



## Hemingbrough CP School

### School sports funding report 2023/2024

#### Key Priorities and Planning

Action	Who does this impact?	Key Indicator/s	Intended/Expected Impact	Cost
1. Introduce lunchtime sport sessions once a week	Children who take part PE Pro coaches Midday Supervisors	2,4	<ul style="list-style-type: none"><li>• Children actively encouraged to engage in physical activity.</li><li>• More children meet physical activity goal- are more active</li><li>• Improved team work and lunchtime behaviours</li></ul>	£1,330
2. Provide specialist coaches to deliver PE sessions	All children as they will receive specialist coaching Staff who will work alongside coaches	1,2,3,4	<ul style="list-style-type: none"><li>• As part of CPD staff confidence, knowledge and skills will be increased in order to continue to</li></ul>	£2,6660 (PE PRO) £700 (Hull Rugby FC)

			<p>teach high quality PE sessions</p> <ul style="list-style-type: none"> <li>• Maintain good attainment and progression in PE</li> </ul>	
3. Offer a range of extra- curricular clubs and activities for all year groups	<p>Staff (directed time) PE leader Specialist coaches Children</p>	2,3,4	<ul style="list-style-type: none"> <li>• Children across school have opportunity to engage in a broad range of sporting activities</li> <li>• Increased activity levels and participation in sport</li> <li>• Children 'try' out different sporting activities</li> </ul>	£1,330
4. Continue to attend inter school competitions and events throughout the year	<p>Staff and PE lead to plan, Risk Assess and accompany children Children who take part</p>	3,4,5	<ul style="list-style-type: none"> <li>• All children in school will have the opportunity to take part in competitive sport</li> <li>• Children will have opportunity to experience different sports and develop</li> </ul>	£1,576

			<p>new and existing skills</p> <ul style="list-style-type: none"> <li>• Contribute to staff CPD</li> </ul>	
5. Seek out workshops led by specialists to work in school	Children who take part	3,4	<ul style="list-style-type: none"> <li>• Children learn and develop new skills/techniques as well as safe practices in physical activities</li> <li>• Staff and children see the importance of physical activity through the value placed on it by the SLT/PE leader</li> </ul>	£360 (Skateboard and scootering) £295 (Biking)
6. Seek out professional athletes to visit school	Children and staff	3	<ul style="list-style-type: none"> <li>• Children inspired to try out new sport and understand the need for resilience</li> <li>• Children develop high aspiration</li> <li>• Opportunity to see different people as role models</li> </ul>	£500 (Sam Oldham-Olympic Gymnast)
7. Provide PE leadership time	PE leader	1,2,3,4,5	<ul style="list-style-type: none"> <li>• PE leader has sufficient time to plan and develop</li> </ul>	£1,263

			<p>and monitor PE and sport across school throughout the year</p> <ul style="list-style-type: none"> <li>• Ensure good coverage of a broad range of sporting activities.</li> <li>• Ensure curriculum is well sequenced and coherent and that assessment is consistent and accurate</li> <li>• Teaching and learning in PE is high quality</li> <li>• Standards are raised</li> <li>• Seek out, plan, deliver and attend CPD</li> </ul>	
8. Provide high quality resources and give ideas for children to be active at playtimes/lunchtimes	Children MSA's who will lead and supervise	2	<ul style="list-style-type: none"> <li>• Children are physically active at playtimes, in particular those who are often more sedentary.</li> </ul>	£4,630,98

<p>9. Provide additional swimming sessions for those children that do not meet national swimming requirements</p>	<p>Staff PE leader Children</p>		<ul style="list-style-type: none"> <li>• Children will meet national requirement or at least improve swimming ability</li> </ul>	<p>£1,470</p>
<p>10. Update PE resources</p>	<p>Staff and pupils</p>	<p>2,3,4</p>	<ul style="list-style-type: none"> <li>• High quality resources will enable staff to deliver high quality teaching and learning, leading to good progress and attainment. It will also enable a broader range of activities to be offered safely with correct equipment and resources</li> </ul>	<p>£367.56</p>
<p>11. Continue to develop the use of 'Get Set for PE' to meet the needs of the school community</p>	<p>Staff PE Leader Children</p>	<p>1,2,3,4</p>	<ul style="list-style-type: none"> <li>• LTP is reorganised to reflect mixed age classes and needs of the school</li> <li>• Continue to increase staff confidence, knowledge and skills</li> </ul>	<p>£495</p>

			<ul style="list-style-type: none"> <li>• Improved skill progression</li> <li>• Standardised and consistent method of assessment linked clearly to lesson objectives</li> <li>• Progression of PE vocabulary</li> <li>• Improved outcomes</li> </ul>	
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## Key Achievements 2023-2024

Key Indicator	Impact of Linked Actions/Activities	Comments/Sustainability
<p><b>Key Indicator 1</b> Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>	<p>96.12% ARE+ (11% higher than last year) 10.68% Above ARE (in line with last year)</p> <ul style="list-style-type: none"> <li>• Two members of staff completed comprehensive PE CPD online provided by 'England Football Learning.</li> <li>• One member of staff completed CPD in Dance</li> <li>• PE Leader led staff training</li> <li>• Positive improvements in PE provision with teaching and learning developed across school ensuring high quality sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Increased staff confidence will result in continued high quality PE provision, maintaining and raising standards and outcomes, although percentage working above ARE needs to improve. PE leader will monitor and observe next year to continue to ensure accuracy of judgements</li> <li>• Continue to work with specialist providers</li> <li>• More accurate assessment and confidence in assessing PE to continue</li> </ul>

	<ul style="list-style-type: none"> <li>• CPD ensured that children are as active as possible in sessions rather than 'queuing' to take turns</li> <li>• Increased efficacy</li> <li>• Staff confident in their roles and have been upskilled</li> <li>• Through team teaching with specialist coaches, staff have been immersed in a broad range of sporting activities leading to improving skills and knowledge</li> <li>• LTP reorganised to include broader range of sports</li> <li>• Teaching supported effectively by use of PE scheme which is coherently sequenced to ensure appropriate progression year on year. Scheme can be adapted to suit needs of individuals and cohort through differentiation and support</li> <li>• Introduction of consistent method of assessment criteria, clearly linked to lesson content/objectives and progression of PE vocabulary, further upskills staff in accurate and precise assessment</li> </ul>	<p>through moderation and monitoring activities</p> <ul style="list-style-type: none"> <li>• Continue to review PE curriculum to ensure it matches need and is fit for purpose</li> <li>• Seek out further CPD and PE leader also lead CPD, particularly in light of staffing changes</li> </ul>
<p><b>Key Indicator 2</b> Engagement of all pupils in regular physical activity</p>	<ul style="list-style-type: none"> <li>• Play and lunchtime activities/resources have been improved meaning more children are active at these times.</li> </ul>	<ul style="list-style-type: none"> <li>• Importance and benefits of healthy lifestyles and physical/outdoor activity embedded</li> </ul>

	<ul style="list-style-type: none"> <li>• Regular Forest Schools activities mean that children are learning actively outdoors, contributing to both physical and mental health and wellbeing. In addition, contributes to improved levels of concentration and learning outcomes</li> <li>• All children take part in at least twice weekly PE sessions</li> <li>• This year school has offered 16 different PE/sport focussed extra- curricular activities for children of all ages resulting in 88.5% of children attending one or more clubs</li> <li>• Children across school take part in a number of local sporting activities. Their achievements are celebrated in a weekly assembly when they receive a certificate. Their name is also placed on the PE board. This year 34 children were celebrated. Many also bring in medals, trophies, badges and certificates they have won of which they show great pride</li> </ul>	<ul style="list-style-type: none"> <li>• Majority of children enjoy being active</li> <li>• School is well resourced</li> <li>• PE leader will continue to improve resources and activities provided at play/lunchtimes</li> <li>• Existing resources will continue to be used and replaced (some resources do not last forever)</li> <li>• Continue to offer extra-curricular activities</li> </ul>
<p><b>Key Indicator 3</b> The profile of PE and sport is raised across the school as a tool for whole school improvement</p>	<ul style="list-style-type: none"> <li>• Exposure to sporting role model, Olympic gymnast, Sam Oldham a huge success the inspiration and aspiration it generated was palpable</li> <li>• School PE day highlighted the high importance placed upon PE/sport.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to reflect upon and amend sports taught (LTP) and offered in light of outcomes, monitoring, pupil voice as well as National and International events</li> </ul>



	<p>Inclusion of different sports showed different activities (yoga and line dancing) have equal merit as those more traditional sports such as football</p> <ul style="list-style-type: none"> <li>• Olympic Sports Day and associated whole school preparation, celebrated and acknowledged this key event with children learning about traditions, sporting role models and Olympic values and traditions</li> <li>• High emphasis placed on PE/sport means children and adults are aware of the benefits of sport mentally and physically</li> <li>• Children are aware of range of activities available and some have taken these up out of school as well as through extra-curricular offer</li> <li>• Increased enjoyment in PE lessons</li> <li>• Celebration of achievements has increased profile of PE/sport alongside academic success</li> <li>• Regular attendance at festivals and cluster events</li> <li>• School is fully committed to the importance of PE and staff are enthusiastic and knowledgeable</li> <li>• Monitoring, including pupil voice ensures PE remains high profile</li> </ul>	<ul style="list-style-type: none"> <li>• High quality, appropriate and safe resources will continue to be utilised/updated as necessary</li> <li>• Clubs will continue to be offered</li> <li>• Continue to work with and build strong relationships with specialist providers</li> <li>• Train and implement Sports Ambassadors</li> <li>• Continue to attend competitions</li> </ul>
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	<ul style="list-style-type: none"> <li>• Inspirational sports people highlighted during assemblies</li> <li>• Enrolment to Selby Children’s University where children collect ‘credits’ for attendance at clubs and activities to work towards graduation</li> </ul>	
<p><b>Key Indicator 4</b> Broader experience of a range of sports and activities offered to pupils</p>	<ul style="list-style-type: none"> <li>• Children are aware and take part in a wider/broader range of sports/physical activities through the LTP, extra-curricular offer, sports festivals and work shops (skateboarding and scootering, balance biking, world sports, Paralympic sports – Goalball, Boccia, New-age Kurling)</li> <li>• Variety of sports taught throughout school</li> <li>• Forest Schools and Outdoor learning</li> <li>• Children and staff are enthusiastic about differing sports</li> <li>• High quality equipment enables and ensures teaching and learning is high quality</li> <li>• Range of sports have equal emphasis/importance placed upon them</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure we continue to introduce a broad range of activities and further develop those already offered</li> </ul>
<p><b>Key Indicator 5</b> Increased participation in competitive sport</p>	<ul style="list-style-type: none"> <li>• All children across Key Stages One and Two have taken part in competitive sports through Sports Festivals and Cluster events</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance at competitive events to continue, although this can present challenges due to staffing and transport costs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Children show great teamwork and support</li> <li>• Vast majority of children took part in sports day</li> </ul>	
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## Swimming Data

Question	Stats	Further context/Local challenges
What percentage of your current Year 6 cohort can swim competently, confidently and proficiently over a distance of at least 25 metres?	80%	There is no swimming facility in the immediate local area. This makes it challenging for some families to take children swimming as there are also poor transport services. There are also financial implications For school this means that the cost of transport to a swimming pool is high
What percentage of your current Year 6 cohort can use a range of strokes effectively?	80%	
What percentage of your current Year 6 cohort are able to perform safe self-rescue in different water-based situations?	80%	
Have you used the Primary PE and sport premium to provide top-up sessions for those pupils that did not meet National Curriculum requirements after the completion of core lessons?	Yes	

Have you provided CPD to improve the knowledge and confidence of staff to be able to teach swimming and water safety?	No	The school uses a Swimming coach to deliver swim sessions
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**Signed off by:**

<b>Head teacher</b>	<b>Sarah Chappell</b>
<b>Subject Leader</b>	<b>Sarah Chappell</b>
<b>Governor</b>	<b>Stephen Sedman</b>
<b>Date</b>	<b>9/7/24</b>