

Key achievements to date until July 2023

Children continue to enjoy and look forward to PE lessons and are keen to further their skills. All classes have planned 2 sessions of PE a-week and have a number of other opportunities to be active during the day.

Targeted staff have committed to CPD and 6 members of staff have completed the team teach programme – building capacity for PE pedagogy.

Children in Year 6 have had the opportunity to take part in an overnight camp developing problem-solving skills, resilience, and the capacity to face challenges individually, as a group and as a collective.

All children in Year 5 have had the opportunity to take part in a residential in the Lake district - developing problem-solving skills, resilience, and the capacity to face challenges individually, as a group and as a collective. They also have taken part in OAA including: rock-climbing, kayaking, Archery, hill walking, ghyll scrambling and orienteering.

We have had an increased involvement in a wide range of competitions whilst also focussing on festival events to broaden participation with our target groups

We have developed our after-school offer and recorded better retention and resilience of attendance. Our successful bid to the Open School Fund has allowed us to deliver pupil driven activities. Roller skating and cycling have been the highlight of our after school offer raising participation from a wider student audience and significantly encouraging more girls to take up an alternative exercise.

Gold School Games Award.

A developing Sports Crew who have been active in organising an active playground.

All children from Y2,3,4,5 & 6 having 10 consecutive days swimming per year

This has contributed to a growing interest and desire to learn how to swim.

% of Year 6 children achieving 25m

We have had 9 children attend a satellite dance academy following a series of talent ID workshops. One child has gone on to audition for further coaching and support. Travelling to Sunderland and Newcastle to attend academy tuition.

We have run five holiday programmes for our most vulnerable children. Helping to maintain physical activity during school holidays and promoting healthy lifestyles. Healthy meals and snacks were provided for all participants.

Areas for further improvement and baseline for 2023-24

Continue the intensive swimming from Y2 – Y6

All children to have a “Personal Best” record card. Children have ownership of their goals and can set personal challenges as well as measuring themselves against their peers.

Further promote our Abingdon Arch through the participation in sport.

To develop the sports crew and widen our pupil voice forum on sport participation, recording of results and reporting the achievements of all.

Continue to promote a high uptake of extended school clubs and sports.

Use the breakfast Club to promote healthy active lifestyles. Use this time for interventions for the most vulnerable (those at risk of leading a sedentary life)

Abingdon Primary School Details with regard to funding

Total amount carried over from 2020/21	£4968
Total amount allocated for 2021/22	£19590
How much (if any) do you intend to carry over from this total fund into 2022/23?	£4968
Total amount allocated for 2022/23	£19590
Total amount of funding for 2022/23. To be spent and reported on by 31st July 2023.	£24,558

Swimming Data

Please report on your Swimming Data below.

<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 then 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>It is our intention that Year 2 , 3, 4, 5 & 6 will receive 10 consecutive sessions this year.</p> <p>Our Year 6 attend in July 2023 – results will follow this block of swimming.</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 2020.</p> <p>Please see note above</p>	60%
<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>	10%
<p>What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?</p>	90%
<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>	Yes/ No

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:		Date Updated:	
<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>					<p>Percentage of total allocation: 26%</p>
Intent	Implementation		Impact		
<p>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:</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>		<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has changed?</p>	
<p>To provide an outdoor environment (with equipment) that encourages active play 30 minutes of active play</p>	<p>Children are involved in the promotion of alternative active play. Building and constructing den's structures and role play environments. Mr Hedgley and Sports Crew members meet, plan and procure equipment.</p>		<p>£250</p>	<p>Children use upper body strength to carry push and pull unorthodox resources. Creativity in construction and a wider opportunity to remain active while playing is provided. This has provided an alternative exercise. A wide range of our KS2 children engage in this creative play and enjoy building collaborating, climbing, balancing carrying dragging and lifting</p>	
<p>To promote small sided games during free play periods. Zone <i>areas</i> to continue to discourage mass matches of football - encourage the use of upper school referees</p>	<p>To use new playground markings so three games can be played simultaneously as opposed to one big game. Children to be shown the parameters of the area and understand the intention of the change.</p>		<p>£ 500</p>	<p>Small sided games will promote skill acquisition and see a further increase in aerobic exertion. Our playtimes are very active. There are a large percentage of children engaged in team games. A new alternative game (hand tennis) has developed new skills</p>	
			<p>Budget adjustment will be made to replenish consumables Recycling and donations from businesses. Through our school council and Sports crew we will continue to develop our outdoor provision guided by the student voice</p>		
			<p>Budget adjustment to allow for wear and tear. Replace PE consumables. Next year we will make adjustments to the timetabling of zoned areas and activities to further encourage girls and the least active to use their free-</p>		

			and tactical awareness	time raising their heart rate and building routine exercise.
Use of sports coaches for specific sports activities. LIGA(Fitness) Children at risk of in-activity and participation are targeted.	Targeted year groups will take part in weekly fitness sessions (6 week blocks) They will learn about their bodies and what positive impact exercise and sport has on their physical and mental well-being.	£5700 £950 x 6	Motivated -well-informed children who move more with intensity irrespective of their sports ability. A consistent fitness programme has served to maintain a good level of fitness to two of the most vulnerable year groups Y5 & Y6 All children have made a marked progress in their personal best challenges. They have all gained knowledge and awareness of the importance of staying active and developing a fitness routine.	When the Sports Premium comes to an end This shortfall will have to be made through the school's core funding. We will maintain this programme of personal best using school staff. The programme will be modified to record half-termly progress and build in independent challenges.

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement	Percentage of total allocation: 15%
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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?
Pupils in Year 4, 5 & 6 to develop leadership, resilience, character and confidence. This will lead to them becoming Sports Crew ambassadors within school.	<ul style="list-style-type: none"> Plan and lead activities in the playground to engage all – values festivals, personal challenges Progress skills through responsibility, such as setting 	£250	They inspire pupils to be physically active for life through positive experiences of daily activity and competition. They create opportunities and experiences that their peers will enjoy and get
			Sustainability and suggested next steps:
			Training is planned for the following Autumn term – recruitment of new leaders.

<p>Training to take place in Autumn 2 term.</p>	<p>up equipment for clubs, PE lessons and assist delivery where appropriate</p> <ul style="list-style-type: none"> • Pupil voice responsibilities – find out what their peers would like to take part in • Raise the profile of PE and school sport across the school – assemblies, newsletter articles 		<p>involved in, by trying new sports and activities.</p> <p>An established Sports Crew have led an active role in the playtime and lunchtime breaks to help promote sport. Sports Crew uniform has elevated the status of the role and a long waiting list for Sports Crew responsibilities indicate a growing interest in sports and aiming for 60 active minutes.</p>	<p>Sports Crew will be given the opportunity to attend training from our SGO and school staff. A greater role will be given for the Sports Crew to organise and plan half-termly activities and intra-competitions</p>
<p>Increase Sports displays and use of social media.</p>	<p>More display around school of children taking part in PE and sport and use of dojo to showcase sports.</p>	<p>£250 PE lead to promote</p>	<p>More display around school visualising the positive impact sport has.</p> <p>We have promoted sport through our school community platform showcasing PE sport and club participation. We need to identify an area within school to celebrate and inform.</p>	<p>Look at engagement of parents on dojo posts.</p> <p>Engagement is slowly filtering through from parents. Positive and inquisitive communication has led to developing partnerships of children, parents and school</p>
<p>Improve levels of equipment for the teaching of PE – new equipment raises enthusiasm and demonstrates the value placed on sport and exercise.</p>	<p>Purchase new equipment to replace old and also purchase new equipment for new sports within school.</p>	<p>£2500</p>	<p>Teachers enthusiastic to use new equipment and try out new sports for their lessons.</p> <p>We have been fortunate to replenish consumables and keep pace with the children's wishes by providing good quality and inspiring equipment and kit.</p>	<p>Feedback from teachers and pupils to see what has been a success.</p> <p>Has the equipment been fit for purpose?</p> <p>Target girls and SEND children's needs when planning to buy new equipment</p>
<p>New kit to raise the profile of PE Sport and Exercise – Children excited by wearing the kit – a sense of belonging – a sense of being part of the Abingdon team.</p>	<p>Purchase school kit – provide cold weather track tops to ensure weather is not a factor in the cancellation of PE and sport</p>	<p>£650</p>	<p>Limited cancellation of PE, Sport and Exercise sessions. Consistent routine of sport and exercise</p> <p>Excellent kit has provided all our teams and groups attending festivals and meetings with a sense of pride.</p>	<p>Budget adjustment for wear and tear, replenishment.</p> <p>Possible sponsored support.</p> <p>We will continue to garner the support of local charities and businesses to help maintain the quality of uniform</p>

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				18%
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:
Staff feel supported well informed and gain the correct skills and knowledge to help support their development as primary practitioners. (PE)	Staff to attend PE CPD Provided in school & externally provided by Tees Valley SGOs	£400	Children benefit from a well-trained and informed staff. The long-term impact will be seen as trained staff implement their knowledge and skills over the coming years. This year we have targeted Year 3 and Y4 staff alongside TA's . Staff have supported and led some sessions alongside PE leads developing the knowledge and skills to develop a sequence of lessons that build and layer all the elements of skill acquisition and acquiring essential knowledge.	To offer these courses to all staff. As a response to a fortunate position our school have. A full time PE Lead and a HLTA with PE specialism we will continue to work with staff to develop their PE pedagogy
Improve the skill-set of teachers in PE.	Teachers to work alongside sports leads and sports coaches so that they feel more confident in teaching PE. Courses provided by our SGO	School cover provided Provisional Funding £400	Higher quality of PE lessons resulting in improved skill set of children. Release of PE lead for lesson observations. See above	Monitor PE lessons Teachers to share areas that they feel less confident. Continue to have a dialogue with staff about the direction our school is taking with PE and their CPD needs

<p>Getset4PE membership – full online access to a nationally recognised scheme. Improved teacher planning, confidence and delivery of PE.</p>	<p>PE lead to create a new long-term plan for PE. Teachers can access lesson plans for the half termly topics.</p>	<p>£1056</p>	<p>A more creative and inclusive vision for PE. More children engaged and enjoying PE. Increase in health and obesity levels. <i>This programme continues to move with the most up to date research whilst developing a core offer that works well with our school programme</i></p>	<p>Annual membership, feedback from teachers and children. <i>Teachers continue to use the support material to plan and deliver sessions</i></p>
<p>All children to access high quality PE lessons. Two hours of P.E. (1 hour of expert high-quality instruction and teaching) Two half hour lessons focussed on fitness and skill acquisition (hand-eye coordination) All children to make expected progress in their: physical development; aerobic stamina acquisition of skills: agility and hand eye coordination Composition: develop movement sequences with increasing creativity and complexity.</p>	<p>To maintain the employment of our highly experienced and expert teacher of PE three days a week. To monitor and support standards of planning and delivery. To monitor and support our established sports coach in her standards of planning and delivery of PE.</p>	<p>£2500</p>	<p>Using our P.E “Arch” children and staff will be clear on our vision for P.E. Agility (balance, footwork and spacial awareness) Running ((stamina) aerobic fitness) Composition (Dance & Gymnastics) Hand-eye coordination (catching and sending, striking and fielding) <i>Our HLTA has continued to deliver a high- quality programme whilst supporting and promoting PE across school. She has worked closely with parents of some of our youngest children – physical literacy has been a focus as fundamental movement sessions were shared and celebrated.</i></p>	<p>The supplement paid to allow our P.E. teacher to deliver high quality lessons will be planned for the foreseeable future. When the Sports Premium comes to an end This shortfall will have to be made through the school’s core funding. <i>As above</i></p>

<p>Key indicator 4: Broader experience of a range of sports and activities offered to all pupils</p>	<p>Percentage of total allocation: 24%</p>
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Intent	Implementation	Impact		
<p>Your school focus should be clear what you want the pupils to know and be able to do and about</p>	<p>Make sure your actions to achieve are linked to your intentions:</p>	<p>Funding allocated:</p>	<p>Evidence of impact: what do pupils now know and what can they now do? What has</p>	<p>Sustainability and suggested next steps:</p>

Created by:



Supported by:



what they need to learn and to consolidate through practice:			changed?:	
Encourage children to develop key skills such as communication, cooperation, problem solving, leadership and respect for others.	Residential booked Raven Gill Commondale Year 6	£500	Developing these skills help children better understand how they and others may contribute towards a team, a common goal or objective. This can be linked to contributions they are able to make to their local community Using our school Arch the children took part in challenges which were unfamiliar and designed to make them “wobble.” Cooperation, team awareness and the division of skills and delegation helped children realise almost all problems and challenges be them physical or mental are better shared as invariably satisfaction and achievement is heightened. This residential had a big impact on our Year 6 children – the timing of which (September) helped foster a team ethic; build resilience; show commitment and cultivate harmony amongst the groups.	Monitor Funding streams such as “Generation Green” and make sensible bids to these organisations. We will continue to scour funding streams to help subsidise this valuable OAA experience.
Encourage children to develop key skills such as communication, cooperation, problem solving, leadership and respect for others.	Residential booked St John in the Vale Lake District. Year 5	£2000	Developing these skills help children better understand how they and others may contribute towards a team, a common goal or objective. This can be linked to contributions they are able to make to their local community Please see above	Monitor Funding streams such as “Generation Green” and make sensible bids to these organisations to help supplement these opportunities. As above

<p>Encourage children to develop key skills such as communication, cooperation, problem solving, leadership and respect for others.</p>	<p>Forest Schools Week (PHoutdoors) Y12345 Each year group will take a day to engage in Outdoor adventurous activities</p>	<p>£650</p>	<p>Children begin to foster resilience, confidence, independence and become creative learners. Children are given the opportunity to take supported risks appropriate to the environment and themselves. The term OAA was chosen because there is an essential need for adventure and challenge for our young people. In addition, when our children participate in OAA they consolidate other areas of PE such as developing motor skills, confidence and competence in the outdoor environment as well as both mental and physical challenges.</p>	<p>When the Sports Premium comes to an end This shortfall will have to be made through the school's core funding. Make sensible bids to funding organisations to help maintain these opportunities. As above</p>
<p>Use of sports coaches for specific sports activities (Yoga) (Dance)</p>	<p>External sports coach service procured to extend the sports provision for all children</p>	<p>£2700 6X450</p>	<p>KS1/2 children are engaged with an alternative movement programme that increases agility balance and builds knowledge of movement motifs It has promoted core strength and continued to develop a new range of movement for all. Knowledge of their body, different movement motifs and awareness of the need to be flexible has helped improve greater control of their bodies and physical literacy is improving.</p>	<p>Monitor provision. Observe series of lessons ensuring they add and enhance value to our core provision.</p>

<p>Key indicator 5: Increased participation in competitive sport</p>	<p>Percentage of total allocation: 17%</p>
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<p>Intent</p>	<p>Implementation</p>	<p>Impact</p>	
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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:
Join the sports partnership programme and attend as many events as possible.	Member of the Middlesbrough Primary School Sports Partnership	£1000	Number of events attended increases therefore the number of children participating increases. <i>A smooth running of competition fixtures has been maintained and the transport to and from events has been hassle free.</i>	Use of SGO data to prove attendance figures. Children want to be part of all the school teams.

Inter School competitions	Attend cluster events with different children to those who attend Sports Partnership events.	£3000	Greater number of children participating and representing the school. <i>Our decision to attend festival events has helped to broaden participation rates and allowed us to focus on vulnerable groups – girls SEND and sedentary children. Celebrating their personal best and promoting sport to a wider base of children</i>	Use of SGO data to prove attendance figures. Children want to be part of all the school teams. <i>Monitor participation rates amongst our most vulnerable groups and continue to remove barriers to those who need most support and encouragement</i>
Intra School competitions	School Sports Week –athletics event where all children are in colour teams competing against each other. Older children lead younger children.	£200	Every child participates in a range of athletics events working for their team. <i>A range of activities have served to help all children experience competition whether it be as part of a team or competing against themselves – improving their</i>	Continue to build a culture within school, that it is great to take part.

			personal bests. All of which was supported by Sports Crew and mentors.	
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Signed off by	
Head Teacher:	Adam Cooper
Date:	
Subject Leader:	Martin Hedgley
Date:	
Governor:	
Date:	