



Overthorpe C of E Academy

Reviewed: Sports Premium Spending Plan 2022-2023

Interim Headteacher	Sarah Walker
PE co-ordinator 2023-2024	Chloe Brunt
Governor with responsibility for Sports Premium	Matt Hodkinson

It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) (Ofsted 2019 p64) makes clear there will be a focus on **‘whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school’**.

Under the [Quality of Education criteria](#) (p41) inspectors consider the extent to which schools can articulate their curriculum (INTENT), construct their curriculum (IMPLEMENTATION) and demonstrate the outcomes which result (IMPACT).

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

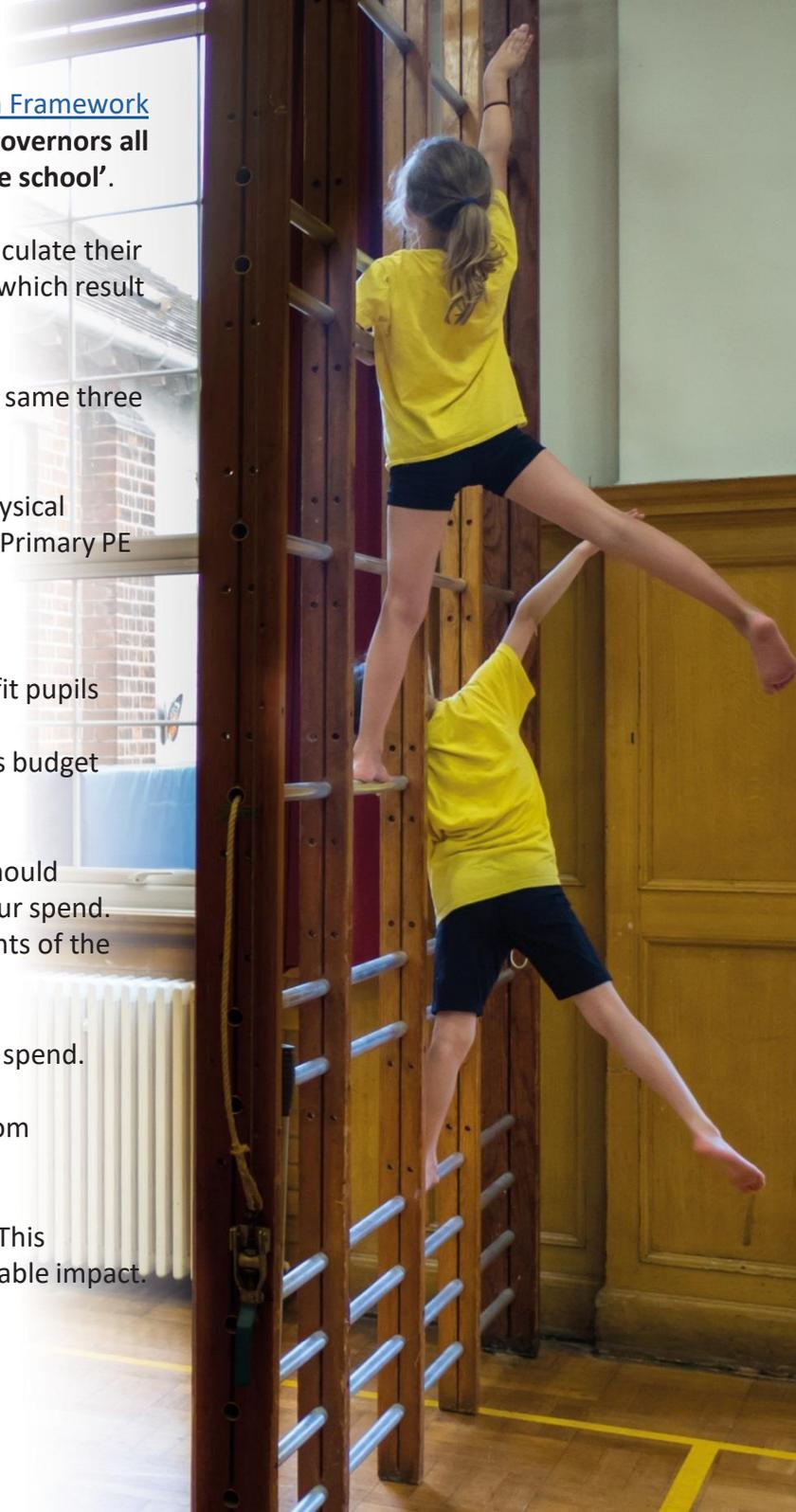
- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school’s budget should fund these.

Please visit gov.uk for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils’ PE and sport participation and attainment.

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact.



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.

N.B. In this section you should refer to any adjustments you might have made due to Covid-19 and how these will influence further improvement.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
In 2021-2022 we had involvement from 42% of pupils within KS1 as part of the after school clubs.	Further develop our PE curriculum and increase the level of challenge with a PE Hub subscription
The trim trail was built, launched and used by children as an additional physical activity for lunchtimes.	Increase the number and quality of sports clubs available to both KS1 and KS2 after school and at lunchtimes.
Enhance Academy Trust School Improvement monitoring found our PE leader to have strong subject knowledge and a clear direction for our PE curriculum	Further develop teachers' PE subject knowledge with support from a PE coach.
	Identify specific sports partnership events throughout the academic year that we can be involved in.

Did you carry forward an underspend from 2020-21 academic year into the current academic year? NO

Total amount carried forward from 2021/2022 £0
+ Total amount for this academic year 2022/2023 £18,000
= Total to be spent by 31st July 2023 £18,000

<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>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.</p>	<p>85%*</p> <p>Not all children were up to the expected requirements by the time swimming restrictions were in place. Didn't have the opportunity to revisit the swimming curriculum once the restrictions lifted as allocation of time given to previous year group.</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>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 2021.</p> <p>Please see note above.</p>	<p>85%*</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>85%</p>
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	<p>85%</p>
<p>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?</p>	<p>Yes in previous years 2017-18</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: 2021/22		Total fund allocated: £18,130		Date Updated: 25 th July 2021		
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:	
					10%	
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?:		
<p>Ensuring that children engage in at least 30 minutes of regular physical activity a day in school, outside of PE lessons.</p> <p>Particularly those children who choose not to access sporting activities as after school or lunchtime clubs.</p> <p>Impact to be seen:</p> <ul style="list-style-type: none"> • Increase children's activity levels throughout the school day • Pedometer data September and July. • Introduce sporting activities and activities which encourage strength, skill and stamina, into incidental learning times (play) • Learning walk and pupil interview. Photographic evidence. • Enhanced provision at playtimes • Learning walks and pupil interview 	<p>Continue to encourage children to use the Trim Trail and our whole outdoor area at lunchtimes and break times.</p> <p>Field to remain accessible as often as safety allows</p> <p>KS1 and Rec to incorporate the playground markings into Maths and English lessons where appropriate, so games can be modelled</p>		<p>£263 outdoor equipment and school gym inspection</p> <p>Further playground markings for Reception class</p> <p>£1,500</p> <p>Total: £1,763</p>	<p>Playground markings and trim trail are used effectively by pupils at all playtimes. This is seen in learning walks and is favourably spoken of in pupil interviews.</p> <p>Recent school improvement partner visit interviewed pupils who enjoyed PE and talked about their activities at playtimes.</p> <p>Go Noodle, Jumpstart Johnny, Dough Disco introduced and used daily in KS1 for active brain breaks. Go Noodle continues to be used in KS2 for activity breaks.</p> <p>Play leaders work with younger children (Rec, KS1) and lead play – seen in learning walks.</p> <p>Playground markings are used by EYFS and KS1 to support maths.</p>		<p>KS2 pupils reported concerns around arguments related to football in the school improvement partner pupil interview (July 2023). This is supported by behaviour logs.</p> <p>More work needs to be done to take learning outside more regularly in all years groups from Y1-6. The poly tunnel is being refurbished and pupils share a desire to work more regularly in the pond area, wildlife garden and the woodland area.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				35%
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>SsCo leader, Mick Troop meets regularly with PE Leader</p> <p>Children attend SsCo events and competitions</p> <p>Achievements celebrated in Learning Champion assemblies – both in school achievements and those in out of school clubs</p> <p>Sporting visitors into assemblies – Olympic gymnasts and swimmers</p>	<p>More children attend sports events and competitions</p> <p>More children attend sports clubs after school (Ks1 and KS2) and at lunchtime (Ks2)</p> <p>An SEND PE group runs after school and is well attended</p>	<p>Sports Clubs £3000</p> <p>North Kirklees Schools partnership £1,278</p> <p>1 hr per week ETA time for ABC club £1000</p> <p>Minibus service and petrol for teams £1000</p> <p>Total: £6,278</p>	<p>Mick Troop regularly meets with the PE Leader and there has been increased engagement with initiatives such as bikeability, balance bikes, dance mats, scooters and some events.</p> <p>Tennis club ran weekly after school and was well attended. This focused on SEND and Pupil Premium invitees initially.</p> <p>PE Coach led after school clubs were very well attended with a waiting list, covering all years groups in KS1 and KS2</p> <p>Forest schools was trialled with Reception with great success.</p> <p>Nile Wilson (Gymnast) and Rebecca Adlington (Swimmer) led assemblies in school.</p> <p>Out of school sporting achievements are shared weekly in Learning Champions assembly – sports include: tennis, martial arts, rugby, football, dance, gymnastics and swimming.</p>	<p>Short notice cancellations, staff illness and falling numbers of support staff have meant that we have not taken part in as many inter-school sports competitions as we had planned this year.</p>

			Links made with our local sports groups e.g. tennis club, martial arts, Thornhill Trojans, Thornhill boys and girls football, have allowed us to advertise out of school clubs and events in the community.	
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport	Percentage of total allocation: 11%
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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?:
<ul style="list-style-type: none"> Develop the PE curriculum to ensure that teachers' subject knowledge and skills regarding planning for all learners at an appropriate level is strong and lessons are of high quality <p>Ensure high quality lesson resources are available for teachers' use.</p>	<p>Lessons are challenging to those children who require stretch.</p> <p>Lessons are adapted and support those who need additional help</p> <p>All lessons use high quality resources, show progression in substantive and disciplinary knowledge and include relevant vocabulary.</p> <p>Teachers have an opportunity to learn from a professional sports coach who models good pedagogical approaches to PE lessons</p>	<p>PE Hub resources and planning £525</p> <p>Sports Coach £1500</p> <p>Total: £2025</p>	<p>School improvement partner visit x 2 this year by a HMI Inspector has found the PE curriculum and the knowledge of the PE leader to be of high quality. Pupils' knowledge of PE is good and this is evidenced in pupil interview and in learning walks.</p> <p>Staff meeting feedback from staff has found that the PE Hub planning support has added value to PE lessons as teachers have better PE knowledge and in turn feel that lessons are more purposeful and challenging.</p>
			Sustainability and suggested next steps:
			PE Leader to coach new staff, SCITT students and staff changing year groups next year.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				46%
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>PE Hub planning covers a wider range of sports and disciplinary knowledge which were previously not covered in as much depth</p> <ul style="list-style-type: none"> - Outdoor and adventurous activities - Basketball - Cricket - Tag rugby - Tennis <p>The SScO allows us to access:</p> <ul style="list-style-type: none"> - Bikeability - Balance bikes 3 x per year for KS1 and EYFS - Introductory cycling to Y34 - Dance Mats 	Children experience a wider range of sporting experiences in school, which in turn increases the chance that they develop a passion for a sport to take further in their future	<p>Swimming £8201</p> <p>See above for PE Hub</p> <p>Total: £8201</p>	<p>Teachers now teach a wider range of sports as outlined by PE Hub curriculum. These have been resourced by the PE lead and are supported by the SScO</p>	<p>Widen the impact of the residential in Y6 by ensuring that all pupils can attend and experience new sports and activities.</p> <p>Widen the use of forest schools in KS1 and LKS2.</p>

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				n/a
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:
See indicator 2 Time and resources for remote learning for child who plays sport at a National level	Child is able to play sport at a national level and is supported to maintain standards in his school work	n/a	The child has been highly ranked in tennis, remains Greater Depth in most subjects and is flourishing in and out of school. School work closely with parents.	

Signed off by	
Interim Head Teacher:	Sarah Walker
Date:	4 th January 2023
Subject Leader:	Chloe Brunt
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Governor:	Matt Hodkinson
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