

PE Funding Evaluation Form

Commissioned by



Department
for Education

Created by



PE Funding Evaluation Form

- It is intended that this template should be used as preparation for the completion of the statutory digital reporting tool being introduced this academic year. You can upload data (including swimming) from this template onto this platform once it becomes accessible.
- Before you decide how you are going to use the funding for this academic year you should reflect and evaluate the impact of your use of the funding in 2023/24.
- All spending of the funding must conform with the terms outlined in the Conditions of Grant document.
- The template is a working document that you can amend/update during the year.
- Based on your evaluation of last year's funding you should decide what you intend to do this academic year, how you will do it, and what impact you expect it to have.

It is important that the funding is used effectively and based on your school's needs.

- You must use the funding to make additional and sustainable improvements to the PE and sport in your school.
- You must develop and add to the PESSPA activities that your school already offers.

Summative digital reporting from June 2025 will continue to include swimming and water safety information therefore funding can be used to provide top-up lessons where necessary to ensure pupils meet national curriculum swimming requirements.

Review of last year 2023-24

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

What went well?	How do you know?	What didn't go well?	How do you know?
A wide range of extra curriculum after school clubs lead by teaching staff	Each individual child's extra curriculum activity is monitored and recorded and teachers update it every half term so they can reach out and try to engage non-attenders. KS1 no of pupils 55 no of participating pupils 39 71% LK2 no of pupils 74 no of participating pupils 60 81% ULK2 no of pupils 62 no of participating pupils 51 82%	Reliant on an external coaching company to deliver the majority of the sport's extra curriculum clubs.	A large amount of the sports grant was being used towards this. Student attendance didn't justify the spend. The school was dependent on an external coaching company delivering the sessions and wouldn't be sustainable if the Sports Grant ceased.
Teachers, lunchtime supervisors encouraging children to use the trim trail and all the outdoor area at break and lunch	Children can be seen playing at lunch and break. Football is played on the playground or field (weather dependent) The many trim trails are heavily used.	Lack of outdoor storage for different lunchtime activities. Not all children want to play football/sport. Some may want to be active by den building, role playing etc.	Lack of equipment to encourage creative, active play in KS1 an KS2. Football is a heavy focus and no opportunity to play different sports.
Excellent School Games Coordinators (North Kirklees School Games Partnership)	A wide offering of different opportunities from the School Games. All events are well organised and the intent is clear. Opportunity to hire different equipment for the children to experience	School Games offering wasn't utilised to its full potential.	Rotated specialist equipment wasn't always used and the wide and extensive competitions and festival schedule wasn't used/attended to its full potential.

Review of last year 2023-24

SEND Athlete visited school and engaged in sports activities with all pupils	The event was well attended and children gave positive feedback. Nearly £2000 was raised in sponsorship revenue.	Reliant on a coaching company to deliver CPD to class teachers.	A large amount of the sports grant was being used towards this. The school was dependent on a coaching company to train staff. Not a sustainable option as the Sports Grant may cease one day.
Achievement of the two hours of PE each week.	As per timetable	PE curriculum - too many sports being taught at different times. Lack of equipment to teach to a high standard and keep children engaged and included	As per curriculum, teacher feedback and the recent recruitment of a Primary PE Specialist
EYFS forest school	Children grew in confidence. Fine and gross motor skills improved.	Reliant on a coaching company to deliver and revenue can no longer be allocated to this from the Sport Grant – as per SGOs feedback. Also, the scheme was not progressive. Swimming allocation time	A large amount of the sports grant was being used towards this. The school also has a highly qualified Forest School Teacher. This is out of the school's control. The closure of local pools due to building issues has reduced children's swimming allocation. Kirklees Council can now only offer swimming for half of the year. Children have all been offered free swimming passes to help build confidence. It has been advised by The School Games, Government, Swimming England and The Institute of Swimming that the hire of pop up pools are not advised.

Intended actions for 2024/25

<p>What are your plans for 2024/25?</p> <p><i>Please see Government PE and Sports Premium Expenditure Report for full cost breakdown</i></p>	<p>How are you going to action and achieve these plans?</p> <p><i>Please see Government PE and Sports Premium Expenditure Report for full cost breakdown</i></p>
<p>Intent</p>	<p>Implementation</p>
<p>Lunchtime & Break Key indicator: Engagement of all pupils in regular physical activity. Allocate £3000 from the Sports Grant to the Sports Leaders for additional lunchtime activities. It's a well-known fact that children when occupied are better behaved. Whilst behaviour at school is good in general it is noticeable that issues, when they do happen, are at lunch/break. Not all children want to play football. It has also been identified that the younger children need to be fully involved and engaged. Whilst these children in the main are active the majority of the time, it's felt that they need some structure. We want children to have a choice. They can choose to play and exercise their fingers with playdoh. Or build on a small or large scale. They can dress up and run around pretending to be their favourite character and use their imaginations. Or join in with the organised sport activities and games.</p> <p>New PE Curriculum Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports. The newly recruited Primary PE Specialist to re mapped and write a new PE curriculum to ensure the whole school has the same structure, vision and approach to the teaching of progressive PE. Each lesson plan/scheme of work/MTP to be tailored to each year group and flow from Early Years - securing fundamental movement to Years 1 to 6. The new curriculum will be designed to be fun and progressive. It will ensure the correct fundamental skills for each sport are being taught and is age appropriate. It will focus on securing core skills at an early age resulting in</p>	<p>Lunchtime & Break PE Lead to speak to Sports Leaders and ask them to meet with their classes and gather ideas and suggestions. The Big Question: "What should break and lunchtime look like?" Sports Leaders – meet with classes write down suggestions PE Lead – Review suggestion and start to implement using allocated revenue. Long term goal to be developed and introduced across two academic Years. Meet with Headteacher and School Business Manager to agree plan</p> <p>New PE Curriculum The PE Specialist is writing 6 new curriculum sports and embedding them over this academic year. Tag Rugby Netball Dance Gymnastics Athletics Rounders All year groups will be taught the same sport at the same time and is seasonal. For example: Dance will be taught in HT3 when it is cold and wet</p>

Intended actions for 2024/25

more complex sports and rules being taught and enjoyed later in UKS2. It increases difficulty over the year groups and ends each lesson in KS1 and LKS2 with a modified game and UKS2 with a game ensuring progression is obtained.

All children are given the opportunity to lead, time keep and umpire/referee sessions throughout the year.

All teachers receive a comprehensive individual pupil assessment at the end of each scheme to support their own record-keeping and report writing.

Equipment

Key indicator: Engagement of all pupils in regular physical activity.

To replenish and purchase uniform, equipment, awards, medals and resources for PE activities and after school clubs

Dance

Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports.

The PE Specialist has identified dance as being an area of weakness, especially with the boys finding it hard to be enthusiastic and engaged. Some boys feel that dance is for girls. This is a belief that needs to be tackled and is a long-term plan.

Orienteering

Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports.

Develop and enhance the schools offering and opportunity by introducing an Orienteering Experience Day for teachers and Year Groups 1 to 6 – this leads/links into many cross- curriculum opportunities.

and Athletics will be taught HT5 when the weather is bright and warm. The vision is to add a further two sports and have a rolling curriculum, similar to a secondary school.

The Headteacher is heavily involved and monitoring.

Equipment

Order placed at the start of the year based on the new PE mapping

Dance

The school has hired the Leeds Rhinos Dance coordinator to help developed dance across the whole school producing a scheme of work linked to the curriculum. The children will gradually build a dance routine, linked to a books or topic from class, whilst adding their own motifs over a period of time. They learn to work together and learn the different elements of dance from a canon to moods and timing etc. This is delivered in a fun and energetic way.

The PE Specialist watches and learns how to deliver the lesson/sessions whilst recording and making notes and later writes a lesson plan. Each scheme ends with a performance to an audience.

Orienteering

The school has hired a specialist British Orienteering Coach and has had the school grounds fully mapped and has hired him to lead 6 sessions across the whole school giving every child the opportunity to experience Orienteering.

Intended actions for 2024/25

Early Years

Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports.

Launch, train and introduce teaching staff to the brand-new curriculum

Personal Development

Key indicator: Increased confidence, knowledge and skills of all staff in teaching PE Sports

Yorkshire Sport PE Conference – January 2025 Huddersfield

School Games Partnership and School Games Competitions, Tournaments and Festivals

Key indicators: Increased participation in competitive sport and to raise the profile of PE & Sport across the whole school as a tool for whole school improvement.

To attend a wide variety of School Games Competitions, festivals and tournaments and celebrate success.

Hire specialist equipment and give the whole school access to use and enjoy it.

Develop, play, inspire and engage as per the School Games Mark. Clearly communicate the intent to parents and students.

Transport

Key indicator: Increased participation in competitive sport.

We feel that it's important that children are transported to events safely and as a team and to make it as easy as possible for parents to collect them.

Extra Curriculum Activities

Key indicator: Broader experience of a range of sports and activities offered to all pupils

Give children different experiences to hopefully take up a sport or activity outside school hours and into adulthood. Hire experts in their field to lead certain afterschool clubs

Early Years

PE specialist timetabled to deliver CPD every Monday am

Personal Development

Yorkshire Sport PE Conference – develop and enhance currently knowledge and skills. Keep update with any changes or Government requirements

School Games Partnership and School Games Competitions, Tournaments and Festivals

Enter as many festival and Inclusion events giving the less able children the chance to represent the school and experience success.

Arrange SEND opportunities

Ensure the gifted and talented children are selected and identified and are given the chance to compete and progress to achieve their best performances.

Ensure all children are given the chance to compete in intra competition

All hired equipment is used to its full potential – no lost opportunities

Transport

Book private coach hire

Minibus driving qualification

Use of school minibus

Extra Curriculum Activities

PE Specialist has a calendar of events, they also lead some sports afterschool clubs as does the whole teaching staff. Specialist experts booked and hired at the start of the academic year: Dance, Basketball, Golf and Tennis,

Sports Leaders to meet with their classes and ask the Big Question. "What

Intended actions for 2024/25

Bikeability

Key indicator: Broader experience of a range of sports and activities offered to all pupils

Develop and broaden the Cycling North offer (new provider) by introducing – Learn to Ride to Year 4. Level 1 and 2 to Year 6 and Balanceability to Year 1

School Games Mark

Key indicator: Raise the profile of PE & Sport across the whole school as a tool for whole school improvement.

Work towards and submit the application to achieve The School Games Gold Mark

Swimming

Key indicator: Swimming

Hats for swimming

after school clubs would they like to see."

Bikeability

Year 4 and 5 booked in for HT5. Balanceability Year 1 to be confirmed.

School Games Mark

PE Specialist has all the criteria and is working towards achieving everything. Regular conversation and meeting with The School Games Coordinators

Swimming

Ordered and budgeted for

Expected impact and sustainability will be achieved

<p>What impact/intended impact/sustainability are you expecting?</p> <p><i>Please see Government PE and Sports Premium Expenditure Report for full cost breakdown</i></p>	<p>How will you know? What evidence do you have or expect to have?</p> <p><i>Please see Government PE and Sports Premium Expenditure Report for full cost breakdown</i></p>
<p>Lunchtime & Break The intention is to make break and lunch joyous times of the day for the children and adults. Sports leaders and lunchtime supervisors to make sure that there is something for everyone, from team games to dancing with friends, dressing up, creative imaginative play or building in a construction area. These changes will become embedded and part of everyday life. It will ensure ALL children are active at break and lunch, especial benefiting the children with social and behavior difficulties.</p> <p>New PE Curriculum The curriculum is designed to focus on developing skills and applying them to game situations and in UKS2 using strategies. The intended impact and sustainability is about focusing on developing resilience, life skills such as decision making, calculated risk taking, self-regulation and independence. Lessons are designed to be quick moving and everyone being active – no teams sitting out and watching etc.</p> <p>Equipment The sports equipment is regularly checked and made sure it's fit for purpose and safe to use so that teachers can deliver safe, high quality lessons whilst ensuring all children are participating and engaged.</p> <p>Dance To have a dance cross curriculum that is engaging for all children and ends in a performance to an audience to showcase progression, hard work and success.</p>	<p>Lunchtime & Break The benefits will be immense as children will be able to choose from a variety of activities which help them develop friendships and teamwork skills by working together to achieve a common goal. This will build resilience, decision making, calculated risk taking, self-regulation and independence skills the children will feel a sense of camaraderie and belonging as the activities will be inclusive and favour a variety of skill sets other than physical strength or speed.</p> <p>New PE Curriculum Pupil voice and teacher feedback A new PE evidence folder has been created and pictures and videos are saved each week and filed under each lessons outcome so progression can be monitored.</p> <p>Equipment Children being able to participate as they have the right equipment and there is enough equipment to use</p> <p>Dance Pupil voice and teacher feedback A new PE evidence folder has been created and pictures and videos are saved each week and filed under each lessons outcome so progression can be monitored.</p>

Expected impact and sustainability will be achieved

<p>Orienteering Introduction of an Orienteering Experience Day (Year groups 1 to 6). Hopefully, children will be able to start competing at a highly level and enter district and county competitions. Helps with cross curriculum – map reading, scales, cardinal points and directions. Our most disadvantaged and vulnerable children are held back by a lack of resilience and motivation. Outdoor learning helps to reach and reconnect some of these children in education, providing them with opportunities to take risks and experiment with their own limitations, improve their communication skills and promote problem-solving in a low risk setting</p>	<p>Orienteering Pupil voice and teacher feedback A new PE evidence folder has been created and pictures and videos are saved each week and filed under each lessons outcome so progression can be monitored.</p>
<p>Early Years To have an PE lead Early Years curriculum that develops all the fundamental skills to be able to play sport successfully and links to the KS1 and KS2 curriculum</p>	<p>Early Years Pupil voice and teacher feedback A new PE evidence folder has been created and pictures and videos are saved each week and filed under each lessons outcome so progression can be monitored.</p>
<p>School Games Partnership and Competitions, Tournaments and Festivals Gives children the opportunity to represent the school and reach their full potential no matter their ability. Children's self-belief, and confidence grows and they start to feel and adopt an 'I Can Do' attitude.</p>	<p>School Games Partnership and Competitions, Tournaments and Festivals Each individual child's extra curriculum activity including competitions. Festivals and tournaments are monitored and recorded and teachers are updated every half term. Pupil voice and teacher feedback Results of competitive competitions A new PE evidence folder has been created and pictures and videos are saved each week and filed under each lessons outcome so progression can be monitored.</p>
<p>Transport We feel that it's important that children are transported to events safely and as a team. We like to make it as easy and stress free as possible for parents to allow them to participate.</p>	<p>Transport Invoice and booking forms</p>

Expected impact and sustainability will be achieved

Extra Curriculum Activities

Children being offered a wide variety of opportunities to be able to thrive and hopefully develop links in the local community.

Bikeability

The chance to learn a life skill.

Learn to Ride Year 4s - to give them the chance to be able to ride competently and confidently before they attend Bikeability in Year 6 – ride bikes safely on the road

School Games Mark

To become a Gold school and reach the criteria securely to be one. Main point of action on PE Specialists appraisal.

Swimming

Hats

Teachers can deliver safe, high quality lessons whilst ensuring all children are participating and engaged.

Extra Curriculum Activities

Maintain / increase the number of clubs and participation when compared to previous years. Increase the number of children attending more than one club. Monitor each individual child's attendance and participation, track all children and identified children that haven't participated to overcome potential issues.

Bikeability

Assessment and photographic evidence.

Pupil voice

School Games Mark

All the required evidence for The School Games Application and approved by The School Games.

Swimming

Children being able to participate as they have the right equipment and there is enough equipment to us

Actual impact/sustainability and supporting evidence

What impact/sustainability have you seen? <small>Please see Government PE and Sports Premium Expenditure Report for full cost breakdown</small>	What evidence do you have? <small>Please see Government PE and Sports Premium Expenditure Report for full cost breakdown</small>
<p>Lunchtime & Break</p> <p>This has been a long-term project over this academic year. We have monitored lunch and break activity and it was apparent that the boys were far more active than the girls, especially in UKS2. This is mainly because boys take over the playground when playing football.</p> <p>After speaking with the children, it was clear they wanted a variety of games and activities.</p> <p>Over the summer holidays the school is removing the condemned climbing frame from the middle of the large playground. This will make better use of the large playground and allow up to three/four sports activities to run at one time. The playground activities will change daily: dance, skipping, hula hooping, hockey, dodgeball, netball, football, bucketball and frisbee etc.</p> <p>The school is keen to ensure our younger and quieter children are fully involved and engaged at break and lunch. Whilst these children in the main are active it is felt that they need some structure.</p> <p>Large Play Activities</p> <ul style="list-style-type: none"> • Large creative building bricks: Polygon (different sizes) • Large plastic barrels • Large balance boards • Wooden planks for building and den building • Car tyres • Plastic crates for den building • Two large sandpits <p>Quiet Play Activities</p> <ul style="list-style-type: none"> • Tuff Trays, filled with different types of construction materials: Lego, Magnetic Shapes, Maccano, water toys, Playdoh, character figures and bubbles • Dolls, pram and equipment 	<p>Lunchtime & Break</p> <p>Due to the amount of time it has taken to get the children's ideas, plan, organise and order everything the evidence and impact will be seen in academic year 2025/2026. The school will be achieving the same as the OPAL scheme at a fraction of the cost.</p> <p>Enhancing and refining the lunchtime and break provision is an ongoing goal with further new opportunities planned in 2025/2026. The school's aim is to have something for all children and a wide choice of activities that they can all enjoy whilst being active through play.</p> <p>These changes will ensure that ALL children are active at break and lunch; especially benefitting the children with social and behaviour difficulties. The benefits for these children will be immense as they will be able to choose from a variety of activities which help them develop friendships and teamwork skills by working together to achieve a common goal. This will build resilience, decision making, calculated risk taking, self-regulation and independence skills. The children will feel a sense of camaraderie and belonging as the activities are inclusive and favour a variety of skill sets other than physical strength or speed.</p>

Actual impact/sustainability and supporting evidence

- Fidget toys
- Barbie Dolls and equipment
- Colouring

New PE Curriculum

All children have been encouraged to reach their full potential, beat their own personal bests. Records are kept so individuals can compare over a long period of time. All children have been given the opportunity to lead, time keep and umpire sessions throughout the year. This helps build Life-skills, Health, fitness, wellbeing, body awareness and safety. And links to Life, social skills, evaluation and feedback, peer and reciprocal coaching, leadership and teamwork.

Equipment

A wide and safe variety of equipment was available for a wide range of sports. Teachers were able to deliver high quality lessons whilst delivering a wide variety of sports. Children had enough equipment to be able to

New PE Curriculum

Please see the PE evidence file on the staff shared drive and Seesaw
Please see Pupil Voice saved on PE leaders laptop and PE File

- They can describe the importance of being physically fit.
- Further understand how physical activity contributes to a healthy lifestyle.
- Developed physical characteristics needed for sport.
- Explain how their body reacts and feels when taking part in different activities and undertaking different roles.
- Understand how muscles work.
- Engage in constructive feedback.
- Evaluate their own success and critique their own performance.
- Give feedback to individual, teams and their own performance.
- Compare and evaluate other performances.
- Share and discuss and apply techniques with others.
- Share ideas in small groups, work together to create routines incorporating different elements.
- Work effectively as part of a team.
- Adapt activities making sure everyone has a role to play.
- Work within a team, leading, trusting others and valuing each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.
- After observing a performance, describe the best points, suggest how to improve, and comment on techniques and tactics.

Equipment

Please see PE evidencing on staff shared drive and Seesaw
Please see orders and costs/budget

Actual impact/sustainability and supporting evidence

develop skills at their own pace. This also kept children active throughout the whole lesson and avoided children waiting for equipment to be free.

Dance

This year the school has worked closely with the Leeds Rhinos Dance Foundation to develop dance across the whole school producing a scheme of work for numerous year groups connected to what they've been learning in class. The children built a dance routine whilst adding their own motifs over a period of time. They learnt to work together and learn the different elements of dance from a canon to moods and timing etc. The scheme ended with an intra-dance competition against each other across the whole school

Orienteering

Orienteering is a lifetime fitness sport that challenges the mind. It offers the obvious development of individual skills in navigating while problem solving to locate each control. Decision making is paramount: Should I go left? or right? Should I climb that hill or go the long way around it? Orienteering is a great way to reduce stress and anxiety. Being in nature and navigating through unfamiliar terrain is calming and grounding for our more challenging pupils. It can also help to improve problem-solving skills, focus and spatial awareness.

Early Years

The PE Specialist has introduced the new PE curriculum across KS1 and KS2. They also introduced and implemented a new curriculum in Early Years which matches and shows natural progression and compliments the KS2 and KS1 scheme of work. CPD was given to the Early Years lead each week and it resulted in showcasing how the children have developed across the year

- Understand and follow rules
- Play cooperatively, taking turns with others

Dance

Please see PE evidencing on staff shared drive and Seesaw

Please see pupil voice and teacher feedback

Year 1 & 2 Lion King, Year 3 Walk Like an Egyptian, Year 4 Theseus and Minotaur.

Orienteering

Please see PE evidencing on staff shared drive and Seesaw

Please see pupil voice and teacher feedback

Early Years

Please see Early Years assessment

Please see teacher feedback

Please PE evidencing on staff shared drive and Seesaw

Actual impact/sustainability and supporting evidence

- Manage their own basic hygiene and personal needs successfully, including dressing
- Know the importance for good health of physical exercise and a healthy diet
- Understand their own feelings and those of others, and begin to regulate their behaviour accordingly
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate
- Give focused attention to what the teacher says, responding appropriately even when engaged in activities, and show an ability to follow instructions involving several ideas or actions
- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge
- Explain the reasons for rules, know right from wrong and try to behave accordingly
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices
- Work and play cooperatively and take turns with others
- Form positive attachments to adults and friendships with peers
- Shows sensitivity to their own and others needs
- Understand that good practice regarding exercise, eating, sleeping and hygiene can contribute to good health
- Understanding the effects of activity on their body
- Aware of the boundaries set, and of the behavioural expectations in the setting, to ensure everybody is safety
- Know that equipment and apparatus can be harmful
- Watch and copy some basic movements in PE
- Respond to what others are saying or doing
- Verbally express their enjoyment of an activity using simple feedback
- Responds to ideas showing understanding, asking appropriate questions of others
- Can play fairly in a group

Actual impact/sustainability and supporting evidence

- Shows the ability to accept the needs of others and can take turns and share resources, sometimes with support from others

Personal Development

Attended Yorkshire Sport PE Conference – develop and enhance current knowledge and skills. Keep up to date with any changes or Government requirements. Working for a new local authority the PE lead wanted to see the difference between Kirklees and Wakefield

School Games Partnership and Competitions, Tournaments and Festivals

This Year the school has attended numerous festivals and competitions and enjoyed much success.

All children on the SEND register have attended a SEND Festival.

Cross Country North Kirklees Years 5 & 6

Cross Country Kirklees Years 5 & 6

Cross Country West Yorkshire Finals Year 6

Sports Hall Athletics North Kirklees Years 5 & 6

Sports Hall Athletics Kirklees Years 5 & 6

Netball Festival Years 5 & 6

Gymnastics Festival Years 5 & 6

Boxing Festival Years 5 & 6

Multi-skills Festival Years 1 & 2

Multi-skills Festival Year 3 & 4

Football Festival Years 3 & 4

The School Games Partnership offers great value for money and the children have benefited from having the following:

SEND Festival Autumn KS2 Years 3,4,5 & 6

SEND Festival Spring KS2 Years 3,4,5 & 6

Year 3 Multi Sports Morning

Year 1 Multi Sports Morning

Years 1 to 6 Whole School Football Festival Day

Balance Bikes and Balance Bike Training

Personal Development

Please see orders and costs/budget

School Games Partnership and Competitions, Tournaments and Festivals

Please see Extra Curricular and PSED Activity Tracker

Please see PE evidencing on staff shared drive and Seesaw

Please see pupil voice and teacher feedback

1st – Sports Hall Athletics – North Kirklees

3rd – Year 6 Boys Cross Country – North Kirklees

4th – Year 5 Girls Cross Country – North Kirklees

2nd – Year 6 Boys Cross Country – Kirklees

11th – Year 6 Boys Cross Country – West Yorkshire Finals

1st – UKS2 Boys Kirklees Enhance Academy Trust Football Tournament

Actual impact/sustainability and supporting evidence

Scooter and Scooter Training

Indoor Mini Gym

Dance Mats

Transport

We feel that it's important that children are transported to events safely and as a team/class and without any additional costs. We don't want any barriers stopping our children from having these wonderful opportunities. We like to make it as easy and as stress free as possible for parents to allow them to participate.

Extra Curriculum Activities

This has been the main focus for this academic Year and a new monitoring spreadsheet to measure the whole school has been introduced by the Head Teacher,

As a school we want every child to have experienced some type of After school Club/Activity. This is monitored very closely and all children are targeted and encouraged to attend one.

The Sports Clubs this Year are as follows:

Basketball Years 1&2

Basketball Years 3&4

Tennis Years 1&2

Tennis Years 3,4&5

Golf Years 1&2

Golf Years 3&4

Outdoor Learning 3,4,5&6

Dodgeball Years 3&4

Dance Years 3,4,5&6

Dance (School Production) Year 5

5 a side Football Years 5&6

Sports Hall Athletics Years 5&6

The Non - Sports Clubs this Year are as follows:

Scrapbook Years 1&2

Transport

Please see orders and costs/budget

Please see mini bus (driving) training records

Coaches are only hired when 15 or more children are attending an event

Extra Curriculum Activities

Please see Extra Curricular and PSED Activities Tracker

Please see PE evidencing on staff shared drive and Seesaw

Please see pupil voice and teacher feedback

This year the total of afterschool Clubs was 19.

Last year the total number of children in (Years 1 to 6) was 194 and the number of children attending one or more clubs was 150 - 77%.

This year the total number of children in (Years 1 to 6) was 185 and the number of children attending one or more clubs was 187 - 102%

Actual impact/sustainability and supporting evidence

Nature Years 3,4,5&6
Drama Year 6
Gardening Years 3,4,5&6
Choir Years 3,4,5&6
Lego Years 3,4,5&6
Multiplication Year 4

Bikeability and Learn to Ride

The new PE Specialist had noticed that there hadn't been a full take up to these sessions in the past due to a lot of children not having a bike or suitable bike. With this in mind, the provider was changed to a provider that could supply bikes and helmets to all our children giving them a good chance of success.

We have focused on the importance of road safety and being able to ride as a life skill.

School Games Mark

Historically, the school has been ranked as Bronze until last academic year when it achieved Silver. The new PE Leader set a goal of ending the Year as Gold.

Full details of the requirements to be a Gold School can be found on the School Games Website

Swimming

The new PE Leader is a qualified swimming teacher and is frustrated with Swimming across the Nation. With swimming pools closing this has reduced pool time from a year to 6 months. She is currently investigating different opportunities for the children to be able to offer her own swimming lessons

Bikeability and Learn to Ride

Please see Extra Curricular and PSED Activities Tracker

Please see PE evidencing on staff shared drive and Seesaw

Please see pupil voice and teacher feedback

Reception – balance bikes in provision

Year 1 – balance bike training 24 out of 27 children can glide on a balance bike

Year 1 – pedal bike training 18 out of 21 children can ride a pedal bike

Year 4 – Learn to Ride training 38 out of 43 children passes Level 1

Year 5 – Scooter training 31 children passed Level 2

Year 6 – Bikeability 29 children passed Level 2. 2 children passed Level 1

School Games Mark

On Friday 27th June the School was awarded and approved by the School Games - Gold.

Overthorpe can announce that it is a Gold School

Swimming

Children that can swim 25M (19 children out of 31 - 62%)

Children that can swim various strokes (17 children out of 31 – 55%)

Children that can demonstrate self-rescue (17 children out of 31 – 55%)