

Athersley North Primary School

Sports Premium Spending Plan 2022-2023

Estimated Total Funds Allocated: £ 18,800

Date Updated: 06.07.23

Physical Development Leader: Mr Simon Walker

Link Governor: Mr David Leech

Key indicator 1: The engagement of all pupils in regular physical activity
Chief Medical Officer guidelines recommend that primary school pupils undertake at least 30 minutes of physical activity a day in school.

Percentage of total allocation
45%
 (£8,500)

School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Actual Funding	Evidence and impact:	Actual Impact on Pupils (following review)	Sustainability and suggested next steps:
Raising attainment in swimming to meet requirements of the national curriculum before the end of Key Stage 2.	<p>16 hours of additional swimming instruction to be delivered to each group.</p> <p>3 instructors to deliver swimming lessons for 20 pupils.</p> <p>Pre visits to the Leisure Centre to experience swimming for specific pupils before all pupils participate in the sessions provided.</p> <p>Ensure swimming provision is at the standard that the school requires.</p> <p>Badges to be purchased and awarded by school for all Year 6 pupils participating in swimming sessions.</p>	£6,500		<p>Evidence gathered from:</p> <p>Pupil voice</p> <p>Swimming progress and attainment data</p> <p>Impact:</p> <p>With the additional swimming instructor, the percentage of pupils achieving the required standard of swimming 25 meters will be at least 65%.</p>	<p>Data from the external provider shows:</p> <p>28% of pupils have passed and have achieved the KS2 25m required standard.</p> <p>36/40 pupils, 90% of pupils have received the confidence award.</p> <p>This has evidenced that since attending swimming sessions, 90% of pupils have gained confidence in the water.</p>	<p>Next steps for academic year 2023-2024:</p> <p>Offer additional swimming sessions to those pupils who did not meet the National Curriculum requirements, prior to them leaving primary school.</p> <p>Reorganize swimming sessions and staff who will be responsible.</p> <p>Send out letters to</p>

					<p>Pupil voice data shows: 90% of pupils enjoyed their swimming lessons. All pupils (100%) are confident getting in to the water as a result of their swimming lessons. All pupils (100%) feel safe when in the water.</p>	<p>parents again. (Autumn Term)</p>
<p>Encourage active play during break times and lunchtimes.</p>	<p>Auditing of the equipment by the Playground Leaders for maintenance and stock replenishment.</p>	<p>£2,000</p>		<p>Evidence gathered from: Pupil voice</p> <p>Impact: Pupils will have equipment that they want to use to encourage more physical activity.</p> <p>Playground leaders to monitor the use of the equipment.</p>	<p>Pupil voice has been completed. All classes have explained that they are generally happy with the equipment provided but understand that some pupils do not look after the equipment properly, resulting in it getting broken and thrown away.</p> <p>Pupil voice has identified that pupils want a system where the trolley and equipment is looked after properly and other PE resources such as cones could also be provided (act as markers) so pupils can play games.</p> <p>Equipment purchased for the next academic year, this will ensure that all pupils will have access to high quality resources which in turn will engage them in purposeful play.</p>	<p>Next steps for academic year 2023-2024:</p> <p>Share rules in key stage assemblies regarding the responsible use of the equipment for longevity.</p> <p>Establish playground leaders for each class.</p> <p>Give playground leaders high vis jackets so they know they are responsible for a specific role.</p> <p>Playground leaders to receive training on what their roles and responsibilities are.</p> <p>Playground leaders to have effective leadership qualities to lead games.</p> <p>Staff outside to setup games and model rules and how to use equipment effectively- create stations for children. As UKS2 go out for dinner first, the playground leaders can set up equipment</p>

						and tasks for all following key stages. Laminate suggested games that children can play with equipment and add to trolley.
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Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement.						Percentage of total allocation: 3% (£500)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Actual Funding	Evidence and impact:	Actual Impact on Pupils (following review)	Sustainability and suggested next steps:
Embed physical activity into the school day through encouraging active travel to and from school.	Participate in the Walk Through Time WOW-The Walk To School Challenge	£500		<p>Evidence gathered from: Wow Travel Trackers Pupil voice</p> <p>Impact: To improve active travel rates when compared to baseline To encourage walking and park and stride rates by 23% (Wow School's data) To reduce car rates by 30% (Wow School's data)</p>	<p>Data analysis: MID POINT Active journeys are now at 82% for the whole school. Level of engagement in the travel tracker and walking to school is 67% Non-active trips has decreased from 30% at the start of the year to 15% at the end of February. This has impacted positively on active journeys by 15%. Active journeys have increased from 70% at the start of the year to 85% at the end of February. This is impacting positively on the fitness of pupils throughout school.</p>	<p>Next steps for academic year 2023-2024:</p> <p>SLT to consider reintroducing run a mile challenge once throughout the school day. Staggered throughout the school day in key stages.</p> <p>SLT to maintain dojos for active travelling to school.</p> <p>SLT to send out a text letter to parents discussing the benefits of getting to school in an active way. Share dojo prizes as an incentive.</p> <p>Monitor regularly and continue</p>

Data Analysis. END POINT.
As a school, we have introduced a travel tracker award into assemblies. The winning class receive a trophy. On average, 93% of the winning class has arrived actively.

As a school, we have come second in Barnsley for completing the walking to school challenge.

This has impacted positively on how many children are travelling actively to school. This has increased at a steady pace throughout the year.

Pupils respond positively to the badges they receive for travelling to school actively. Pupils strive towards this reward.

End point data:

Class	Total pupils	Active
Class 1	27	84%
Class 2	25	95%
Class 3	26	84%
Class 4	29	90%
Class 5	26	96%
Class 6	28	98%
Class 7	21	83%
Class 8	21	98%
Class 9	20	89%
Class 10	19	82%

with awards in Athersley Awards.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils						Percentage of total allocation: 11% (£2,000)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Actual Funding	Evidence and impact:	Actual Impact on Pupils (following review)	Sustainability and suggested next steps:
Provide more and broadening the variety of extra-curricular physical activities after school in the 3 to 6pm window, delivered by the school or other local sports organisations.	Year 6 pupils to participate in additional outdoor and adventurous activities at an activity centre.	£2,000	£2,000	<p>Evidence gathered from: Pupil voice Residential attendance registers</p> <p>Impact: All Year 6 pupils to experience new and unfamiliar sporting opportunities.</p>	<p>Y6 will attend residential on 19.07.23-21.07.23 All risk assessments have been completed. It has been appropriately staffed. 31/38 pupils in year six are attending Pupils are accessing canoeing sessions as an extra addition to the planned activities. Pupils are excited to experience new activities. Pupils will have opportunities to develop their resilience to complete challenging tasks.</p> <p>Extra-curricular activities: Year 1 Bikeability After School Club: The impact of this is that pupils in Year 1 have developed coordination and control using balance bikes. The year 1 pupils have built their confidence when using balance bikes and this will enable them to make good progress when learning to ride a bike.</p> <p>After school clubs which were run by school staff have been completed and impacted positively on pupils' resilience and ability to take risks.</p> <p>Examples below: KS1 Club Active: 12-15 pupils attended weekly. The pupils were able to do extra sports and games they enjoyed e.g assault courses, team building activities and parachute. They also learnt about how to keep a healthy lifestyle.</p>	<p>Next steps for academic year 2023-2024: Apply and successfully receive funding from external sources including the Heritage lottery funding grant programme.</p> <p>Review residential for children in Y6. Open residential up to year 5. If uptake is low, consider outdoor and adventurous activities without overnight stay.</p>

					<p>This ensured that pupils had the skills they would need in order to understand how to make healthy life style choices.</p> <p>Couch to 5K KS2: The pupils were more resilient and were able to run for longer periods of time before needing to rest. The pupils developed their pace to be able to complete the weekly run</p> <p>LKS2 Sports: This club was completed in both Autumn and Spring term. The attendance was around 18 children per week on average. Children had the chance to participate in a range of sporting activities such as dodgeball, bench ball, football, archery, badminton, team-building activities and football-rounders. It also gave girls the opportunity to take part in games they hadn't played before. For example, one pupil realised she quite liked being goalkeeper in football but had never tried it before the club. It has given pupils confidence to try new things and take risks.</p> <p>UKS2 Football – This club gave pupils a chance to explore a sport in more detail. Having a competition gave them something to stride towards. Some pupils decided that they wanted to carry football on outside of school and pupils have asked for the club to continue next year. We also had parental engagement. 4 out of the 8 pupils had relatives watch the pupils participate in a competitive match.</p> <p>KS1 Multi Sports The pupils learnt a range of skills including throwing and catching, skipping, hand-eye coordination and teamwork. Pupils were able to build upon their communications, teamwork and problem-solving skills which have further supported children within their learning and development.</p>	
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Key indicator 5: Increased participation in competitive sport.						Percentage of total allocation: 41% (£7,750)
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Actual Funding	Evidence and impact:	Actual Impact on Pupils (following review)	Sustainability and suggested next steps:
Coordinate and enter more sport competitions or tournaments with other local schools.	Hire qualified sports coaches to work alongside teachers to enhance and extend competitive sporting opportunities offered to pupils. These are to include: <ul style="list-style-type: none"> - Cricket - Netball - Football - Badminton - Rugby - Tennis - Dodgeball 	£5,450		Evidence gathered from: Pupil Voice Learning Walks Impact: All pupils will have the opportunity to participate in competitive sport.	Pupils have not had access to sports coaches this year. School staff have liaised with local schools and football matches have taken place. 100% of pupils enjoyed these matches and want more competitions in the next academic year for other sports	Next steps for academic year 2023-2024: This action was not completed. SLT to designate who will coordinate the red actions and liaise with them to ensure that sports coaches have been procured. Teachers will learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively.
	Additional sporting equipment and new kits for pupils to play competitive sports to be purchased.	£1,000				
	Transfer to and from other schools	£1,000				
	Procure FA Coaching training for members of staff to ensure they have the sufficient skills, knowledge and abilities to train school football teams for competitive sports both intra and inter school competitions.	£350		Evidence gathered from: Staff voice Impact: Staff have the knowledge and skills to support pupils in competitive sports	N/A	Next steps for academic year 2023-2024: This action was not completed. SLT to designate who will coordinate these actions and liaise with them to ensure that sports coaches have been procured. Teachers will learn from coaches the necessary skills to be able to teach these new sports and physical activities effectively.