



| High View Primary Learning Centre –Sports premium Strategy Statement | |
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| Head Teacher | Theresa Smith |
| Sports Co-ordinator | Paul Crossley |
| Chair OF Governors | William Ward |

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| Total amount carried over from 2020/2021 | £0 |
| Total amount allocated for 2021/22 | £19,420 |
| How much (if any) do you intend to carry over from this total fund into 2022/23 | £0 |
| Total amount allocated for 2021/22 | £19,420 |
| Total amount of funding for 2021/22. To be spent and reported on by 31st July 2022. | £19,420 |

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| Signed off by | |
| Head Teacher: | T Smith |
| Date: | September 2022 |
| Subject Leader: | Rhian Darrington |
| Date: | September 2022 |
| Governor: | William Ward |
| Date: | September 2022 |

Introduction

At High View Primary Learning Centre, we recognise the contribution of PE and sports to the health and well-being of the children. We believe that an innovative, varied PE curriculum and extra-curricular opportunities have a positive influence on the behaviour, concentration, attitude and academic achievement of all our children.

What is the Sports Premium?

The funding is jointly provided by the Departments for Education, Health and Culture, Media and Sport, and will see money going directly to primary school headteachers to spend on improving the quality of sport and PE for all their children. For the year 2021/22 the sports premium has been doubled; each school receives £20,100 which includes the extra £10 per pupil each year. The money can only be spent on sport and PE provision in schools.

Purpose of the funding

Schools have to spend the sport funding on improving their provision of PE and sport, but they will have the freedom to choose how they do this.

The DfE has advised possible uses of the funding to include:

- Hiring specialist PE teachers or qualified sports coaches to work alongside primary teachers when teaching PE
- New or additional Change4Life sport clubs
- Paying for professional development opportunities in PE/sport
- Providing cover to release primary teachers for professional development in PE/sport
- Running sport competitions, or increasing participation in the school games
- Buying quality assured professional development modules or material for PE/sport
- Providing places for pupils on after school sport clubs and residential visits

Utilisation of the Funding by the school

For the academic year 2021-22, we received funding of £19420. This money is to be contributed to the ongoing initiatives from previous years which have proved very successful:

Swimming Data:

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| Meeting national curriculum requirements for swimming and water safety. 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. 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 | In the past academic year, all pupils in Year 3 attended the expected swimming sessions. All pupils attended the sessions through autumn and part way through spring term. |
| 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 2022. Please see note above | 100% |
| 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 | % |
| 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? | Yes/No |

| Academic Year: 2022/23 | Total fund allocated: | Date Updated: | | |
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| Key indicator 1: The engagement of all 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: |
| | | | | % |
| 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"> - Key Stage 2 have access to Morning Move it Daily for 10 minutes of physical activity. - Structured/Planned activities at break and lunch to support engagement, exercise and socialisation. - Pupils to widen their knowledge of activities to take part in, organising them and coaching others by being sporting role models and sports | <ul style="list-style-type: none"> - Advertise the activity on offer for pupils to find new activities they are interested in. - Continue to use school council to ensure the activities match their interests to expand the offer from previous years. - Update the resources to support the delivery of Morning Move it. - Pupil voice for the structured activities to ensure they meet interest and need. - Develop and train children as playground friends and sporting role models to further encourage their peers to participate in a range of physical activities. - Resource Audit to ensure | £ | <p>All pupils and parents are aware of the Morning Move IT offer. It is advertised on the website, Newsletter and withing the school communication.</p> <p>School will continue to advertiser, use this as a school motivator for attendance as well.</p> <p>Past leaders have now transitioned so a new team are to be trained to support the daily activities on offer.</p> <p>SMSAs have also been trained up on the expected activities at lunch time.</p> | <ul style="list-style-type: none"> - Continue to use pupil voice for the sports offer. - Train other pupils to support the delivery of activities. - Audit of resources to ensure quality tasks can be used. |

| ambassadors to provide a wider range of physical activities at lunch time to develop a passion for sport and exercise (gymnastics, dance, yoga) | correct equipment is provided to meet the needs and interests of pupils. | | | |
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| Evaluation: Children have had access to morning move-it daily from 8:30 onwards outside when weather permitting, in the hall. A specialist was brought in for 3 days to train the playground leaders. A resource audit has been done and new equipment has been purchased using money raised from the athlete visit. | | | | |
| Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| -Display introducing sports role models and a results board to share the outcomes of competitive sports matches and celebrate sporting achievements -Increase parental engagement and develop a positive attitude to physical education and wellbeing. - Class teachers to continue to recognise sporting achievement during | -Dedicated section in assembly to promote upcoming sporting events and to celebrate sporting achievements - Tweets, photos on newsletter and website of all sporting events -Sports coaches to design and run a PE coffee morning to develop parents' understanding of the benefits of PE in our curriculum | -Parental feedback highlights an understanding of the importance of the PE curriculum - Pupil and parent voice | £500 | -Add specific section into parent survey on sports provision and impact -Playground leaders to promote, report and share school achievements through school council. |

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| the weekly celebration assembly, linked to the value of the week e.g. resilience to raise the profile of PE linked to lifelong learning. -Celebrations communicated via school's newsletter, website and Twitter account to raise profile. Awards, certificates and prizes to be used to motivate. | -Sports coaches to invite parents in to participate in a Deer Park PE lesson with their children -Use of technology in classes to analyse technique and principles of specific sports. | indicate awareness of sporting achievements | | |
| Evaluation: Sport competition and the profile has been raised in school. Parents have been involved in family fun sessions. The discussions of techniques and principles of different sports have been used in the use of training videos. Parents have attended sporting events over the course of the year. Sporting achievements and events have been celebrated throughout the year especially, as so many competitions have been won and led to county finals. | | | | |

| Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| <p>PE lessons taught by teachers and TAs through team teaching.</p> <p>-Sports coach to continue to strategically plan where to support based on the results from the skills audit and prior knowledge of teaching experience throughout the school.</p> <p>-Sports coach to strengthen networking links with Trust schools, location links to observe quality practice in PE.</p> <p>Support training and CPD through the scheme of work to support the quality delivery of all adults.</p> | <p>Sports coach to provide further support and team teaching for staff</p> <p>-Trust to design a monitoring and observation cycle for PE that complements the team-teaching and teacher development process.</p> | £ | <p>All staff deliver high quality PE lessons which challenge children of different levels</p> <p>and encourage the development of whole</p> <p>school values from the values and characteristics.</p> <p>-Teaching assistants, SMSAs teachers and SLT have a better understanding of how to support and</p> <p>encourage pupils to engage in physical activity during morning and afternoon play</p> | <p>Further professional learning opportunities for staff who request it e.g. peer observations</p> <p>-Develop PE subject leader networks with colleagues at other schools to encourage the sharing of good practice</p> <p>-Regular CPD delivered from the PE teacher to class teachers for extra PE lesson ideas, and SMSA's for playground activities.</p> |
| <p>Evaluation:</p> <p>The sports coach has worked with a strong PE coordinator in another school in the trust. He has met with the curriculum trust lead and attended all curriculum days. In doing so, he has adapted and changed the PE overview and has ensured that all medium-term plans are in place. He has taken chance to observe other teachers and build on his skills. Comprehensive evaluations are completed after every lesson.</p> | | | | |
| <p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |

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| <p>-Continue to offer a wider range of activities both within and outside the curriculum in order to get more pupils involved such as: swimming, fishing, basketball, tennis, cricket , yoga, dance, martial arts, hockey.</p> <p>- Track and monitor participation in sports clubs and events building in a termly review and a list of leadership actions for the upcoming term.</p> <p>- Introduce a wider range of wellbeing and physical activities at lunchtime such as meditation and yoga areas.</p> <p>-Increase participation of pupils with identified SEND in physical activity by ensuring sports coach is aware of needs and how to adapt lessons to provide for these needs.</p> <p>-All pupils in school participate in at least one competition/after school club/competition.</p> | <p>- Audit of PE equipment to find out what resources we have and need at school</p> <p>-Use pupil voice to identify interest in a range of different afterschool activities.</p> <p>- Sports coach and SLT to monitor delivery of lunchtime and afterschool clubs.</p> <p>- Create a database of all events entered and all pupils attended and target provision at those who may not have participated.</p> | <p>-Pupil and parent voice shows that the children enjoy participating in a wide range of activities during playtime and afterschool</p> <p>- SEND sports tournament and participation and the Barnsley Competition Committee will continue to reduce barriers to sport.</p> <p>- A higher number of children across the whole participating in physical activities after school.</p> | <p>£1000</p> | <p>-Ensure that a broad range of activities are offered by encouraging pupils and parents to suggest activities and afterschool clubs</p> <p>- Develop links with local sporting clubs and bodies</p> <p>-Continue to offer, run and evaluate specific PE intervention small groups and keep a database of this:</p> <ul style="list-style-type: none"> ○ Weight ○ Gross Motor, Fine Motor, & Coordination ○ Reluctant, confidence & emotion ○ Behaviour ○ SEN <p>This will help improve pupils confidence, health & fitness, technical ability, attitudes and behaviour in PE and school in general</p> |
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| Evaluation: A variety of clubs and afterschool activities have been taught over the year. Competitions have been entered such as cross country, orienteering, multi-skills KS1, hockey, athletics, football, basketball, dodgeball, netball, SEND events multiple activities. We have attended skipping festival, dance festival, and have has bikeability for year 1 and year 5. Ramp-up attended for year 4 doing scooter and bike skills. Scooter skills for year 2. An athlete visited. Cricket, basketball have attended and taught different year groups. | | | | |
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| Key indicator 5: Increased participation in competitive sport | | | | 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: | Evidence of impact: what do pupils now know and what can they now do? What has changed?: | Sustainability and suggested next steps: |
| Engage with local School Sporting Partnership PE Leader attends and coordinates the organisation of local Competitive Sporting Activities Enrol and work towards the Healthier Futures Award Barnsley accreditation – 4 stage process – *Sign up *Self-Assessment *Evidence Review | All pupils attend a competitive event during the school year at school and local level *Pupils articulate the positive impact of engaging in competitive (and non) physical activity Award will be achieved by July 2023 | £ | For all pupils in school to take part in at least one competitive sporting activity throughout the academic year Pupils can articulate why looking after their wellbeing is important and can state one thing that they are doing to look after their wellbeing School will achieve Healthier Futures Award Barnsley accreditation | Make links with external clubs, fishing Manvers for water sports. -Sports leaders to build links with other schools and seek cluster development opportunities - Sports leaders to investigate water sports and local opportunities which reflect geography of the area and wider opportunities to widen experience of other less common sports. |

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| *Accreditation | | | Greater offer of competitive sporting opportunities across school | |
| <p>Evaluation</p> <p>All KS2 children have attended competitive sport. Whole school have competed in virtual athletics and sports days. Inter school competitions happen frequently throughout the year. School competitions with local schools have taken place in hockey and football and SEND.</p> | | | | |

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| Signed off by | |
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