

Current Year 6 cohort began swimming in Jan 2020-didn't complete due to school closures (COVID)

Meeting national curriculum requirements for swimming and water safety.	
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 2020.	%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	%
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?	

Academic Year: 2021/22		Total fund allocated: £29, 032		Date Updated: July 2022	
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school					Percentage of total allocation:
					33%
Intent	Implementation		Impact		
School focus with intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:	
<p>-Mokki- investment in wearable pedometers for each child. Allows monitoring of each child’s physical activity and allows us to target specific children when needed. Children become more aware of their physical activity levels and begin to find ways to action it themselves.</p> <p>-Investment of play equipment (and new PE/Sport equipment) for playground to promote engagement in physical activity during playtime Children feel like they have a say in what will help improve levels of activity.</p>	<ul style="list-style-type: none"> Ensure all children are meeting the recommended 30mins of physical activity a day Look at breakdown of SEN, BAME, gender and set as targeted groups <ul style="list-style-type: none"> Pupil voice questionnaire to ask about what the children would like to help them become more engaged. 	<p>£3,112</p> <p>£4,315.28</p>	<ul style="list-style-type: none"> Children have become aware of their current physical activity levels and want to become more active to increase it. 64% of children have taken part in a club or competition as an extra-curricular activity (Y3-52%, Y4-59%, Y5-69%, Y6-70%) Children more physically active at playtime as they are engaging with a variety of activities. Significant decrease in unwanted behaviour incidents and children saying they are bored. 	<ul style="list-style-type: none"> Relaunch Mokki at the start of the year with a fun, competitive element to positively encourage children to seek ways to keep active. Focus on clubs/activities particularly on LKS2 as the participation rates seem to be lower. Enter more competitions for Y3 and Y4 and consider ‘inviting’ children to specific competitions rather than asking so they feel they are welcome. Align PE curriculum with clubs and competitions so children feel prepared and comfortable to enter. Continually ask children about play equipment-consider training play leaders to help focus and enthuse those who are more reluctant. Discuss 	

<p>Coach from Burnley FC in the community to help increase engagement in physical activity in PE lessons, someone who is qualified and passionate can motivate students.</p>		<p>£2,250</p>	<ul style="list-style-type: none"> Increase in children volunteering for competitions and after school clubs since Burnley FC in the community started taking PE lessons 	<p>play equipment in assemblies regularly to keep profile up.</p> <ul style="list-style-type: none"> Burnley won't be continuing next year so we need to ensure we keep the excitement levels for PE high as they have been this year
<p>Key indicator 2: The profile of Physical education, School sport and physical activity being raised across the school as a tool for whole school improvement</p>				<p>Percentage of total allocation: 10%</p>
Intent	Implementation		Impact	
<p>School focus with intended impact on pupils:</p>	<p>Actions to achieve:</p>	<p>Funding allocated:</p>	<p>Evidence and impact:</p>	<p>Sustainability and suggested next steps:</p>
<p>-Mokki- investment in wearable pedometers for each child. Allows monitoring of each child's physical activity and allows us to target specific children when needed. Children have a constant reminder about profile of PE, begin to encourage one another and seek out their own way to improve step count.</p>	<ul style="list-style-type: none"> Teacher meeting to introduce Mokki and set expectations Roll out of wearable pedometers Classroom display of steps 	<p>As above</p>	<p>See above Key Indicator 1</p>	<p>See above Key Indicator 1</p>

<p>-Safe Travel cup- all children in Year 5 to take part in competition to encourage children to walk (or cycle etc) to school.</p> <p>-Children start to see ways to embed physical activity in all parts of their life and the positive impact on the environment.</p> <p>Burnley FC in the community-as mentioned above due to the increased profile of PE</p>	<ul style="list-style-type: none"> Children work in teams to brainstorm ideas and understand the theories and long term impact of their increase in physical exercise both on their bodies and on the environment. <p>As above</p>	<p>Given funding for project</p> <p>As above</p>	<ul style="list-style-type: none"> Children to engage in conversations with their parents motivating them to re-evaluate how they get to school and how they can fit physical activity into their school day. <p>As Above</p>	<ul style="list-style-type: none"> Continue to enter the competition and children to use the board games in games club that was made. Take part in Walk to School Week to motivate the whole school. <p>As above</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				0%
Intent	Implementation		Impact	
School focus with intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Observations in RealPE Children to all receive at least good PE lessons on a regular basis from a confident and supported teacher.</p> <p>-Offering planning, support with teachers.</p>	<ul style="list-style-type: none"> LM and one member of SLT to observe indoor PE slot for each teacher to monitor delivery of Real PE Feedback to individual teacher and report on findings on the whole. Throughout the year, monitoring and regular checking in to ensure staff are confident in their planning and delivery of PE session. 	<p>None-used whiteboard and clock that was already in school</p> <p>None-subject leader time used</p>	<ul style="list-style-type: none"> Individual and group feedback, decision made to move away from Real PE. Teachers voiced difficulties with delivery of PE to LM actions made; focus on PE-suitability and safety, increase the time children are active (active demonstrations, no changing etc), visible assessment throughout lessons and adaptations and differentiation to be rapid, increase expectations, increase level of 'fun', making use of the space and resources we have as a school. Emails and example planning sent to Year 3 / 4 teachers for outdoor PE Support for new teacher in where to find the LTP and how to access online resources 	<ul style="list-style-type: none"> Clock and whiteboard in gym to support maximising time that children are active and whiteboard to support differentiation, vocabulary support and tactic learning. Monitor usage of new PE scheme, reminder of actions to be taken in PE lessons-plan observation for Aut1 or 2 to keep level of support there if needed. LM to map out new scheme suitable for the children at Riverside to show clear progression in topics/sport and to fit with club and competition calendar.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 16%
Intent	Implementation		Impact	
School focus with intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Invite external coaches/leaders into school to introduce a wider variety of sports and understand that we can be physically active in different ways. Children are exposed to even more skills and have pathways to be physically active outside of school.</p>	<ul style="list-style-type: none"> Year groups have class sessions introducing a 'new sport' year 3 / 4 – circus skills, Year 5 skateboarding and year 6 street dance 	<p>£795 (Street Style Surgery) £940.50 (ProSport coaching)</p>	<ul style="list-style-type: none"> Children have learnt that sport and physical activity includes a wide range of activities beyond those we offer in PE lessons. Children have gone on to seek out clubs in the local community after experiencing these taster days. They have also realised that they do like sport and physical activity and become more confident. 	<ul style="list-style-type: none"> Continue inviting in a variety of groups to sample different activities-potentially approach local sports groups to come in so the children can continue their physical activity outside of school. Continue with Sport taster days that align with sporting events so that children can aspire to elite level.
<p>Forest schools</p>	<ul style="list-style-type: none"> Children to become more confident and safe in the surroundings from the school and home. Focus on team building and perseverance. 	<p>£2,200</p>	<ul style="list-style-type: none"> Children have become much better at dressing appropriately for the activity and weather and learning about the most suitable equipment for an activity. 	<ul style="list-style-type: none"> Children to transfer these skills to other sports and lessons. Prepares them for residential and keeping safe in their environment.
<p>-Extra-curricular clubs offered that differ from PE lessons or that need a specialist to teach.</p>	<ul style="list-style-type: none"> Boxing, gymnastics, cricket 	<p>£540</p>	<ul style="list-style-type: none"> Increase in children participating in after school-large rise in SEND and PP children due to offering paid for sessions and targeting specific families 	<ul style="list-style-type: none"> Continue to focus and target families where it is known that children do not participate in physical activity. Pupil survey asking for club recommendations.

<p>-Introduce orienteering in our local area into PE lessons- collaborate with Geography lead to incorporate map skills. Children are aware of their external environment and begin to develop map skills.</p>	<ul style="list-style-type: none"> • LM to complete orienteering course • Work with British Orienteering to map area • Enquire with local sites to use their orienteering resources (Hardcastle Crag) 	<p>Quote given but not proceeded with as yet</p>	<ul style="list-style-type: none"> • Focus next year 	<p>Local sport clubs to offer activities to encourage out of school participation.</p>
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				5%
Intent	Implementation		Impact	
School focus with intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>-Offer competitive sport to every child.</p> <p>-inter class competitions</p> <p>-sports day reintroduced</p> <p>Children feel that competitive sport is for everyone and find ways that they can compete.</p>	<ul style="list-style-type: none"> Promote competitions in assemblies and class (when letters go out) Celebrate success from competitions to raise awareness and intrigue Teaching in line with when competitions are so the children feel prepared and able to compete Keep register of children who have been offered competition and who have competed Enter a wider range of competitions so it appeals to more children. 	£1,465 HX7 allocation	<ul style="list-style-type: none"> 64% of children have taken part in a club or competition as an extra-curricular activity (Y3-52%, Y4-59%, Y5-69%, Y6-70%) Children all engaged in sports day and took part in two races each competitively. Children were positive and showed an example of how competitive sport can be fun and accessible to 	<ul style="list-style-type: none"> Introduce competitions in assemblies and coincide sport long term plan to prepare children for competitions.

Signed off by	
Head Teacher:	
Date:	18/07/22
Subject Leader:	L. Munton

Date:	Dec 2021
Governor:	
Date:	