



PE and Sports Funding Premium 2023-24

The report includes:

- The amount of primary PE and sport premium received
- A full breakdown of how it has been spent, or will be spent before the end of the academic year
- Details of the impact of the funding on pupils' PE, physical activity, and sport participation and attainment
- Details of how the improvements will be sustainable in the future

The report included additional information with regard to the percentage of pupils within our year 6 cohort for the 2023/24 academic year who can:

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations

Details with regard to funding 2023-24

Total amount carried over from 2022/23	£0
Total amount allocated for 2023/24	£18210
How much (if any) do you intend to carry over from this total fund into 2024/25?	£0
Total amount allocated for 2023-24	£18210
Total amount of funding for 2023/25. To be spent and reported on by 31st July 2025.	£ 19683 (18210 PE Grant/ £1473 Revenue Funding)

Swimming Data

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?	81%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	63%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	63%
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?	Yes

Action Plan and Budget Tracking

Academic Year: 2023/24	Total fund allocated:19683	Date Updated: 05/07/24		
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				Percentage of total allocation: 97%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Ensure that all classes are experiencing 2 sessions of physical education per week</p> <p>Ensure inclusivity so that all children can take part in these sessions</p>	<p>CPD provided by the specialists from the Jorvik Partnership (Mr Iggulden and Mr Sellars), Ignite coaching (Alex Johns) and additional specialists (including swimming) have been used to enhance teachers' own pedagogical understanding, which in turn will lead to teachers becoming more confident in teaching different areas of PE. It is still being identified as a barrier as teachers are confident in specific aspects (different sports and techniques) but not others.</p> <p>Monitoring of both the amount of PE and the utilisation of the sports specialists provided has occurred with the Sports lead</p>	<p>£6380 – Ignite Coaching</p> <p>£4400 – Jorvik Sports Partnership</p> <p>£3630 - Additional specialists</p> <p>£1021.20 - RugbyTots</p> <p>£3598.34 - Swimming</p> <p>£625 - York Dance</p> <p>£185 - PE Planning Scheme</p>	<p>Positive role models have been created through the interaction with the specialist teachers which has in turn encouraged 18% of children who were not participating in after school clubs last year, to now join in a club with these specialists due to the relationships formed in school. The PE Planning Scheme is creating a more varied approach in teaching and has aided in the confidence of teachers.</p> <p>All children in the school are accessing 2 regular sessions of physical activity per week.</p> <p>Children in KS2 are also accessing lunchtime competitions and clubs.</p>	<p>Continuity of some of the specialist coaches as they continue to have a positive impact.</p> <p>Additional coaches with a wider range of skills in physical activity required for CPD. This will enable the school to broaden the sports offer we have. Equipment will be needed.</p> <p>Opening up lunchtime clubs and competitions to KS1 to ensure the whole school is accessing additional time for physical activity.</p> <p>To aim to run just catch up programmes for children who</p>

	<p>and phase leaders to ensure equity between classes.</p> <p>Specialists have been used in EYFS to offer CPD in the implementation of the curriculum (RugbyTots and Ignite Coaching)</p> <p>Additional lunchtime clubs and introduction of inter school leagues have also been used to increase inclusion across all year groups and to ensure additional time is used for physical activity.</p> <p>To help close the gap between swimmers and non-swimmers due to covid and families struggling to afford lessons outside of school by offering swimming to all children from year 3 and up. This is included in the percentage of activity in a week for these children.</p> <p>A planning scheme bought into the help teachers with different ideas for warm ups, skills, games and mini activities that can be run in different sessions to aid the implementation of PE across the school.</p>		<p>A higher percentage of children from year 3 and up can swim 25m unaided. With a higher percentage of year 6 children accessing a different range of strokes and being able to perform safe self-rescue in the water.</p>	<p>are non-swimmers in year 5 and 6 in the coming years.</p>
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation: 2%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Assemblies to celebrate sport participation to encourage more to take part.</p> <p>Different sports leagues entered across all Key Stage 2 including active and inactive competitions to celebrate all abilities.</p> <p>Sporting activities posted on learning journals on seesaw. Also on the School's twitter page.</p>	<p>Certificates for sport competitions And festivals are given out in star assemblies to celebrate achievements.</p> <p>Recognition given to matches played within the week in assembly time with children talking about how the games went.</p> <p>Additional sports leagues entered this year with a focus on non-competitive leagues to ensure all children can share their successes and participation in assemblies and within classes.</p> <p>Teachers to post videos and pictures to celebrate and send to wider audience of parents and others who access twitter.</p>	<p>Part of the Jorvik Sports Partnership (£350) is to buy into the extracurricular leagues.</p>	<p>Pupils tells us they are motivated to be ambassadors for the school. Staff tell us pupils self esteem and confidence is increased as a result of the celebrations.</p> <p>Pupils are more resilient and keen to take part. Parents are pleased that sport is integral to pupil's wellbeing and daily curriculum. There are more opportunities and enthusiasm towards sport across the school</p> <p>All KS2 children have been given the option to take part in leagues of differing levels and have shared how proud they are to represent the school and how they enjoy this being celebrated by the Headteacher or other staff members in assemblies and in classes.</p>	<p>To discuss with children what leagues they would like to take part in going forward - use pupil voice to decide what other leagues to take part in so a wider range of children will join in and share their enjoyment across the school.</p>

	<p>Staff meeting time given to look at other teacher's Seesaw and see how different classes have been evidencing PE and other activities.</p> <p>Encourage a love of sport within the staff through CPD and an increased confidence in teaching</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: 97%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>CPD of staff</p> <p>In order to improve progress and achievement of all pupils the focus is on up-skilling the staff. Staff to increase their knowledge and confidence in the planning and delivery, specifically in gymnastics and lacrosse, with quality outcomes.</p>	<p>Specialist coaches (Ignite and Jorvik Sports Partnership) to support EYFS - year 6 weekly specifically targeting the chosen sports which teachers find difficult to teach themselves such as Gymnastics, Dance, Lacrosse, cricket and tennis etc.</p>	<p>All funding, included in the sports partnerships and specialists mentioned in key indicator 1.</p>	<p>Provides CPD to the teachers on areas of Physical activity which they struggle with, after school club provides a broader range of sporting opportunities for the children at Osbaldwick and the local sports partnership allows us to access a very broad range of sports and opportunities which is vital to raising the level of sport in school</p> <p>Teachers tell us they are more confident delivering a variety of different sports and games. They tell us they are more confident in the progression within gymnastics, lacrosse, cricket and tennis and dance.</p>	<p>Monitor the teaching of PE and continue to utilise the use of the Jorvik partnership and expertise it can offer. However, start to give more freedom to teachers so they can showcase their training. Continue to build independence of planning and teaching with support from the specialists.</p> <p>Increase the effectiveness of the CPD to ensure that it has a lasting impact.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation: 1%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Additional achievements:</p> <p>A wider range of sporting equipment purchased</p>	<p>Purchase of a wider range of PE equipment including more equipment that can be used in KS1:</p> <ul style="list-style-type: none"> - A range of different balls (softer, larger, smaller) - Different sized goal posts - Different sized tennis racquets 	£240	<p>A greater understanding of different sports across the school</p> <p>More opportunities for a wider variety of sports.</p> <p>More opportunities for KS1 children to access all sports</p>	To evaluate the equipment used and needed each year and complete a top up as and when needed.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation: 97%
Intent	Implementation	Funding Allocated	Impact	Sustainability / Next Steps
<p>Increase the variety of afterschool clubs</p> <p>Increase the variety of after school matches against other schools both for active and inactive pupils.</p>	<p>Identify the key disadvantaged children throughout the school</p> <p>Track the activity of all pupils across the school based on in school activity and extra-curricular</p> <p>Offer clubs for both KS1 and KS2 in a week including:</p> <p>Aut - Invasion games, netball, dance, football, tag rugby</p>	<p>All funding, included in the sports partnerships and specialists mentioned in key indicator 1.</p>	<p>See club registers in the office</p> <p>Post Covid-19, face to face competitions have enabled 88% of year 6 pupils, 84% of year 5 pupils, 64% of year 4 pupils and 16% of year 3 pupils (opportunities given to older pupils first) to represent the school. This has boosted</p>	<p>Plan for more clubs and different coaches and sports to provide after school clubs in 2024-2023.</p> <p>Invite more external coaches in to administer a wider variety of sports.</p> <p>Plan to enter more leagues and</p>

	<p>Spring - Dodgeball, target games, archery, basketball</p> <p>Summer - Lacrosse, athletics, bat and ball games, rounders</p> <p>Run lunchtime clubs and leagues including - football, cricket, lacrosse, netball and dodgeball</p> <p>Identify children who want to play for school teams throughout KS2.</p> <p>Enter leagues for both active and inactive children.</p> <p>Create opportunities with home and away games, organising lifts when necessary.</p>		<p>confidence as it creates an inclusive atmosphere as pupils who want to play for the school teams do. The positive culture of sport in the school has become widespread and the impact has been seen through the enthusiasm of children taking part.</p>	<p>run tournaments at OPA so that multiple games can be held on the same night so more children can access these.</p> <p>Use contacts gained through SL CPD and previous leagues to create other competitions and friendly matches across a variety of sports external to the sports partnership.</p>
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Date:	05.07.24
Subject Leader:	Jessica Pigg
Date:	05.07.24
Governor:	Becki Dean
Date:	10.07.24