

# Evidencing the impact of the Primary PE and sport premium

Website Reporting Tool

Revised May 2021



THE  
**GREETLAND**  
ACADEMY

Commissioned by the  
Department for Education

Created by



Support for review and reflection - considering the 5 key indicators from DfE, what development needs are a priority for your setting and your pupils now and why? Use the space below to reflect on previous spend and key achievements and areas for development.

Key achievements to date until July 2023:	Areas for further improvement and baseline evidence of need:
<p>We entered into every competitive sports competition on offer so that the children can live a normal life and return to normality post covid.</p> <p>We managed to take a gymnastics team to the British Finals, where they represented Yorkshire.</p> <p>We hosted our annual Sports Day. This proved to be a huge success across both sites and ran smoothly.</p> <p>We entered into 4 different football leagues and the Year 3 and 4 Boys team won their league, as did the Year 5 and 6 Girls team.</p> <p>KS2 took part in the Dance around the world project to enhance cultural capital and encourage children to dance.</p> <p>We held our second Health week, where the children learnt about the importance of healthy bodies and healthy minds.</p> <p>We held our second community sports club, where parents were invited to take part in an after school club with their child and demonstrate being a good role model with regards to activity levels.</p> <p>We introduced the children to different sports activities and hosted our second Skateboarding club and reintroduced our judo club. Both of these will continue.</p> <p>Swimming was back up and running this year with 75% of KS2 taking part in swimming lessons again.</p> <p>PE lead delivered training on the PE curriculum and inclusive practise to the Teamworks students.</p>	<p>Due to feedback from the staff survey, next year, staff will be given CPD opportunities to support their evaluation in PE lessons.</p> <p>Continue to increase the variety of sports that pupils can take part in.</p> <p>Ensure the curriculum is applicable to usable for staff, particularly when they are not being supported in lessons by the sports coach.</p>

Did you carry forward an underspend from 2021-22 academic year into the current academic year? NO \* Delete as applicable

= Total to be spent by 31st July 2023

£ - 20,971.25

<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 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>What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?</p> <p><b>N.B.</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.</p> <p>Please see note above.</p>	<p>45% (26 children)</p> <p>An additional 12% were only one grade away.</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>45% (26 children)</p>
<p><b>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</b></p>	<p>100%</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:	Date Updated:	
<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				Percentage of total allocation:
				65.2%
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:
<p>KS1 targeted opportunities to participate in after school clubs – an increase in % reported term on term from targeted offers.</p> <p>New sports offered to those children at KS1.</p> <p>A wider variety of sports available to all children at KS2 – increase % of participation and targeted increase term on term.</p> <p>More opportunity to take part in daily physical activity.</p>	<p>Sports coach- lunchtime provision and after school clubs for all year groups. To maintain current offers and extend reach with a broader range of offers.</p>	<p>£13,682 (65.2%)</p>	<p>Autumn -</p> <p>At KS1, Mr Bade has delivered 2 different Multi-sports clubs on a Wednesday evening after school. In this session, he teaches the children new skills that they can apply to different sports and gives them the opportunity to experience new sports.</p> <p>34 Year 1/2 children took part in this club.</p> <p>9% of these children were PP.</p> <p>6% of these children were SEND.</p> <p>50% of these children were girls.</p> <p>50% of these children were boys.</p> <p>At KS2, there have been a range of different after school clubs available for the children to take part in.</p>	<p>We aim to continue to give the children such a wide range of opportunities to take part in sport in the hope of all children having the opportunity to find a sport that they love. It has been apparent that clubs such as Skateboarding have remained as popular despite not being able to offer them for free, this year. This could potentially open up the opportunity to bring in 1 or 2 more professionals to complete clubs next year at the small cost to parents, although we wouldn't want to overly do this.</p> <p>Mr Bade continues to offer a range of sporting opportunities in his clubs that aim to give opportunities to all. This includes inclusion sports to target certain</p>

		<p>32 children have taken part in an OAA club over 2 different days, as it was so popular.  12% were SEND'  3% were PP  52% were boys  48% were girls</p> <p>Mr Bade has delivered a Year 3/4 girls football club.</p> <p>Year 3/4 girls football-  22 children attended.  10% were SEND.  5% were PP.</p> <p>Mr Bade has delivered a Year 5/6 Basketball club.</p> <p>23 children attended in total.  17% were SEND  9% were PP  Mr Bade has delivered a Year 5/6 girls rugby club.</p> <p>Year5/6 Rugby club.  16 children attended.  18% were SEN  6% were PP</p> <p>As well as this, he has delivered a cross country club to 45 children. 39 children qualified for the Calderdale level for this event and 28 children have qualified for the West Yorkshire level for this event.</p>	children.
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			<p>At lunch times, Mr Bade runs multi sports clubs for all year groups. Each year group is designated a different day for their sports. Sports such as football, basketball, cricket and dodgeball have been played.</p> <p>Spring term –</p> <p>At KS1, Mr Bade has delivered inclusion sports to 16 children. 15% were SEND 20% were PP</p> <p>At KS1, we have also had a Judo club running with an outside company. 21 children attended. 9% were SEND 14% were PP</p> <p>At KS2, there have been a range of different after school clubs available for the children to take part in.</p> <p>Mr Bade delivered a Year3/4 inclusion sports club.</p> <p>20 children attended in total. 14% were SEND 25% were PP</p> <p>Mr Bade delivered a Year 5/6 tag rugby club. 28 children attended the club. 6% were SEND 11% were PP Dance</p>	
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		<p>21 children attended 14% were SEND 19% were PP</p> <p>Gymnastics – Acro 15 children attended 12% were SEND 6% were PP</p> <p>Gymnastics – Key Steps 5/6 12 children attended 9% were SEND 9% were PP</p> <p>Gymnastics – Key Steps ¾ 7 children attended 0% were SEND 0% were PP</p> <p>As well as this, he has delivered a cross country club to 28 children. 28 children qualified for the West Yorkshire event and 3 children have qualified for the National event.</p> <p>At lunch times, Mr Bade runs football clubs for all year groups. Each year group is designated a different day. 27 Year 3 and 4 children have taken part and 28 Year 5/6 children have attended.</p> <p>On a Friday we have had a cricket coach come in to teach the children. He has run sessions with Year 3/5 and a lunch time club for Years 4 and 6. 22 children attended the Year</p>	
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			<p>4 club and 26 Year 6 children attended their club.</p> <p>Summer Term – In the summer term, there have been a range of different clubs available for all children to participate in.</p> <p>Football Year 3 and 4 30 children attended 3% were SEND 3% were PP</p> <p>Football Year 5 and 6 30 children attended 10% were SEND 8% were PP</p> <p>Girls Tag Rugby Year 6 16 children attended 20% were SEND 20% were PP</p> <p>Multi-Sports Lunch Time club Y5/6 60 children took part 50% were boys 50% were girls 13% were SEND 11% were PP</p> <p>Multi-Sports Lunch Time club Y3/4 40 children took part 70% were boys 30% were girls 12% were SEND 10% were PP</p>	
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		<p>Girls cricket club 22 children took part 100% were girls 5% were SEND 10% were PP</p> <p>Boys cricket club 23 children took part 100% were boys 4% were SEND 14% were PP</p> <p>Girls rounder's club 30 children took part 100% were girls 7% were SEND 10% were PP</p> <p>KS1 parent and child fitness club 10 children and 10 adults took part.</p> <p>KS2 parent and child fitness club 10 children and 9 adults took part.</p> <p>KS1 OAA 16 children took part 50% were boys 50% were girls 9% were PP 7% were SEND</p> <p>KS1 OAA (2) 16 children took part 50% were boys 50% were girls 9% were PP</p>	
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			7% were SEND  Skateboarding club 27 children took part 8% were SEND 16% were PP	
Children to be encouraged to take part in daily activity and increase their step goal each day.	Use of school Moki bands to encourage the children to be more active each day. These were purchased at the end of the last academic year and to be rolled out this year.	£0	Autumn Term – Technical difficulties have prevented this from happening in Autumn term and spring term.  Summer term – After several discussions with the Moki company regarding the product not working, we now have the correct software for the bands and they are started to be distributed out to children and have been tested and used in the summer term. Children have been excited by the prospect of them and it became obvious that they were more interested in being active when wearing them.	Dealing with the company has had its difficulties but we are hopeful that now we have the correct software to use the Moki bands, they will give us a real opportunity to encourage the children to be more active, particularly at play times.
<b>Key indicator 2:</b> Raising the profile of PE and sport across the school as a tool for whole-school improvement.				Percentage of total allocation:
				7.46%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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:

<p>Effective monitoring of the PE curriculum and compliance with the grant funding agreement – evaluations reported to senior leaders for approval and termly % targets identified.</p> <p>Children to have increased opportunities to participate in competitive sport and non-competitive sport. % offers evaluated and targets set each term.</p> <p>In-school champions for sport to support staff with the delivery of the curriculum – continuous evaluation reporting to demonstrate impact.</p> <p>Areas identified in the EHNA to be targeted – evaluations link.</p> <p>Children to have access to education around healthy lifestyles and mental health awareness opportunities.</p>	<p>Targeted staffing provision (TLR posts): PE coordinator to ensure PE grant delivery enhances the provision for all of our children – to ensure current levels of offers are maintained and future provision adds further value. To include monitoring the effective delivery of the PE Grant Funding Plan and management our sports coach offer.</p> <p>Further targeted promotions respond to the school's outcomes from the EHNA survey.</p> <p>Further promotion of mental health and well-being awareness and support opportunities across the school.</p> <p>Promotion of healthy lifestyles through our link with Phunky Foods.</p>	<p>£1266 (6.03%)</p>	<p>PE team attended Calderdale Family Cluster meeting to discuss the school games programme and any other upcoming opportunities in PE and School Sport.</p> <p>PE leads delivered a 3-hour training session to the Teamworks' students about the PE curriculum, structure of a PE lesson and lesson plan ideas. Another session has been scheduled for the Spring Term.</p> <p>Spring term -</p> <p>Mr O'shea communicated with Public Health in Schools Coordinator to take part in the EHNA survey.</p> <p>Continued to work with the CAS Active schools to continue our drive to become a more active school.</p> <p>Signed up to the Big Walk and Wheel initiative in Calderdale to encourage children to walk/cycle/scoot to school as much as possible.</p> <p>We will be sending out a 'Healthy Selfie' message for the Easter holidays, for children to show us how they are being active over the Easter holidays.</p> <p>Summer Term –</p> <p>Continued to liaise with the CAS Active Schools program to support</p>	<p>The EHNA results have again allowed us to see areas of development and help us to fine tune our curriculum to support certain areas.</p> <p>The Phunky Foods Campaign has been successful and they are always willing to go beyond their role to help us. This was evident through their support in health week and when working with Year 6 in the Summer Term.</p> <p>Health week has continued to be a huge success. The range of sports and activities that we have been able to offer the children to promote healthy living has been great and the children have taken a lot from this. We will definitely do this again next year.</p> <p>Working with the PE ambassadors has offered us the chance to hear about what the children want from PE and doing this on a more consistent basis next year could offer us valuable knowledge.</p>
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		<p>and gain ideas on how to be as active as we can be in schools.</p> <p>We created our second annual 'health Week', where children took part in healthy eating workshops and cooked a range of different healthy meals. They also had an assemble delivered to them by the Phunky Food ambassadors, promoting the benefits/importance of having a balanced diet. As well as this, the Halifax Panthers came into school to discuss the importance of staying hydrated and they gave children bottles of water to promote the importance. Within Health Week, the children took part in daily activities to see the benefits of a healthy body and healthy mind. This was promoted and practised in each year group throughout the week. Children also took part in the Dance around the World workshop in which they learnt a range of dances from around the world and helped them learn about different cultures as well as being physically active. Halifax town FC also came in to work with Year 6 and put on some football sessions to promote health and fitness to Year 6 in particular. Finally, during Health Week, both KS1 and KS2 held their "Parents and Children Fitness classes" for the second time. They were again successful. This was to show children that adults can be active too and to show them good role</p>	
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			<p>models. We ended the week by posting the “healthy selfie” campaign on Seesaw for the holidays.</p> <p>Year 5 and 6 children completed the EHNA Survey and the results will be released for us to be able to target certain areas of need in the next academic year.</p>	
<p>Raising the profile of young leaders in sports by developing key leadership skills and characteristics in a fun and exciting way.</p>	<p>Send up to 30 children on a 6 hour Calderdale Playground/Sports Leaders Award.</p>	<p>£300 (1.43%)</p>	<p>Due to changing of position of the school games officer, this has become more difficult. Mr Bade has a meeting on 28/3/22 with the new staff member to discuss a date for the summer term. This will now be for Years 3, 4 and 5 in preparation for the summer term and beyond.</p> <p>Autumn – Phunky Food Ambassadors have been selected and have taken part in 4 sessions with Helena Glancy. They then delivered an assembly to all of KS2 about the importance of having a healthy breakfast.</p> <p>The Healthy Lifestyles Week is arranged for the Summer Term.</p> <p>Spring Term – We have liased with the School games officer to put this in place and have send out possible dates for the summer term.</p>	<p>Phunky Foods was again successful despite a change in who was leading the Phunky Foods programme. This switched just a few weeks before health week but did not impact on the week itself. The children always enjoy working with the Phunky Foods team and presenting assemblies and learning new skills.</p> <p>The play leadership award has been put in place for September and it was unfortunate that the school games officer left in the Spring Term and a replacement wasn't put in place until close to the end of the Summer Term. This also meant several events were cancelled in the Summer Term and was something else that we brought up in the meeting on 7/7/23.</p>

		<p>Children continue to take part in Phunky foods training and we build towards Health Week in the Summer Term.</p> <p>Summer Term – Unfortunately, the school games officer left his position at the end of the Spring Term and therefore some of the opportunities that we would usually have were not available, such as the leadership workshop and some usual sporting events. This resulted in it not being possible to organise dates for playground leaders award. This would be something we would look to complete next year, if it is offered. We have ensured that a meeting has been organised between Mr Bade, myself and the new school games officer before the end of this academic year. This is so we can ensure that we have can solidly put some dates in the calendar before the end of the year and find out any new opportunities that might be available next year. At the meeting with the new school games officer we organised two dates in September for the play leadership course that will take a total of 6 hours to complete and will be completed by 12 children in Years 4, 5 and 6. The school games officer was unsure if it would be beneficial for Year 3's to take part in the course.</p>	
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			<p>Children have continued to work with Phunky foods to raise the profile of having a healthy balanced diet.</p> <p>Sports and playtime ambassadors have worked with the sports coach and Mr O'Shea to discuss how they would like to see PE look moving forwards, any changes they would make and what they would like to see included. This offered us a chance to hear from children interested in PE about their thoughts and allowed us to hear about what they would want more of.</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:
				9.8%
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:

<p>Teachers will have the opportunity to observe and team teach alongside a specialist coach. They will also have the opportunity to understand how high-quality PE lessons are delivered and will understand how to make in-lesson adjustments to ensure challenge for all.</p>	<p>Support in PE lessons from a Sports Coach (Mr Bade) to help with confidence and the delivery of high-quality lessons both at KS1 and KS2.</p>	<p>£0 Already covered in a different objective</p>	<p>Autumn – Teachers at KS2 are feeling more confident with their PE lessons and the teaching of OAA, with the support of Gareth. These lessons are being team taught wherever possible. Gareth has been doing different days at KS1 so more staff are able to learn and develop from him. Subject leadership observations have been completed to further support development.</p> <p>Spring – Mr Bade has been supporting with the planning and delivery of Invasion games and striking and fielding activities across Ks2. Staff are feeling more confident about the sequencing of lessons and are able to assess PE much better and more accurately.</p> <p>We have been provided with free resources on teaching striking and fielding across multiple age groups. This was supplied by Chance to Shine cricket.</p> <p>Teachers have had CPD about how to effectively use the PE Ipads to enhance lessons and in particular evaluation.</p> <p>Summer Term – Mr Bade has been supporting with the planning and delivery of athletics and striking and fielding in the Summer Term as we have been building towards Sports Day. Staff are</p>	<p>Teachers are more confident at delivering PE lessons and know the structure of a good lesson/sequence of lessons. Teachers are able to plan a sequence of lessons leading towards an event to a high standard thanks to the support of Mr Bade. Staff were reminded of Mr Bade's role and given reminders about the use of evaluation in PE and that will continue to be an objective to work on with Mr Bade next year.</p>
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			feeling more confident in the sequencing of lessons and in particular planning PE lessons with a focus on a specific event such as sports day. Mr Bade then helped ensure that sports day was a success, helping with both setting up and running of the event.	
Teachers will have the opportunity to observe and team teach alongside a specialist dance coach. They will also have the opportunity to understand how a series of high-quality dance lessons are planned and delivered.	Targeted contemporary Dance CPD provision – as a targeted area of need.	£2070 (9.8%)	<p>This is starting in the Spring Term.</p> <p>Spring Term – Year 3 have taken part in contemporary dance with Mr Boylan. The children have loved creating dances linked to their Living things science topic and will be recorded and shown to the rest of KS2. Class teachers were present in all lessons to gain CPD and improve their own practice. Staff feel more able and confident in planning a sequence of dance lessons.</p> <p>In the summer term, Year 2 and Year 6 will be taking part in these sessions.</p> <p>Summer term – Year 6 have taken part in contemporary dance with Mr Boylan. The children have loved creating dances linked to the topics they are completing in class. Class teachers/TAs/HLTAs were present in all lessons to gain CPD and improve their own practice. Staff feel more able and confident in planning a dance lessons.</p> <p>Year 2 have taken part in</p>	Jamie is always a really positive and supportive member of staff that encourages teachers and Greetland staff to be involved in the sessions. This results in the staff gaining a lot from the sessions in terms of their learning about the structure of dance lessons. His enthusiasm for dance also helps children to become more interested in dance.

			contemporary dance sessions with Mr Boylan and loved linking their sessions to The Great Fire of London. Staff feel more able and confident in planning a sequence of dance lessons.	
Following the results from the 2021/2022 staff audit, increase the knowledge and confidence of staff when delivering evaluation as part of your PE lessons.	Provide staff training and lesson ideas for all staff in the area of evaluation to increase their confidence and understanding of this area of PE.	£0	<p>We have purchased PE specific iPads to give more opportunities and to encourage children to evaluate their learning. Further staff training will be given in spring term to help teachers understand how this should look (on seesaw).</p> <p>Teachers have had CPD about how to effectively use the PE Ipads to enhance lessons and in particular evaluation. This was completed as a staff meeting.</p> <p>Evaluation in PE lessons has become more likely due to the presence of Ipads. It will be a particular target next year for Mr Bade to ensure that part of the CPD will be to show teachers the most effective way of capturing evaluation in PE lessons.</p>	Evaluation has improved through use of Ipads being readily available. It is set up for Mr Bade to give some CPD in lessons next year on the best ways to capture evaluation during PE lessons.
<b>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</b>				Percentage of total allocation:
				14.2%
<b>Intent</b>	<b>Implementation</b>		<b>Impact</b>	
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	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:

<p><b>consolidate through practice:</b></p> <p>Provide the children with the opportunity to take part in sports that are not possible to be delivered on school site. Children will develop teamwork and communication skills. Children in Year 5 will be prepared for their residential trip in Year 6. Evaluations to reflect the range of opportunities.</p>	<p>Year 5 children to visit the Boiler House for a term to participate in outdoor and adventurous activities – to enhance and extend PE activity offers.</p>	<p>£2503.25 (11.9%)</p>	<p>This will be actioned in the Summer Term.</p> <p>This will begin on the 2<sup>nd</sup> May. All 60 children in Year 5 were able to attend the Boiler House on Monday afternoons. They have learnt valuable skills in preparation for their residential trip to Robin Wood. All children took part in most activities and it proved to be a huge success. After a great term, this has been rebooked for Year 5 next year. The Boiler House has given children the opportunity to face fears, to build friendships and increase leadership and teamwork skills.</p>	<p>The skills that the children learn are transferable to the residential in Year 6. The Boiler House has also helped improve social skills of the children and has helped them learn how to be better teammates – a skill that was thoroughly needed in this particular year group.</p>
<p>More boys to become engaged and participate in dance. Boys to have increased enjoyment in dance due to having a male role model. Children have the opportunity to take part in different styles of dance. Evaluations to specify additionally of the offer.</p>	<p>To offer contemporary dance in PE lessons to different year groups throughout the academic year.</p>	<p>Already covered in previous objective (£2070)</p>	<p>This is starting in the Spring Term.</p> <p>Spring Term – Year 3 have taken part in contemporary dance with Mr Boylan. The children have loved creating dances linked to their Living things science topic and will be recorded and shown to the rest of KS2.</p> <p>In the summer term, Year 2 and Year 6 will be taking part in these sessions.</p> <p>Summer Term – Year 6 have taken part in contemporary dance with Mr Boylan. The children have loved creating dances linked to the topics they are completing in class. Class teachers/TAs/HLTAs were present in all lessons to gain CPD and improve</p>	<p>The opportunities that the boys have at Greetland, in terms of dance, give them a real chance of finding enjoyment in a sport they may not have been interested in otherwise. Through Jamie they have a role model who shows passion for dance and through the ‘Great Big Dance Off’ and Miss Wild’s lunchtime clubs the boys get a chance to showcase their talents in competition environments.</p>

			<p>their own practice. Staff feel more able and confident in planning a dance lessons.</p> <p>Year 2 have taken part in contemporary dance sessions with Mr Boylan and loved linking their sessions to The Great Fire of London. Staff feel more able and confident in planning a sequence of dance lessons.</p> <p>Overall, Jamie's enthusiasm for dance has ensured that more boys have seen it as something enjoyable and something they can get engaged in. I believe this would be less likely without Jamie's support.</p>	
Children will be able to go back to swimming lessons having missed their previous provision due to Covid. They will aim to achieve their National Curriculum Award.	Year 3, 4 and 5 to attend swimming lessons throughout the academic year in order to pass the National Curriculum Award by the end of Year 5.	£7203.30 (Money is taken from a different budget)	<p>Autumn -</p> <p>60 Year 4 children attended swimming in the Autumn Term. We targeted this year group as they've not been swimming with school, due to covid restrictions.</p> <p>4G - September</p> <p>6 non swimmers</p> <p>15 with some experience in water but not full swimmers</p> <p>9 weak movers (could swim but doggy paddle stroke)</p> <p>4G - December</p> <p>2 non swimmers</p> <p>11 with some experience</p> <p>6 weak movers</p> <p>11 10m swimmers</p>	We will be continuing to work with Sowerby Bridge pool next year.

			<p>4A - September 12 non swimmers 3 some experience but not full swimmers 15 weak movers</p> <p>4A - December 6 non swimmers 6 some experience 9 weak movers 9 10m swimmers</p> <p>Spring Term - Year 6 went swimming in the spring term. All 60 children took part in swimming lessons. In Year 6, 26 children achieved the national curriculum.</p> <p>Summer term – Year 5 went swimming in the summer term. All 55 children took part in swimming lessons. In Year 5, 16 children passed the national curriculum.</p>	
Provide the children with the opportunity to take part in a wider range of sports clubs.	To provide the opportunity to Ks1 and KS2 pupils to take part in an after school skateboarding club.	£0 (Parents to pay £600)	<p>This will be actioned later in the academic year. Parents to pay due to budget.</p> <p>Summer Term – Skateboarding club 27 children took part 8% were SEND 16% were PP</p> <p>The skateboarding club allows</p>	This was a success so we are looking to arrange this again for next year.



			children that may not usually be interested in a sports club to take part in something physically active. There were children that took part in the club who I wouldn't normally associate with going to sports club at the school. Overall, the club was again very successful.	
Provide the children with the opportunity to take part in a wider range of sports clubs.	To provide the opportunity to all pupils to take part in an after school Judo club.	£0	<p>This has begun in Autumn term – 22 KS2 children attend every week. Payed for by Parents.</p> <p>KS2 Judo Club – 22 children attended 10% were SEND 10% were PP</p> <p>Spring Term – At KS1, we have also had a Judo club. 21 children attended. 9% were SEND 14% were PP</p>	We will again be continuing our partnership with Tony as the children always love the judo club and it is always very popular with the children.
In line with the school improvement plan focussing on performing arts – Raising the profile of cultural dance and allowing the children to take part in different styles of dancing.	To provide the opportunity to all pupils to take part in a “Dance around the world workshop.”	£500 (2.3%)	<p>To be actioned later in the year.</p> <p>This will take place during health week.</p> <p>Summer Term – This was a hugely successful event in which the children thoroughly enjoyed learning about dances and cultures from around the world. Both staff and children in the 3 Year groups that took part gave very positive feedback about the workshop.</p>	This was a very successful workshop and as long as it is feasible, we would love to work with them again in the future.

In line with the school improvement plan focussing on performing arts – Raising the profile of Thai Chi and allowing the children to take part in different cultural sports.	To provide the opportunity to all pupils to take part in a Thai Chi after school club.	£0	To be actioned later in the year.	It was not possible to source a Thai Chi instructor, unfortunately. We will continue to look for alternative classes/clubs for the children in the future.
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				3%
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:
<p>To maintain and extend;</p> <ul style="list-style-type: none"> <li>opportunities for children to take part in healthy competition within school.</li> <li>inter-house competitions.</li> <li>participation in external sporting events.</li> <li>opportunities for children to apply skills learnt in lessons and clubs.</li> </ul> <p>Specific numbers/% reported on termly evaluations.</p>	<p>Sports coach to coordinate sports events both inside and outside of the school hours – to maintain previous year's offers and further enhance with new activities.</p>	<p>£0</p> <p>Covered in a previous objective</p>	<p>Autumn –</p> <p>45 KS2 children took part in the Elland Cluster Cross Country Event. 8% of these children were SEND. 50% were boys. 50% were girls. 2.5% were PP children.</p> <p>37 KS2 children took part in the Calderdale Cross Country Event. 10% of these children were SEND. 50% were boys. 50% were girls. 3% were PP children.</p> <p>28 KS2 children have qualified for the West Yorkshire Cross Country Event. 4% of these children are SEND. 45% are boys. 55% are girls.</p> <p>8 children took part in the Primary Panthalon Competition. 86% of these children were SEND. 75% were boys. 25% were girls. 0% were PP children.</p>	<p>This has again been one of our biggest successes. We will continue to give our children lots of opportunities next year. We have received the Gold School Games mark for the second year running, due to what we have on offer at school.</p> <p>It was a shame certain competitions, such as cricket, were cancelled in the Summer Term due to a change of School Games Officer.</p>

		<p>8 girls took part in a Girls Tag Rugby Competition. They won the competition. 25% were SEND 0% were PP</p> <p>12 children went to a Boccia Competition. 56% were SEND 16% were PP</p> <p>4 children went to a Bowling competition. 100% were SEND 75% were PP 50% were boys 50% were girls</p> <p>4 girls went to a Kurling event. 100% were SEND 0% were PP</p> <p>Spring – West Yorkshire Cross Country Event- Delayed due to weather (new date: April 20<sup>th</sup>) Because of delay 3 children automatically qualified for the national finals that will take place in Leicester on 25th March.</p> <p>60 KS2 children have taken part in a football league 30 were boys (50%) 30 were girls (50%) 13% were SEND 6% were PP</p> <p>Results of the football league are still ongoing as it will run into the summer</p>	
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			<p>term.</p> <p>Gymnastics – Acro 15 children represented the school in the West Yorkshire Schools Acrobatics Event 4 children have qualified to represent Yorkshire at the British Finals.</p> <p>Gymnastics – Key Steps KS2 10 children (2 teams) represented the school in the Calderdale Key Steps competition. The Foundation team received a gold medal and the advanced team received bronze.</p> <p>Gymnastics – Key Steps KS1 9 children (2 teams) represented the school in the Calderdale Key Steps competition. The advanced team won gold and the foundation team won silver.</p> <p>Pokemon Futsal KS2 13 children took part 66% boys 34% girls 9% were SEND 18% were PP</p> <p>In the Summer term, children are competing in the following competitions so far: Tag Rugby Year 3 and 4 Key Steps Gymnastics. Football festivals</p> <p>Summer Term – Key Steps Gymnastics</p>	
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			<p>15 children took part in the event  5 were boys  10 were girls  7% were PP  0% were SEND</p> <p>Tag Rugby  15 girls took part in the event  14% were PP  21% were SEND</p> <p>Boys primary football festival Year 5/6  8 boys took part in the event  13% were PP  0% were SEND</p> <p>Girls primary football festival Year 5/6  8 girls took part in the event  0% were PP  0% were SEND</p> <p>Girls primary football festival Year 3/4  8 girls took part in the event  0% were PP  0% were SEND</p> <p>Girls world cup festival  14 girls took part  16% were SEND  0% were PP</p> <p>Gymnastics – Acro finals  4 children qualified for the national finals  25% were SEND  25% were PP</p>	
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Children are able to participate in competitive sports and are exposed to new competitive opportunities.	Entry to the Calderdale School Games Programme in order to enter a wide range of sporting competitions.	£400 (1.9%)	<p>Autumn – We have entered the Calderdale School Games Programme and have entered all of the sporting events so far this academic year.</p> <p>Spring – We have attended all but one event supplied by the Calderdale School Games Programme this term.</p> <p>Summer Term – We have attended all events possible but unfortunately several were cancelled in the summer term for reasons stated above.</p>	<p>Getting to events was particularly difficult this term due to minibus issues but we feel we did very well to get to as many events as we could. Now that a new school games officer is in place, we look forward to going to as many events as possible, next year.</p> <p>We will still be entering this again next year, as it offers so many new opportunities for our children. Because of this, we have managed to achieve the Gold School Games Mark. It also allows the children to take part in both competitive and non-competitive events and allows SEND children to get involved too, such as with the Panathlon, boccia and curling events.</p>
Children are able to participate in competitive sports and are exposed to new competitive opportunities.	Entry into the Primary Dance Off for KS2 pupils.	£250 – Entry £45 (1.1%)	<p>This will be actioned later in the academic year.</p> <p>Spring – The Great Big Dance off was held on 23<sup>rd</sup> March. 21 children attended. 14% were SEND 19% were PP We finished at 8<sup>th</sup> place in the event.</p>	This was useful as Miss Whiteley was unable to lead this year due to maternity leave. Next year Miss Whiteley should be back to lead this session.



Signed off by	
Principal:	H Crowther
Date:	20/7/23
Subject Leader:	Chris O'Shea
Date:	1 <sup>st</sup> Sep 2023
Governor:	Peta Cocker
Date:	1 <sup>st</sup> Sep 2023