



Primary PE and Sports Premium
2022/23

Harrold
Primary Academy

The Sports premium must be used to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils, in the 2022 to 2023 academic year, to encourage the development of healthy, active lifestyles.

Schools must publish:

<p>How much is the PE and Sports Premium Funding?</p>	<p>Allocations for the academic year 2022 to 2023 are calculated using the number of pupils in years 1 to 6, as recorded in the January 2022 census, as follows:</p> <ul style="list-style-type: none"> • schools with 17 or more pupils receive £16,000 plus £10 per pupil • schools with 16 or fewer pupils receive £1,000 per pupil <p>Total number of pupils eligible for the grant = 117 pupils Harrold Primary Academy received £17,390.00 in total for the academic year 2021/22.</p> <p>For the Academic year, 2022/23 Harrold Primary received £17,260.00</p>
<p>How has the Sports Premium Grant been spent?</p>	<p>2021/22</p> <ul style="list-style-type: none"> • Use the new PE specialist to develop and enhance PE subject knowledge further Renew contract with Bedford Borough School Sport Partnership (BBSSP) • CPD sessions for staff offered • Introduce Forest school to develop and improve outdoor play and learning • Gymnastic specialist working with children, alongside staff • School council actively involved with the new playground markings
<p>What has been the impact of the Sports Premium Grant?</p>	<ul style="list-style-type: none"> • Increased opportunities for all of our pupils to access a wider variety of PE and sports • Opportunity to develop the competitive element of sports and the skills of sportsmanship • Increased opportunities for our pupils to engage in sporting activities they may not have tried before • Developed pupil understanding of the importance of keeping fit and healthy and ways that they can improve their health and fitness. • PE and sports teaching have been used as a way of modelling the characteristics of positive and respectful relationships with friends and team mates.

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Review and Reflection

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Raise the profile of PE and sporting activities across the school further through the organisation of sports week. • Healthy-selfie board to showcase healthy active lifestyles outside of school • Different types of sporting and healthy lifestyle opportunities provided for children e.g wall climbing, archery, and Bollywood dancing, • Purchased a range of interactive games for the children during play and lunchtimes to encourage and promote more collaboration and turn taking. • Develop intra team competitions for houses to compete against each other. • Re-introduce the playground leaders. • Teachers have had the opportunity in Years 1 – 3, to work alongside gymnastic specialist. • Start football teams and join leagues for girls and boys 	<ul style="list-style-type: none"> • Enrichment Fridays to include a range of sporting and other physical activity clubs, e.g. keep fit, yoga, dance and relax kids etc. • Further training for playground leaders • Promote sports week with a range of intra house activities. • Encourage more after school and lunchtime clubs for the children • Create an outdoor learning classroom space. • Actively encourage pupils to take on leadership or volunteer roles that support the delivery of sport and physical activity within the school

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres? N.B. Even though your children may swim in another year, please report on their attainment on leaving primary school.	54%
What percentage of your current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]?	37%
What percentage of your current Year 6 cohort perform safe self-rescue in different water-based situations?	42%
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?	NO

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Action Plan and Budget Tracking

Academic Year: 2022/23	Total fund allocated: £17,260	Date Updated: January 2023		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity				Percentage of total allocation: 5%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Promote playground leader programme for 2022/23. Use of Playground Leaders to deliver activities at lunchtime as a means of engaging children in regular physical activity.	<ul style="list-style-type: none"> • Training for leaders • Children able to teach each other a range of games and activities • Using PE specialist to support this engagement 	£100	<ul style="list-style-type: none"> • Promotes children's well-being, abilities, social skills and teamwork. • Encourages the older children to organise games for the younger children, • Builds the children's organisation, communication, and responsibility skills. • Increase the amount of physical activity undertaken during playtime/lunchtime • Children have fun. 	This was effective and the children engaged with the range of activities. Meet with the school council to gather further comments/responses as to the effectiveness of the activities or whether a change would be welcomed.
Promote lunchtime clubs for children in Key stage 1 and 2. Autumn Term - Football Spring Term – Netball Summer Term – Athletics	<ul style="list-style-type: none"> • Use Premier Sports to provide lunch and after school clubs for children • Key skills to be taught and built upon with the intention of mini games at the end of each session. • Link choice of activities with PE lessons 	£60	<ul style="list-style-type: none"> • Team training for school competitions • Targeted interventions for more able, talented or inactive children • Signpost to local sports clubs and encourage healthy lifestyles • Enjoyment for a range of children 	

<p>Fit/fun/Dance club - Lunchtime club for the least active children.</p> <ul style="list-style-type: none"> • Children learn fun ways to be more physically active. • Children complete a diary to record the amount of time they are active each day. • Children learn about healthy eating and drinking choices. 	<ul style="list-style-type: none"> • Provide lunchtime and after school clubs focused on low impact physical activity such as yoga. • Encourage and promote mindful sessions in class that support mental wellbeing for children • Questionnaire to parents to find out which children are relatively inactive outside of school. • Ask teachers to nominate children that have low levels of activity. 	<p>£400</p>	<ul style="list-style-type: none"> • Engagement of reluctant children • Opportunity to experience a range of different physical activities that support wellbeing and mental health • Improvement in balance, strength, endurance and aerobic capacity • Supports in the reduction of stress and anxiety 	<p>This will need to be a focus for this year as children prefer either dance or yoga. Source an outside provider to deliver provision for the children.</p>
<p>Encouraging active play during break times and lunchtimes</p>	<ul style="list-style-type: none"> • Re-engage each class in the Golden Mile and the competition between children in various houses. • Use PLACE Awards to encourage simple physical activities. • Investigate achieving Healthy School Accreditation • Children can increase their levels of activity. 	<p>£400</p>	<ul style="list-style-type: none"> • All children offered clubs • Specific children targeted for activities • Greater fitness and an improvement in children's focus in lessons • The encouragement of teamwork helps in building a feeling of respect for one another. • More children achieving PLACE awards. • Healthy Schools will promote physical, social, emotional, and mental health and help equip children, staff and families with the skills and attitudes to make informed decisions about their health. • It demonstrates a commitment to the health and wellbeing of the children and staff in school. • Improved health and wellbeing outcomes for children in schools. • A clear focus for key/all staff for all four health areas, informing development planning and practice. • A celebration of good practice within school around health and wellbeing. 	<p>Meet with School council. Children would like a range of physical activity equipment as well as outdoor board games to encourage turn taking and collaboration.</p>

Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				8%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Ensure that the school community is fully aware of PE and sports events and activities within the school.	<ul style="list-style-type: none"> Weekly updates on the website Termly newsletters Promote more sponsored events Trophy cabinet 	£200	<ul style="list-style-type: none"> Newsletter to parents/carers Achievements celebrated on our website, children feel empowered and proud of their outcomes. Sports leaders relay information from meetings back to their class Whole school more aware of PE related aspects 	Release time set aside for PE lead to actively promote the activities in the school.
<p>Sports leaders to be reintroduced in each year group.</p> <ul style="list-style-type: none"> Fortnightly meetings to be held to discuss PE related topics (sports day, playground equipment, inter-house competitions etc) 	<ul style="list-style-type: none"> Hold class elections and nominate a representative Sports leader caps and badges to be bought 	£50	<ul style="list-style-type: none"> Leaders organise and lead games and activities that engage KS1 and KS2 children 'Good' skills and practises are modelled Children have a greater understanding of rules and point systems Children are happy to engage in personal challenges and group activities Children experience teams of mixed abilities and year groups. New friends are created Breaktimes and lunchtimes nurture a sense of belonging and being supported by the sports leaders. 	Train up the Year 5's in preparation to take over the running of sports leaders for the Spring term.
<p>Inter-house competitions.</p> <ul style="list-style-type: none"> Children compete against the children in their class from different houses. Classes rotate through the hall/field to compete in the activity Sports leaders and PE co-ordinator 	<ul style="list-style-type: none"> Decide on dates Decide on events Assembly to introduce the competition and raise the profile of the event. 	£100	<ul style="list-style-type: none"> By being a member of the House family, children and staff are encouraged to show team spirit. Children show respect through fair play and sporting behaviour. Children take responsibility for their behaviour as a team/house member. 	Points go towards overall winners for the academic year. An appropriate reward in place to celebrate the winning house achievements.

<p>oversee the event.</p> <ul style="list-style-type: none"> Children compete against themselves in order to make the biggest overall score <p>Promote and encourage children to travel to school by foot, bike or scooter. Purchase additional bike and scooter rack.</p>	<ul style="list-style-type: none"> Discuss with school council what children would like to have to encourage more to scoot, walk or bike. 	<p>£1,000</p>	<ul style="list-style-type: none"> Children take pride in their accomplishments and celebrate the different skills of their team members. More children coming to school by bike, on a scooter or walking. More parents parking their vehicles out of the village and walking to school. Encouraging children to enter school independently reducing the need for parents to drop children off at the school gates. 	<p>Children use achievements as evidence towards their PLACE awards.</p> <p>Investigate any support from the borough to promote and celebrate the reduction in congestion in the village.</p> <p>Link with the schools programme of conservation.</p> <p>Links with the PTA and Parish Council in funding a covered bike/scooter rack.</p>
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				41%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<p>Teachers have the opportunity to work alongside sports specialist</p> <p>Termly staff training</p> <ul style="list-style-type: none"> Teachers more competent in the delivery of PE lessons Teachers gain new ideas to make their lessons engaging and fun. <p>Embed PE SoW</p> <ul style="list-style-type: none"> Plans are more detailed with appendices that help with vocabulary, differentiation, safety etc. Teachers are more confident and competent when teaching PE. Focus on the teaching of skills – Yr R-6 learn multi-skills/fundamentals which can be applied to a range of sports. 	<ul style="list-style-type: none"> 12–13-week programme in place, termly, teachers team teaching with coach, follow up lessons Children engaged and enthusiastic Decide on dates Conduct survey to decide on areas where training is required. Teachers confidently using the scheme. Observations conducted to oversee its use and address any concerns. 	<p>£7,000</p> <p>£150</p> <p>£0</p>	<ul style="list-style-type: none"> More children taking up a variety of sports clubs outside of school Teachers more empower and confident in delivering PE lessons More children have taken up the after school that has been provided because of the training received by sports specialist Scheme to be embedded Key core skills taught are progressive and staff clear about the next steps in learning for the children. Children are enjoying the lessons and have remarked on the progressive nature of the skills they have learnt. 	<p>This is to continue as an enrichment activity.</p> <p>Promote after school club take up</p> <p>Scheme fully embedded.</p> <p>PE review to identify the strengths and areas for development.</p>

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				29%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Introduce a Sports Week in the Summer term	<ul style="list-style-type: none"> Decide on the dates Children to be consulted on the different physical activities they would like to try/participate in over the week 	£4,000	<ul style="list-style-type: none"> Building of resilience All children 'having a go'. Engagement by all Children eager and willing to work as effective teams Opportunity to try different types of sports or physical activities. 	<p>A very successful week that will be repeated in 22/23. Children experienced, a climbing wall, archery, Bollywood dancing, roller skating.</p> <p>This year more sporting activities such as inter house netball, 5 aside, tag rugby etc.</p> <p>Having the Sports week linked in with Sports Day encouraged commandry, cooperation, team building etc.</p>
Introduce different activities to children in both curriculum and through extra-curricular activities	<ul style="list-style-type: none"> Dance Club – Creative Festival Dance lessons Running club Yoga Roller skating Bike handling/racing Bollywood dancing 	£1,000	<ul style="list-style-type: none"> Children take part in wider curriculum opportunities Support for mental health and well-being for key children Building confidence in children Contribute to end of year Trust Show 	<p>Providing taster opportunities for each class to improve the take up of clubs.</p>



Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				16%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Provide opportunities for children to participate in competitive tournaments, covering a broad range of sports, through membership of BBSSP.	<ul style="list-style-type: none"> • Sign up to the Bedford Partnership network and register interest to take part in a range of different sport and activities. • Arrange fixtures in a variety of different activities. 	£2,700	<ul style="list-style-type: none"> • An increased number of children taking part in tournaments • Fixtures in place • Range of tournaments for all abilities to participate • No child excluded. 	Inclusion for all children to participate in events.
Start football/netball teams and join leagues for girls and boys	<ul style="list-style-type: none"> • Allocate teachers to go to fixtures • Book minibus • Have pitch painted so we can host matches 	£100	<ul style="list-style-type: none"> • Skills developed and enhanced • Time set aside for meaningful practice. 	Ensure that children in each class have a taster and the opportunity of taking part in a club.
Running club – opportunities for children to compete against each other.				
Multi-skill club				

Total budgeted: £17,260
Allocated: £17,260
Remaining: £

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