

Evidencing the impact of the Primary PE and sport premium

Greenside Primary School

Academic Year 2022-2023



GREENSIDE
WHERE CHILDREN COME FIRST

Commissioned by the
Department for Education

Created by



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.

Key achievements to date until July 2022:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> ▪ Increased pupil participation in extra-curricular sports clubs. In 2019/20 we continued to have over 76% of Key Stage 2 children participating in extra-curricular sports clubs, an increase from 70% in 2017/18 55% in 2015/16 and 44% in 2014/15. In 2021/22, all children in Year 1 – 6 were provided with opportunities to engage in an after school sports club. ▪ Around 81% of KS1 children participate in an extra-curricular sports club. ▪ Increased participation in competitive Level 2 (Inter-school) sport opportunities (number of opportunities have more than doubled since 2014/15).. In 2018/19 we provided 594 competitive opportunities for our pupils (an increase from 265 in 2014/15, 394 in 2015/16 and 570 in 2016/17) and now continue to attend a much broader range of competitions. In the 2021/22 academic year (post COVID-19) we have continued to provide over 500 competitive sporting opportunities. ▪ Introduction of intra-school sports competitions for all KS1 and KS2 pupils additional to the annual School Games Morning. ▪ The school received the School Games Mark Gold Award, in 2021/22, 2018/19, 2017/18, 2016/17 and in 2015/16, recognizing the profile of PE and Sport. In 2014/15 we received the School Games Mark Bronze. The School received the Virtual games mark in 2019/20 and 2020/21 and hopes to achieve the Platinum school games Mark in 2022/23 academic year. ▪ Increased teacher confidence and quality of teaching through introduction of RealPE schemes and regular staff CPD are reflected in the progress of pupils. End of year assessment data from 2021/22 showed that all year groups had over 87% of pupils meeting ARE for PE with an increase of pupils across the school working at a greater understanding in PE. ▪ Established physical activity initiatives across the school including including Active Maths and continuing to promote skipping. ▪ A PE long term plan has been developed which aims to include and challenge all children in PE. Links to a PE hub scheme means 1 out of 2 weekly PE lessons are 	<ul style="list-style-type: none"> ▪ Continue to sustain and increase physical activity levels throughout he school. Look at alternative ways to increase levels through our curriculum development. ▪ Continue to promote PA by implementing an activity tracker and celebrate physical activity during assemblies. ▪ Provide a physical activity club/s, where target children participate in additional PA. Those children who fail to participate in recommended guideline of 60 minutes of PA a day. ▪ PE teaching that is good or outstanding and good practice shared across other curriculum areas. ▪ Further develop sports and activities to ensure they are broad and balanced and meeting the needs of ALL pupils. ▪ Continue to establish playground leaders and provide children with a leadership role in sport. ▪ Competitive opportunities to be accessed by ALL pupils and celebrate inclusivity. ▪ Continue to develop the environment to ensure it is both safe and creates further opportunities to learn and maximise social development. E.g. eliminate obstacles in the hall space, zones in the playground. ▪ Greater opportunities to be made available via inter and intra school competitions.

sports specific and skills taught through Real PE lessons are transferred to this.	
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Meeting national curriculum requirements for swimming and water safety. 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.	92%
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres?	84%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	84%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	89%
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. This year, we had 27 children in year 5 and 6 who had not passed their 25m. At the start of the year, only 64% of the year 6 cohort had passed their 25m. Using additional swimming sessions, now 84% have passed. These children attended weekly swimming lessons on a Thursday until this objective had been met.

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: 2022/23		Total fund allocated: £18570		Date Updated: 28.9.22		
<p>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</p>					Percentage of total allocation:	
					15%	
Intent		Implementation		Impact		
<p>All pupils are provided with a range of opportunities to be physically active and understand how physical activity can help them to adopt a healthy and active lifestyle</p> <p>All pupils consistently make healthy lifestyle choices.</p> <p>All pupils engage in at least 60 minutes of physical activity a day, of which 30 minutes should be in school</p> <p>There is a recognition of the benefits of Physical Activity by all stakeholders including how Physical Activity:</p> <ul style="list-style-type: none"> - has a huge impact on the cognitive function of the brain including retention and recall - improves leaning behaviours such as concentration levels and focus - supports pupils to develop better self-belief and self-image - contributes to whole child development <p>Being active is the key - active children achieve more</p>		<p>Continue to implement the 'Quick Skip' initiative in order to track and reward individual physical activity completed during curriculum time. Teachers to complete 'Quick Skip' 2/3 times a week.</p> <p>Promote and celebrate additional physical activity taking place during the school day by implementing a tracking system to identify the 'most active class'.</p> <p>Improve playground provision to promote increased physical activity during break times and lunchtime. Work alongside school learning mentor and lunchtime staff to develop equipment and resources.</p> <p>Engage in the 'CAS' – Creating active schools framework from the Yorkshire Sport Foundation to develop a curriculum which embeds Physical activity.</p> <p>Continue to establish a sports crew which supports children in keeping active during playtimes and lunchtimes.</p>		<p>£250</p> <p>£1800</p> <p>N/A</p> <p>£100 for visible vests and equipment</p>		<p>Children continue to participate in the quick skip initiative. With each class having their own set of ropes, a majority of children have access the initiative weekly. Unfortunately we need to continue to raise the profile to ensure ALL staff continue to implement and understand the importance of physical activity during curriculum time.</p> <p>Due to timing, the tracking system has not been put in place. Weekly rewards are handed out in weekly assemblies however, which celebrate those children who have represented the school.</p> <p>We have begun our journey with the creating active school framework! After a school profiling activity, we are aware of our focus points and targets which the school we continue to address next academic year. All staff received 2 hours of CPD where a majority felt inspired to engage in a more active curriculum! Long term plans have also been adapted to include an 'active lesson' focus!</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				13%
Intent	Implementation		Impact	
<p>PE, sport and physical activity are a central part of the school development plan. The context of PE, sport and physical activity is used across the curriculum and the skills and positive values of this subject area are integrated into the school ethos. The profile of PE, sport and physical activity is raised across the school and is seen as a tool for whole-school improvement.</p> <p>There is a recognition that:</p> <ul style="list-style-type: none"> - Highly active pupils will attain better, research has proved that after 20 minutes of moving, pupils grow new brain cells and have higher concentration levels; the more we can get our pupils to move, the higher they will attain! - PE, sport and physical activity gives us the opportunity to teach life skills such as cooperation, reliance and responsibility. We use Physical Education as a true cross-curricular approach to allow our children to develop the skills they require for lifelong learning. - PE, sport and physical activity can be used to develop the whole person including thinking, social and personal skills. 	<p>Continue to ensure PE, sport and physical activity is visible in the school (assemblies, notice boards, school website, local press, pupil reward and recognition of pupils)</p> <p>Develop the use of sporting role models as a tool to engage and raise achievement – sports crew to become implemented at playtimes and lunchtimes – supporting children engaging in games and activities.</p> <p>Develop the use of PE, sport and physical activity opportunities to improve concentration and attainment. Re-subscribe year-long subscription to ‘Maths of the Day’ resource which has over 1000 lesson and homework plans to support the teaching of Maths through physically active and engaging methods. Monitor staff uptake and continue to promote throughout the school.</p> <p>Engage in the CAS partnership (creating active schools). Alternative methods of increasing physical activity through the curriculum.</p> <p><i>*Also applicable for using funding for engaging pupils in physical activity- Key indicator 1.</i></p>		<p>Real Leader CPD for staff and children. £450</p> <p>£800 active maths</p> <p>No Cost</p>	<p>Notice boards, working walls, displays and social media are in place! Role models have been established. We have successful playtime leaders, and a sports crew whose responsibility it is to ensure all equipment is available and not broken, and supports with setting up for regular events.</p> <p>Maths of the day resource continues to be utilised throughout the curriculum. It is highly successful during intervention groups, however needs to be used more regularly for classwork.</p> <p>We have begun our journey with the creating active school framework! After a school profiling activity, we are aware of our focus points and targets which the school we continue to address next academic year. All staff received 2 hours of CPD where a majority felt inspired to engage in a more active curriculum! Long term plans have also been adapted to include an ‘active lesson’ focus!</p>

<p>- PE, sport and physical activity can aid the development of fine and gross motor skill development which link to academic achievement.</p> <p>- PE, sport and physical activity can impact on whole school outcomes such as pupil's behaviour and attendance.</p>	<p>Celebrate PE, sport and physical activity opportunities:</p> <ul style="list-style-type: none"> - during assemblies - create a celebration book so that anything positive that happens throughout the week in PE, sport and physical activity opportunities, i.e. clubs or at lunchtimes is recorded and celebrated! <p>Continue to establish the PE hub throughout the school. Ensure all Long term plans are up to date and support fundamental movement skills to encourage children to develop a love of life long sport and physical activity.</p>	<p>£525</p>	<p>PE hub resource is highly successful and enjoyed by many staff. The tool has been used to engage children in more sports specific lessons, where skills are transferred from the Real PE scheme which focuses on fundamental movement skills. We have seen great improvement in children's attitudes towards PE and Sport (particularly in year 5 and 6) and engagement in extra curricular events and clubs!</p>	
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<p>Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport</p>				<p>Percentage of total allocation: 35% (much of which also applicable for other Key Indicators i.e. Leeds Rhinos Foundation and Leeds Well SSP)</p>
Intent	Implementation		Impact	
<p>Raise the quality of learning and teaching in PE, sport and physical activity by providing support to deliver broad, balanced and inclusive high quality PE, sport and physical activity provision (within and beyond the curriculum) to raise pupils' attainment.</p> <p>To ensure that:</p> <ul style="list-style-type: none"> - All staff are confident and competent to deliver high quality and the quality of all lessons is good or outstanding. 	<p>Developing the confidence of all staff in teaching PE, to ensure the children have a much more exhilarating experience of PE.</p> <p>To employ specialist PE teachers or qualified coaches to work alongside teachers in lessons to increase their subject knowledge and confidence in PE. PE teaching and learning days provided to</p>	<p>Next steps Real PE package £1995 for 1 year. Includes:</p> <ul style="list-style-type: none"> • Subject Leader support meetings 	<p>Real PE scheme continue to be successful within the school! Staff attend regular CPD and around the clock support is provided for all staff to ensure they are confident teachers of PE. Support is also in place for the PE lead, who attends</p>	

<p>- Teaching and learning styles are matched to lesson content and to encourage all pupils to participate.</p> <p>- All pupils make good progress which is clearly reported to parents or carers.</p> <p>- Assessment involves pupils fully and identifies and celebrates their achievements</p> <p>- Where coaches are used, they are encouraged to deliver the school PE curriculum and to increasingly involve teaching staff supporting lessons to increase their confidence in delivery of the subject.</p> <p>- The PE curriculum is diverse, providing pupils with the confidence to try new activities as well as enhancing their existing skills in a diverse range of environments. There are opportunities for all pupils to develop their leadership, coaching and officiating skills. All pupils receive two hours or more of timetabled high-quality PE.</p> <p>- 1:1 lesson observations to monitor staff effectiveness and confidence take place</p> <p>- Questionnaires are used to monitor pupil and staff attitudes towards progression in PE</p>	<p>support staff in delivering a high-quality PE lesson – delivered through Real Legacy PE scheme.</p> <p>February 2021 the school bought in to the next steps Real Legacy package to support staff with the delivery of RealPE, RealGym and ReaPlay. Package lasts for 2 years and finishes May 2023.</p> <p>- Renew Leeds West Well School Sport Partnership SLA providing:</p> <ul style="list-style-type: none"> ➤ Subject leader professional development days (x3). ➤ Subject leader receives key local and national updates regarding PE and Sport. ➤ Access to staff CPD opportunities. ➤ Access to city-wide competitions and events. <p>Supply cover to release teaching staff for CPD and events over the year (also applicable to Key Indicator 4 – addition events and activities).</p> <p>To procure quality-assured professional training for staff to raise their confidence</p>	<ul style="list-style-type: none"> ● Access to the Real PE platform for all staff ● Access to a learner management system where staff can access online refreshers. <p>Current Package: £5,000 over 2 years (Accounted for and paid using last years budget).</p> <p>£1300</p> <p>£1900</p>	<p>termly meeting with the school Real PE partner.</p> <p>PE subject leader has continued to attend termly networks which support with informing the member of staff with latest information, updates and news. Competitions are also included in this offer. This year the school has provided 515 sporting opportunities for children to attend extracurricular event. By doing so, we have been rewarded the school games Platinum award which further celebrates our success! Local events are also organised termly by the Leeds Rhinos foundations. As part of our offer with these, we receive a half termly coaching sessions from Brad to support staff with their delivery of PE. Staff attending the coaching sessions has been rotated to ensure as many staff as possible have the chance to coach alongside Brad and receive good CPD.</p>	
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	<p>and competence in teaching PE and sport</p> <p>To quality assuring the work of sports coaches and instructors employed to coach in PE lessons and after-school sports clubs.</p> <p>Renew membership to the Leeds Rhinos Partnership providing:</p> <ul style="list-style-type: none"> ➤ A School Sports Co-ordinator for the cluster to organise inter-school (School Games Level 2) sporting opportunities. ➤ A CPD programme (2 and a half hours per week during alternate half-terms) of subject specialist teaching children and sharing expertise with primary schools. ➤ 6 hours of Dance lessons by subject specialist 	£1200 (Leeds Rhinos Partnership)		
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Key indicator 4: Broader experience of a range of sports and activities offered to all pupils	Percentage of total allocation: 17%
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Intent	Implementation	Impact
<p>All pupils are able to access a broad offer of school sport activities. An extensive range of sports and activities is available, including opportunities for ALL pupils.</p> <p>An outstanding range of traditional, new and alternative sporting activities are offered before, during and after school which:</p> <ul style="list-style-type: none"> - Extend - activities that build and develop on existing curriculum activities. - Enable - these activities develop basic and key skills through problem solving, e.g. multi skills, physical activity - Enrich - these activities offer a range of new opportunities, e.g. cycling, rock climbing 	<p>To ensure that ALL pupils experience a broader range of sports and activities. ALL children to be provided with the opportunity to represent the school in a sporting event.</p> <p>To provide opportunities for ALL pupils including SEND, the least confident and the least active to attend exciting, varied and a new range of activities.</p> <p>Continue to develop the Sports Leader Programme throughout the school, engaging and facilitating pupils' ability to take responsibility for their learning and delivering of sports and physical</p>	<p>As part of our Well Schools partnership and Leeds Rhinos foundation partnership, we have created a total of 514 sporting opportunities for ALL our children. Half termly SEND Pentathlon events have been entered. We have had excellent feedback from the events as they highlight the inclusive measures the school will go to ensure everyone is included.</p> <p>Please see above!</p> <p>Cost of transport to and from events. Est £3000 (As stated in key indicator 5)</p> <p>*As part of being a part of the RealPE</p>

<p>Leadership and Volunteering - A programme of leadership and volunteering - Playground Leaders.</p> <p>- Junior leaders experience high quality training and are supported to be deployed across a whole range of opportunities within the school.</p> <p>School Club Links and Community Provision - Excellent partnerships with other providers - Formal links with sports clubs and external sporting organisations are in place which enable pupils to extend their participation and have access to specialist coaches and facilities</p> <p>Coaches in School - Coaches are deployed effectively to provide high quality sports coaching and to support the competition and school sport programme - Coaches are qualified to deliver in primary schools (NGB level 2 qualifications as a minimum)</p>	<p>activities to the rest of the school.</p> <p>Explore local opportunities and build links with local community sports clubs through our SGO and other key partners. Karate club.</p> <p>To develop a Community Sport Board which identifies clear pathways and links to local opportunities</p> <p>To employ sports coaches to provide age and stage appropriate extra-curricular sporting opportunities and to improve sports skills in children through increased opportunities in school. Bradford City, Leeds united, Leeds Rhinos, Pudsey SLCC, Pudsey Tennis Club, Karate Kids.</p> <p>To ensure that coaches are deployed effectively and that: - Coaches facilitate links to local sports providers - Coaches are embedded as a member of school staff</p>	<p>Legacy school.</p> <p>£3200</p> <p>As part of the Leeds Rhinos SSP.</p>	<p>The following coaches attend weekly sessions with all year groups. Every child in the school has been provided with the opportunity to attend an extracurricular sporting club.</p>	
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:	
				20%	
Intent	Implementation		Impact		
<p>Sports competitions can provide positive outcomes for young people but also have the capacity to foster negative outcomes. A positive experience can support the physical, emotional, social and personal development of a young person and encourage life-long enjoyment and engagement in physical activity. This includes developing important life skills such as leadership, teamwork, empathy and conflict resolution. In contrast, without careful planning, sports competitions can promote overly aggressive behaviour, rejection, fear of failure and the development of a negative mindset.</p> <p>1. The young person’s motivation, competence and confidence are at the centre of the competition. 2. The focus is on the process rather than the outcome (on the learning and values development of the young person rather than the result). 3. Volunteers, leaders and officials are appropriately trained and display behaviours reflective of the nature of the competition. 4. The environment is safe and creates opportunities to learn and maximise social development. 5. The facility and the environment that is created for the competition reflects the motivations, competence and confidence of the young people and format of the competition.</p>	<p>To develop an inclusive competition framework which offers a wide range of competitive opportunities through extra curricular activities that enable pupils to compete at a personal level (personal best), intra and inter level. Competitive sport fixtures are played at all levels to cater for the different needs of children, providing safe, challenging and healthy competitions.</p>	<p>£1300 (as part of Leeds Rhinos Foundation) As stated in Key indicator 3 and 4.</p>	<p>Please see above.</p> <p>Skipping festivals were attended. This proved to be a huge success and was enjoyed by everyone! Fundamental skills were developed and executed through the sessions from Jodi and events.</p>		
	<p>To provide an opportunity for ALL pupils to have represented the school.</p>	<p>The Skipping School Y2 and Y4 School Skipping events. £300 entry and resources.</p>			
	<p>To overcome transport issues so that this is not a barrier to participation.</p>	<p>Coach and transport hire - £3000 for the year. Many events are in walking distance.</p>			
	<p>Supply cover to release staff for inter-school sports events.</p>				
	<p>Make competition a time to celebrate! To make a big deal of all competitions by celebrating them in assemblies and displaying reports around the school.</p>				
	<p>Please see Key indicator 4 regarding school partnership with the Leeds Rhinos Foundation who are the main event organisers.</p>				
	<p>Supply cover to release staff to attend</p>				

<p>We also consider that competition can take place in a variety of settings and environments such as:</p> <p>Personal Best – competition against oneself</p> <p>Intra – competition taking place within school</p> <p>Inter – competition with other schools</p> <p>County – competition with others across the county</p> <p>Virtual – using virtual platforms to stimulate competition</p>	<p>events alongside the children.</p> <p>To pay for transport, pool hire and instruction to provide additional swimming lessons for those pupils unable to swim by the end of Year 6.</p> <p>To find out how staff feel about PE and support their specific needs through completing a questionnaire.</p>	<p>£400</p> <p>£3000 (As stated in Key Indicator 4). The cost of transport has increased significantly in the last year. An afternoon trip for mini bus hire is £290. Competitions which do not take place in the local area take place around 8x a term.</p>	<p>Transport continues to take a large chunk of the premium money due to its rise in costings.</p>	
<p>Total Spend for this academic year</p>	<p>£18,520 (not including mini bus leasing however this is something to think about over the year).</p>			

Signed off by	
Head Teacher:	Sarah Fuller 
Date:	16.12.22
Subject Leader:	Ella Robinson
Date:	
Governor:	Tom Howes 

Date:	14/12/2022
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