	none	<p>All competitions prepared for Entered A &amp; B teams into several events to enable as many children as possible to attend. Numerous successes as detailed above.</p>	<p>To continue for all year groups</p> <p>Able group of boys in Y5 to be involved as much as possible within competitive sport</p>
<ul style="list-style-type: none"> <li>Analysis of participation in sport for all inc specific groups (e.g. PP, disengaged, health concerns, G&amp;T)</li> </ul>	<ul style="list-style-type: none"> <li>Spreadsheet tracking system used to record the participation in sport (clubs, competitions, leadership) of all children in school.</li> <li>RGM update after each event/competition and half termly with club participation.</li> <li>Groups identified (e.g. PP, G&amp;T, disengaged, health concerns) and their participation particularly monitored, targeted and encouraged- (clubs, competitions, sessions with sports coaches etc.)</li> </ul>	none	<ul style="list-style-type: none"> <li>68% of children attended one or more after school club</li> <li>83% of year 6 leavers had represented school at a competitive event</li> </ul> <p>Competitive successes as detailed above by G&amp;T group of children (y4&amp; y6 boys particularly successful in team games and year 6 girls in running )</p> <p>Able girls always included in team events alongside the boys and were valued members of the teams, respected, accepted and fully involved.</p>	<p>To continue to ensure this remains up to date</p>

	<ul style="list-style-type: none"> <li>• Aim for all KS2 children to attend at least one extra curricular club/event.</li> <li>• Less active/engaged invited to specific activities e.g. 'try it sessions'</li> </ul>			
--	---	--	--	--

Signed off by	
Head Teacher:	Liz Woodfield
Date:	1/10/22
Subject Leader:	Rachael Graham-Martin
Date:	1/10/22
Governor:	Kingsley Hill
Date:	1/10/22