Details with regard to funding Please complete the table below.

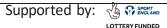
Total amount carried over from 2020/21	£0
Total amount allocated for 2021/22	£17,650
How much (if any) do you intend to carry over from this total fund into 2022/23?	£0
Total amount allocated for 2022/23	£17,700
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£17,700

Swimming Data

Please report on your Swimming Data below.

Meeting national curriculum requirements for swimming and water safety.	Our children swim in Y5 giving opportunities for further
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.	intervention/catch up in y6 if not achieved or safe
Due to exceptional circumstances priority should be given to ensuring that pupils can perform safe self rescue ever 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?	Year 5
	96.7%
	1 child not achieved will attend again in y6
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	83.3%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	40%
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
Created by: Physical Active Sport TRUST Supported by: Supported by: Coaching Coachin	









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.

Total fund allocated:					
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					
Implementation		Impact			
Make sure your actions to achieve are linked to your intentions:	Funding allocated:		Sustainability and suggested next steps:		
 Purchase of new playtime equipment Training of playleaders supported by Pennine sports partnership AM to support playleaders 		Y5/6 playleaders trained and managed by SL. Playleaders wear bibs. Equipment and activities available every playtime- rain or shine	areas . CH to lead on this.		
are specifically targeted to attend	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		
	Implementation Make sure your actions to achieve are linked to your intentions: Purchase of new playtime equipment Training of playleaders supported by Pennine sports partnership AM to support playleaders The purchase of new playtime equipment Training of playleaders Training of playleaders	pupils in regular physical activity — Chief Medical Cast 30 minutes of physical activity a day in school Implementation Make sure your actions to achieve are linked to your intentions: Purchase of new playtime equipment Training of playleaders supported by Pennine sports partnership AM to support playleaders AM to support playleaders Pupil Premium, disengaged and children with a particular talent are specifically targeted to attend	Ill pupils in regular physical activity – Chief Medical Officers guidelines recommend that ast 30 minutes of physical activity a day in school Implementation Make sure your actions to achieve are linked to your intentions: Purchase of new playtime equipment Training of playleaders supported by Pennine sports partnership AMI to support playleaders AMI to support playleaders Develop a wide range of sporting opportunities including some in response to child questionnaires. Pupil Premium, disengaged and children with a particular talent are specifically targeted to attend Impact 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 Uptake of clubs has increased with 68% of children now attending at least one club across the school year.		











	Pupil premium/disengaged children attending clubs run by outside coaches with a fee are paid for from pupil premium allocation			attend
Key indicator 2: The profile of PESSP		tool for whole so	· I	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:
 Sporting display boards to celebrate sporting participating 	 Develop a sporting display area - with photographs and child led comments of sporting events -both inside and outside of school 	none	Children feel proud of their sporting successes and these are shred with the community/visitors/families etc.	To keep updated across next year
Develop systems of assessment in PE	 Sporting age programme Pennine sports partnership baseline in year 2, 4 and 6 Target children/groups created from these assessments and appropriate provision of intervention developed (eg target for intervention, groups, events, provision in quality PE lessons) Engage activities targeted to these children 	Included in sporting age as costed separately	IIDENTITY DOTTOM 20% and all	To make sure children identified as top and bottom 20% are targeted for intervention next year (along with other identified target children) To further develop assessment in PE to highlight specific areas for specific children eg coordination, hand eye coordination, balance. Increase number of children representing school before leaving to be above 83%













	For Y6 leavers last year 83% had done represented school on one or more occasions	
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Key indicator 3: Increased confidence	e, 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:
Development of a thorough, rigorous and engaging PE curriculum across school		(£440 scheme/rest on equipment)	Observations show greater level of challenge and support, use or STTEP to do so. SEN children involved and included	on a termly basis . Aim to see increased confidence and quality PE lessons being deliveredespecially in the newly introduced strands such as yoga.













Specialist curriculum time dance and gymnastics teaching across school.	 Specialist dance/gym teacher to be employed to to ensure a quality dance/gym provision taught to every child from Y1 –Y6 Teachers to be engaged in supporting these sessions and planning provided and discussed for follow up and future teaching S A to attend PSP gym training 	£4805	sessions from a qualified specialist coach with support from class teacher also.	To continue next year as per LTP Ensure all classes hare their dances with families face to face or via video
Delivery of Sporting age programme to all year groups	 Specialist sports coach employed to run the 'sporting age' programme across school including assessing and monitoring progress. Identify sporting age and track progress in line with NC criteria Teachers to be engaged in supporting these sessions and planning provided and discussed for follow up and future teaching 	£9780	Agility Power Speed Balance Coordination Reaction Awareness	·













Key indicator 4: Broader experience	Percentage of total allocation: 0%			
Intent	Implementation		Impact	070
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:
Development of a thorough, rigorous and engaging PE curriculum across school	 Long term PE plan maintained for the whole school which includes a wide range of opportunities and sports Curriculum intent statement maintained and updated Progression in skills map created Purchase of Getset4PE scheme to support planning and delivery of quality PE lessons Purchase of all necessary PE equipment to fully deliver these sessions Monitor lessons to ensure use of resources to support teaching high quality lessons 		Increased bank of PE resources enable us to teach high quality lessons and for all children to be involved LTP updated in liaison with teachers to suit needs of classes and our school All classes have 2 sessions per week- lesson observations are high quality.	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. Monitoring next year to focus on provision for challenging the more able and supporting SEN or those who struggle in PE













Develop opportunities for all with particular focus on girls and inclusion for SEN	 Try it sessions engaged with, and these children targeted to attend these. SEN intervention groups run in school Girls sports club developed Legacy sports to deliver SEMH/building confidence through sport intervention groups. 	Costed above	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 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.	Meltham Wildcats girls football to continue and to arrange a few small friendly games against local schools next academic year
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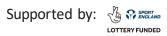


(ey indicator 5: Increased participation	on in competitive sport			Percentage of total allocation
				8%
Intent	Implementation		Impact	
Your school focus should be clear what you want the pupils to know and be able to do and about what they need to learn and to consolidate through practice:	Make sure 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:
Membership of Pennine School Sports Partnership	 Access to a wide range on inter school festivals and competitions Support in sports/PE where required in school Leadership training 	£1137	70% of year 6 leaver have represented school competitively (A or B teams, competitive/friendly)	To maintain
	provided for identified Y5 children • Assessment/baseline		80% have attended a try it session	
	 undertaken years 2,4 and 6 Inclusion worker available for any inclusion/disability support. Play leader training Bikeability training Try it sessions developed 		Y3 boys and year 6 girls qualified for Kirklees Cross country. Year 6 girls qualified for West Yorkshire school games	
	 End of year celebration evening to recognise leadership, participation 		Kirklees tennis champions 3 RD place in Tag rugby	
	and excellence in sport		2 nd Place in netball	
			Y3/4 futsal winners	
			Y5/6 futsal winners	
			End of year celebration attended with 3 children receiving awards	











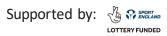


Prepare children for competitive sporting events	 Timetable of sporting events for the year planned Able children challenged and developed through roles in competitive sport. Weekly sessions linked to upcoming events to prepare children to access these to the best of their ability 	All competitions prepared for Entered A & B teams into several events to enable as many children as possible to attend. Numerous successes as detailed above.	
Analysis of participation in sport for all inc specific groups (e.g. PP, disengaged, health concerns, G&T)	 Spreadsheet tracking system used to record the participation in sport (clubs, competitions, leadership) of all children in school. RGM update after each event/competition and half termly with club participation. Groups identified (e.g. PP, G&T, disengaged, health concerns) and their participation particularly monitored, targeted and encouraged- (clubs, competitions, sessions with sports coaches etc.) 	 68% of children attended one or more after school club 83% of year 6 leavers had represented school at a competitive event Competitive successes as detailed above by G&T group of children (y4& y6 boys particularly successful in team games and year 6 girls in running) Able girls always included in team events alongside the boys and were valued members or the teams, respected, accepted and fully involved. 	













Aim for all KS2 children to attend at least one extra curricular club/event.		
 Less active/engaged invited to specific activities e.g. 'try it sessions' 		

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











